PROGRAM DOCUMENT FOR SPECIAL EDUCATION

This document addresses the standards for program quality and effectiveness for each of the following Special Education Specialist Credential programs:

**Mild/Moderate Disabilities, Level I, II, Intern**

**Moderate/Severe Disabilities, Level I, II, Intern**

**Early Childhood Special Education, Level I, II, Intern and Certificate**

**Resource Specialist Program Certificate**

Each standard is addressed individually and where appropriate supporting documentation is either on the Department of Special Education Website or provided at the end of this binder. The *Education Specialist Credential Program Handbook*, provided in this binder, includes all forms, candidate evaluations, and competency checklists. A set of course syllabi is also provided in the binder. Additional information is provided in files in the documents room.

The report organizes responses according to the content of the standards and aligns the numbers of governing standards as closely as possible. This is meant to show the cohesiveness of the three programs better than would three separate documents.

**Style Key:**

- **Standard language is noted in bold italics.**
- **Intern program related comments are in italics.**

Additional Resources and Information:

- Web resources are linked throughout the document.
- Web resources are also identified at the end of each standard.
- The *Education Specialist Credential Program Handbook* is provided at the back of the binder. This document includes all candidate evaluation and support forms.
- Course syllabi are provided at the back of the binder.
- Course assignments and activities are provided in folders in the Documents Room.

**Notes to Reviewers:**

The Resource Specialist Certificate is still available to CSU Fullerton candidates currently holding both a general education and a special education Learning Handicapped or Severely Handicapped credential. The candidates take sped 529, 551, 533 and 496. All of these courses have been described in detail in the Level II standards.

For the Early Childhood Specialist Credential, we are in process of a program change that phases out SPED 430 as a requirement and includes SPED 482C/D. The new program requirements will be in place starting Spring 2008.

**Important Links:**

- California State University Fullerton
- College of Education
- Department of Special Education
  - Special Education Specialist Credential Program Handbook
- Admission to Teacher Education Office
- Credential Preparation Center
- Center for Careers in Teaching
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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 includes the institution of higher education, and the participating district(s), with advice from the representatives for persons who hold the affected credential from each participating district.

California State University, Fullerton
...where learning is preeminent

California State University Fullerton’s teacher education programs are guided by the University’s mission statement and education unit conceptual framework; these are stated below.

CALIFORNIA STATE UNIVERSITY, FULLERTON MISSION STATEMENT

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities to actively engage students, faculty, and staff to work in close collaboration and expand knowledge. Our affordable undergraduate and graduate programs provide students with the best of current practice, theory, and research, and then integrate professional studies with preparation in the arts and sciences. Through actual classroom experiences, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society. We are a comprehensive regional university with a global outlook, located in the technologically rich and culturally vibrant Orange County area of metropolitan Los Angeles. Our expertise and diversity serve as distinctive resources and catalysts for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.

CONCEPTUAL FRAMEWORK OF THE EDUCATION UNIT
Education Unit Conceptual Framework

**a transformational journey toward educational advancement and achievement**

### Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

### Based on our core values, our mission is as follows:

#### Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

### Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners

### Cogent Rationale

The [Department of Special Education](#) has moved in the direction of competency-based (performance-based) program outcomes and is strongly committed to a conceptual knowledge...
and skill based framework soundly integrated with the philosophies of the university, school and the department. The Conceptual Framework, University mission, College philosophy, and the Department mission emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry, and the relationship to the larger diverse society. Courses and field experiences in the Department of Special Education are substantive and technical, theoretical and practical, realist, and entrepreneurial. The Department has used the current research and historical theories and issues as the Knowledge Base. This document is written to the CTC standards.

The credentials described in this document are housed in the Department of Special Education, College of Education. The College of Education is committed to emphasizing the performance of teacher candidates within the accreditation system, as teacher knowledge can ultimately make a difference in student achievement and learning.

The faculty agrees that students learn best in interactive settings where they practice and reflect upon experiences in order to discover and consider new relationships and approaches. The faculty believes the goal of schooling is to develop the whole student in a multicultural society, which is reflected in attitudes as well as knowledge and skills.

**MISSION STATEMENT OF THE DEPARTMENT OF SPECIAL EDUCATION**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in

- **Mild/Moderate Disabilities**
- **Moderate/Severe Disabilities**
- **And Early Childhood Special Education**

The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all-service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and Master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities. Master’s degree programs are available in all areas of specialty.

One of the most critical mandates for special educators is to prepare teachers not only to instruct students, but to help reshape institutions. Schools, social agencies and work environments, should more humanely serve persons with disabilities so everyone can function in culturally normative environments as independently as possible. The faculty at California State University, Fullerton is committed to enhancing the lives of persons with disabilities by preparing special education teachers who will have skills in three main professional roles: direct and collaborative educators, advocates for persons with disabilities, and leadership in the school and community. The Marks of our department are as follows:
MARKS OF THE DEPARTMENT OF SPECIAL EDUCATION

As Emerson Elliott, Director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” The Department of Special Education fully intends to meet the obligation outlined in the Special Education Specialist credential documents.

Our mission statement supports the Marks of the Department.

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<th>Courses Where the Mark is Covered</th>
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<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>9-31</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>9-31</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
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<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>9-31</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>9-31</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>9-31</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>9-31</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>All</td>
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With continuous strong support from the President, Vice President, Dean and Associate Dean of Education, and Department Chair, the department faculty has collected input from administrators, teachers, parents, community members, children and adults with special needs, and other professionals to design our programs. Originally the faculty spent the 1996-97 school year carefully designing the programs for Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education included in this document. The CTC approved the program in October, 1997 and our first graduating class was spring, 1998. The document was again edited and revised in the fall of 2000 for our last accreditation visit. In 2004, the document was again revised when the ECSE intern program was added. In Fall, 2006 the EL authorization document was written and approved in Spring, 2007.

In many parts of the country, school districts are experiencing a shortage of qualified special education teachers. An increasing numbers of students with disabilities are in need of services; however, there are few qualified staff to fill these positions. It is estimated that more emergency permits are granted in special education than any other area of education nationwide. Almost half of the states utilize some type of alternative certification training model to help alleviate shortages in special education. Currently 85% of the candidates in the Special Education Specialist program are teaching under the CSU Fullerton Special Education Intern Program, a collaboration with five local county offices, 62 school districts and the Department of Special Education. Only 15% of our program candidates are full-time students who participate in traditional student teaching. For this reason, we have stayed closely in touch with the alternative certification literature and have made every attempt to provide a rigorous, stellar Intern training program.

**COHESIVE PROGRAM DESIGN**

Based on the conceptual framework, the programs in the department stress a logical sequence among the critical components of teacher education, such as subject matter preparation, pedagogical instruction, fieldwork observation and participation, and student teaching/directed internship. It is responsive to contemporary educational concerns, and makes a genuine effort to connect theory and practice; and it provides for coordination of the varied administrative components including admission, candidate assessment and program evaluation.

The philosophy and nature of the training program is interdisciplinary, family-guided, culturally sensitive, and collaborative with local school districts and our colleagues in general education. A strong feature of the California State University, Fullerton Special Education Specialist credential program is the collaborative program design. As indicated in the common standards, the Department Chair meets bimonthly with the Dean of the College of Education. Many of the faculty serve on College and School committees and task forces together with colleagues in the Elementary, Reading, Secondary and Educational Leadership Programs. A representative from the Special Education Department attends some of the Elementary Education department meetings and supervision meetings as a liaison. When Special Education started discussing the Specialist Credentials, ideas related to collaborations were abundant. Each department within the school provided a representative for the special education steering committee to write the original 1997 document. Additionally, each department provided Special Education with names of outstanding graduates and master teachers who were then invited to a recent series of teacher focus sessions.

Early in the program design we decided to maintain the long history our general education colleagues have of requiring field practicum prior to admittance into the program. As the
program design unfolded, it became clear that there are competencies required in general education that all special education teachers must demonstrate. We made the decision to have all of our candidates in the new specialist program complete the first semester coursework from the multiple subject/secondary training program.

The program assumes that learning theory transcends intelligence and behavioral elements. After completing the prerequisite courses and subject matter preparation, teaching skills and field experience, candidates participate in a carefully designed program focusing on characteristics of (a) exceptionalities, (b) instructional methods and materials, (c) testing and assessment, (d) working with families, parents and communities, (e) implementation of positive behavior supports, (f) career, vocational and transitional skills, (g) collaboration with general education colleagues and interagency partners, (h) professional development, (i) leadership, and (j) contemporary issues and trends. The program consists of three phases:

1. A prerequisitie phase in which candidates are introduced to the basic characteristics of typical children (child development course) and to the basic characteristics of the various types of disabilities including several activities designed to create an awareness of diversity and disability. Candidates participate in 30 hours of practicum working with children with disabilities (in SPED 371, the Exceptional child course) and participate in a 60 hour practicum working with typical children in general education settings (EDEL 315 or EDSC 310) while learning about the history of education and basic theories associated with education. Candidates also learn basic principles related to working with families (SPED 421) and Early Childhood Special Education candidates take an introduction to ECSE (SPED 400). During this phase the candidate must complete program entrance prerequisites.

2. A core-components phase, where issues and concerns related to statistical assessment, measurement, and identification of exceptional individuals as well as the legal mandates and regulations of special education law are attained. Candidates experience practices and procedures and foundations of the day-to-day world of teaching students with and without exceptionalities. They participate in exploration of the dynamics of disabilities as it relates to families and parents and effective research based teaching techniques are mastered. Candidates participate in student teaching in general education and are able to experiment with methods and strategies for adapting the core curriculum and to discover ideas for implementation of a collaborative general education/special education program. Candidates learn to use basic technology for instruction and become familiar with the writing requirements of the American Psychological Association (APA).

3. An advanced specialization phase, in specific issues related to the area of specialty are addressed, i.e. characteristics and teaching methods courses relating to the specific disability area, including the on-site field support components are provided with suggestions to ensure a continuum of services. Candidates gain knowledge of techniques and strategies for working with ethnically and culturally diverse students. Candidates apply techniques for positive behavior support in the classroom and learn to be a critical consumer of research so they are able to use effective, research based techniques in their classrooms. Candidates demonstrate advanced knowledge of the use of technology for instruction and the experience culminates with student teaching in special education.

Program Requirement Plans are found in the Education Specialist Credential Program Handbook.
The Internship program is designed as an induction period to support new teachers on-the-job. The intern or level II candidate selects a specific area of emphasis. Exploration of research and data-based instruction is expanded, advanced collaboration skills are taught and leadership skills are explored. Candidates learn how transitional, career, vocational and community aspects of special education are integrated. Candidates demonstrate their knowledge of assistive technology. They have opportunities to participate in advanced staff development at their school site level, positive behavior support skills are enhanced, and a formal induction plan is designed and implemented. Courses in the program will count toward a Master’s degree if the candidate maintains a 3.0 GPA.

The scope and sequence of our programs demonstrate an inherent orientation to the scholarship of the field and the wisdom of the many contributing sources of authority. The program is designed to prepare graduate students to critically analyze and evaluate empirically based research; theoretical constructs and philosophical foundations; and historical, psychological, and sociologic issues related to the education of individuals with disabilities. Specific emphasis is offered in the areas of Early Childhood Special Education, Collaborative-Consultation, Mild-Moderate Disabilities, and Moderate-Severe Disabilities.

Intern Program Requirement Plans are found in the Education Specialist Credential Program Handbook. See also Chapter 7, Special Policies and Issues for Interns.

The department has developed, modified, and refined its programs in accordance with a sound theoretical and scholarly base which is reflected in the requirements of various professional organizations and accreditation agencies. Course content and delivery reflect theory and scholarship tempered by the pragmatics of the day-to-day world of education and pedagogy. The philosophical, sociological and historical foundations that form the basis of our conceptual framework are infused through the basic generic and advanced courses.

Master’s Degree. Since the last review, this is the area of the most change and refinement. In 2000 most of the program candidates for level II also received a Master’s degree. Currently the Department of Special Education has changed the graduate program to align with CEC and NCATE standards more closely. The 3.0 GPA requirement at entry must be maintained during the program. This is strictly adhered to. During their program, students are required to read and evaluate the research literature in their specific areas (e.g., mild/moderate disabilities), required to write a number of scholarly papers, and are exposed to basic research methods and statistics. This information is scaffolded throughout the program and is intended to assist students in the completion either a thesis or project. Students who complete a thesis or project work directly with a specific faculty member toward the completion of their degrees. Both theses and projects require students to conduct an empirical investigation. The completion of this investigation results in a five chapter thesis or project. In Spring 2008 the department will add a comprehensive examination option. Candidates receive a Master of Science in Education with an emphasis in a specific area of Special Education. Information on the graduate program is also found in the Graduate Student Handbook.

Multiple Subject/Single Subject Teaching Credential. Candidates who are interested in a Double Credential Education Specialist and Multiple Subject Option are admitted to the Education Specialist Credential and advised by both special education and elementary education faculty. At this time, because the multiple subjects program is still finalizing program revisions for
the TPA implementation, we have not finalized the Double Credential Education Specialist and Multiple Subject Option.

Candidates who are interested in a Double Credential Education Specialist and Single Subject Option are admitted to the Education Specialist Credential and advised by both special education and secondary education faculty. They complete a specialized program plan (Education Specialist Credential, \textit{M/M or M/S}, Double Credential in Education Specialist, \textit{M/M or M/S} and Single Subject that requires them to complete their general education and special education fieldwork in a single subject setting. Candidates must have subject matter competency in a single subject area (recommended in Foundational Level Mathematics, Science, or English/Language Arts) prior to beginning their fieldwork. In addition to special education prerequisite coursework, candidates must also complete appropriate single subject prerequisite coursework.

**Diversity.** The faculty has been instrumental in assuring candidates from California State University, Fullerton receive a representation of cultural, ethnic and gender diversity in the credential curriculum. As noted, one of the marks of our department is that our graduates will be prepared to teach diverse student populations and emphasize curriculum content and diversity related to culture, ethnicity, race, socioeconomic, linguistic, gender, ableness and professional lives. The program draws from the work of Lenord Baca, James Banks, Christine Bennett, James Crawford, Carlos Cortes, James Cummins, Christian Faltis, Stephen Krashen, Sonia Nieto, and Merrill Swain. The faculty at California State University, Fullerton are very knowledgeable about cultural, ethnic, and gender diversity.

It should also be noted that the diversity of our department student population has increased over the past years. In 1995 we had 17\% of our student population reporting they were from minority backgrounds. In the fall of 1999, our official percentage was 23\%. In Spring, 2004 we began the semester with 41\% student diversity, and in Spring 2007 42\% diversity was reported.

In Spring, 2007 our English Language document complete with standards 7, 13 and 19 was approved. With the EL authorization, EL strategies are embedded in all classes and the department specifically added SPED 434 Methods and Inquiry for Teaching English Learners to Level I and SPED 551 Bilingual/Multicultural Special Education: Assessment, Curriculum, and Instruction to Level II.

**Technology.** In the past few years, the faculty in the department concentrated their efforts toward becoming technologically literate. All full-time faculty and part-time faculty have taken technology development courses made available through the Faculty Development Center here on campus. We have attended workshops and trainings in Assistive Technology and we strive to integrate all levels of technology into our classes whenever the opportunity exists, to model technological instruction techniques to our candidates. When results from the CSU program survey and Department survey yielded a weakness in technology application for our students, we spent time to add assistive technology and other specific activities and activities for technology to our coursework.

**DESCRIPTION OF BLOCKS**

The Special Education Specialist credential candidates participate in the program of special education blocks. Each block is assigned a cohort number (i.e. block 95) for administrative purposes. Candidates are encouraged to participate in fieldwork and courses taken during the daytime hours. We also understand the needs of many of our candidates who work full time and attend school part time. These students require evening classes and are then placed into evening program.
The block program is uniquely effective in leading candidates to relate fundamental issues, theories and research to their own practice as teachers. Block coursework is often taught in an integrated fashion where one instructor is responsible for more than one course for a particular block’s candidates, or where block instructors work together to integrate their coursework experiences.

**Special Education Block.** Candidates in the full-time block program complete requirements for Special Education Specialist Credential in two semesters plus an additional two courses that must be completed in summer or intersession. During the first semester, coursework is front loaded and the required coursework is distributed so that candidates spend the first seven weeks studying learning theory, methods of instruction, foundations, reading, math and doing fieldwork. This allows candidates to focus on the general education student teaching experience during the final eight weeks of the semester. This experience is usually five times a week, full time on-site in a general education placement at a participating school or Professional Development Site. During the second semester, coursework is again frontloaded, and the candidates spend the first five weeks exploring special education theory, methodology, assessment and evaluation. During week six, they begin part-time student teaching in a k-12 special education setting and continue their coursework part-time. During the remaining five weeks, students teach full-time in their special education fieldwork assignment, returning to campus for final exams. Therefore, second semester special education fieldwork is completed over a 10 week period.

**Professional Development Block.** As two-semester blocks, the PDS blocks follow the same scheduling and instructional patterns as the other regular blocks. Because they are day programs, they are also on record as Block 95. (For example, Block 95-Mariposa elementary, Block 95-Sunset Lane elementary etc.). In addition, PDS faculty work closely with the school sites where there is a whole school commitment to teacher education. As California State University, Fullerton’s catalog states, groups of “credential candidates work exclusively at these sites. Candidates in these blocks are expected to engage in extensive field based activities which are correlated with university coursework and are given the opportunity to observe demonstration lessons, participate in whole day observations, family math nights, and participate in late summer staff development in-services as well as ongoing staff development activities.” The PDS blocks (as do other blocks) offer CLAD training (during 2000 to 2006 and EL authorization competencies for 2007 to present) for qualified candidates. We make every effort to place all full-time candidates in PDS blocks.

**Internship Block.** Through the internship program, credential candidates can earn an Education Specialist credential. This is an alternative credential block that allows candidates to complete their program while teaching full-time and earning full teacher salary and benefits. When our original document was written, Intern candidates were required to have completed 15 units and general education student teaching or a general education teaching credential prior to entering the Intern program. However, at the request of the Intern Advisory Board (including the 40 school district Human Resource Directors), the requirements were changed. A candidate may now become an Intern if they have met all prerequisite requirements and have taken the basic Intern preprogram (preservice) classes (SPED 430 434, 462 and 421 OR if they have a current Multiple Subject or Secondary teaching credential). Sometimes, Interns have past experience OR coursework at another university that allows them to petition out of the preprogram classes.
**Part-Time Block.** In response to the needs of candidates who do not wish (or are unable) to devote full-time study to earning their Credential, the part-time program allows candidates to continue their employment or other responsibilities. This is typically the block that candidates on emergency permits fall under. Part time candidates attend classes from 4:00 to 6:45 p.m. or from 7:00 to 9:45 p.m. and complete competency checks for fieldwork and student teaching in their teaching positions (in the case of employed teachers).

The specific courses required for each candidate are similar. Objectives for each course are described in this document. In full-time blocks, these courses are arranged so that each semester begins with an emphasis on coursework and field work and then culminates in full-time student teaching with several courses in the late afternoon at the university. Coursework encompasses an emphasis in educational foundations and reading and subject specific methods. Special Education faculty strongly believe that our candidates are better trained and more successful in the full-time day block and in the Intern program.

The components of the Education Specialist Program in the areas of Mild/Moderate, Moderate/Severe and Early Childhood Special Education reflect the beginning teacher competencies articulated by CEC, 2000, and CTC's Study of Competencies Needed by Beginning Special Education Teachers.

**Early Childhood Special Education Program Specialist Credential (Traditional program)** The purpose of the ECSE Level 1 - Preliminary preservice teacher training program is to train candidates in a fifth year post baccalaureate program to become fully-qualified educators who effectively work with young children (birth through pre-kindergarten) with disabilities and young children at risk and their families in home-based and community-based settings. More advanced skills and a mentorship plan in ECSE is developed in the Level II - Professional clear program as also described in this document. The ECSE program should increase the number of fully-qualified Early Childhood Special Education teachers. The philosophy and nature of the training program is interdisciplinary, family-guided, culturally sensitive, and collaborative with community agencies. The components of this ECSE training program have been specifically designed to incorporate all of the *Best Practices* in ECSE that have been articulated and endorsed by the following experts, CTC, and professional organizations in the field. CTC's Special Education Task Force has endorsed the *Final Report* and developed the ECSE credential standards according to the competencies outlined in *Final Report*. Moreover, the components of this ECSE program reflect the beginning teacher competencies articulated by CEC, 2000, and CTC's Study of Competencies Needed by Beginning Special Education Teachers.

**PROGRAM COORDINATION**

The coordination of the Special Education Specialist Credential and Master’s degree programs rest in the hands of the Department Chair, a Fieldwork Coordinator, Department Admissions Coordinator, Mild/Moderate Coordinator, Moderate/Severe Coordinator, Early Childhood Special Education Coordinator, Intern Coordinator, Level II Advisor, and Graduate Program Advisor. The following structure displays this shared leadership model.
In addition, a Community Advisory Board (CAB) serves in a direct advisory capacity (the CAB was described in Standard 4 of the Common Core Document). A number of stable part time instructors and supervisors complete the teaching faculty in the Department.

Units allotted for program coordination include:

- Admissions Coordinator – 9 units per semester
- Graduate Program Advisor – 3 units per semester
- M/S Program Coordinator - 3 units per semester
- M/M Program Coordinator – 3 units per semester
- ECSE Program Coordinator - 3 units per semester
- Internship Advisor– 3 units per semester
- Fieldwork Coordinator – 6 units per semester
- Level II Coordinator – 3 units per year
- Department Chair – 6 units per semester
Admissions Coordinator is supported by the Admissions to Teacher Education Office and responsibilities include the following:

Program Coordinator responsibilities include the following:
- Advise candidates in their area.
- Meet with candidates at preorientation and student teaching orientation. Provides follow-up for forms for any student who does not attend these meetings.
- Each year/semester, revises syllabus for 489A, B, C, D for students and supervisors.
- Each year/semester, revise Handbook chapter and forms.
- As appropriate, provide program-specific training for supervisors in program area.
- Provide to the Fieldwork Coordinator recommendations for candidate placements and supervisors.
- Participate in interviews of new candidates.
- Serve as course custodian or support course custodians of program specific courses.
- Participate in SSC meetings for candidates, including Interns, when appropriate.
- Conducts additional visitations/meetings of candidate if need warrants.
- Keeps Department Chair apprised of candidate concerns and progress.
- Receive all evaluation forms from supervisor, confirms that candidate has completed requirements, and submits packets to FC for final processing.

Intern Faculty Advisor responsibilities include the following:
- Intern advisors are paid by intern grant and directed by the Intern Director.
- Intern advisors provide advisement to candidate; if candidate drops out of intern program, they also return to the program advisor and must complete a revised PRP.
- Intern advisors provide to the STC a list of candidates with supervisor recommendations.
- Intern advisor keeps Department Chair apprised of candidate concerns and progress.

Fieldwork Coordinator responsibilities include the following:
- Receive Student Fieldwork Profiles, approve them, and create a list of candidates, placements, and supervisors.
- Compare list of profiles with list of admitted candidates and provides advisors with periodic updates.
- Work over summer/intersession and first 5 weeks to make placements and insure all candidates meet qualifications for student teaching courses.
- STC completes database, assigns supervisors, and arranges all supervisor trainings (coordinates with Advisors for additional training as needed). Also collect all forms from the supervisors and puts them in the files and coordinates the Exit Survey process.
- May receive input from district administration/master teachers. Tracks and forwards information to supervisor, program advisor, SSC Chair, Dept Chair as appropriate. May refer candidates to SSC review.
- Keeps Department Chair apprised of candidate concerns and progress.
- Is Course Custodian and coordinator of general education candidates and 439.

Level II Program Coordinator. The Induction Advisor has the primary responsibility for the paperwork related to the Level II induction plans. In coordination with the Level II Coordinator and Discipline Advisors, the Induction Advisor works with local school districts and candidates to
draft, design and approve individual induction plans and assessment of induction sequence. As intern faculty, Dr. Glaeser works with all interns during year one to set up their induction plans.

**Credential Analyst.** The Credential Analyst is housed in the Credential Preparation Center and works with the Department Chair to coordinate between the school district, the Orange County Office of Education, and the University to process Intern credential paperwork. The Credential Analyst also works with the Department Chair/Program Coordinators to coordinate the applications for Specialist Credentials to Sacramento. The Credential Analyst and the Intern Coordinator meet frequently to review applications to Sacramento.

**Graduate Advisor.** The Graduate Advisor is primarily responsible for the Master’s degree candidates. This program has grown substantially since the implementation of the new Education Specialist Credentials. In 1997 the department had 32 Master’s degree candidates; today there are well over 300! The Graduate Advisor is the second sign-off person on the Master degree study plan (the Discipline Advisor signs first as the Academic Program advisor). The Graduate Advisor is also responsible for all of the graduate checks prior to graduation. This includes signing off both study plan completion and project and/or thesis completion.

**Faculty.** Qualified persons are hired and assigned to teach all courses and supervise all field experiences in the program. The Department of Special Education is proud of the qualifications, skills, achievements and diversity of faculty. Full time tenured and tenure track faculty members have Doctorate degrees in addition to significant field based experiences. Two of the three full time lecturers have doctorate degrees. Part-time faculty members are screened through a College of Education personnel process, then the Department interviews, hires, and evaluates. All part-time faculty members are required to have specific field based experiences as well as a minimum of a Master’s Degree. Several have Doctorates. The utilization of part-time faculty augments the needs of the department with specific emphasis on generic and service type courses. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Being a member of a medium-sized department, each faculty actively contributes to the overall functioning of the Department on a day-to-day basis. Every full-time faculty member has several courses in the program they are directly responsible for (Course Custodians). Therefore, when a part-time faculty teaches a class they will have a full time faculty member available to guide them and provide input. It is the course custodian’s responsibility to monitor faculty syllabi to ensure quality across courses, infusion of educational technology and diversity concepts and strategies as appropriate. As our program has grown, we have worked very hard to assure that students enrolled in sections of the same course are taught the same content and use the same textbooks, course materials, and instructor videos.

Faculty members are actively involved in collaborative efforts with other departments in the College, other Institutions of Higher Education (IHE), school districts, and state and local agencies. Some of the many affiliations demonstrating these collaborative efforts are: participation in the Comprehensive Systematic Personnel Development Advisory Committee (CSPDAC), State Personnel Development project that promotes mentoring of teachers, collaborative grant writing and consultation with local school districts, continuing active participation in the Institute for the Study of Curriculum Intervention for African American
Students with Special Needs, a collaborative State funded project with California State University Los Angeles, active participation the IHE-Los Angeles Unified School District Consortium for Instruction and with the IHE-LAUSD Consortium for Special Education, ongoing participation as National and State Trainers, providing staff training locally and across the state for implementation of the Hughes Law; participation in Coordinating Resources for Infants for Better Services, (CRIBS), Orange County to facilitate implementation of Part H of Individuals with Disabilities Education Act., (IDEA), service as Fellow, Center for the Collaboration for Children, National trainer of trainers for Strategic Instruction Model (University of Kansas) providing training for teachers at state and national level and dissemination of research to education faculty, collaborating with school districts and other universities to provide training to parents, Collaborating with CalSTAT/Schwab Foundation to offer Co-teaching/Collaboration workshops and in-services, collaboration with 25 local school districts and two county offices of education to implement the Para educator, pre-intern, intern and BTSA/Induction programs, and participation on numerous university, state and local advisory boards. These activities are highlighted on individual faculty folders in the Documents Room and also on the Department of Special Education Webpage under Faculty.

Course Custodians insure alignment of courses and standards across multiple sections of a course. Their responsibilities include the following

1. Textbook Requisitions and Selection
   - Submit textbook requisition forms to Department Chair each semester.
   - Determine whether alternative/supplemental textbooks are appropriate.

2. Staff Development, Hiring, Training, Support
   - Identify qualifications for part-time faculty.
   - Recruit faculty with appropriate qualifications and make recommendations to Chair.
   - Conduct classroom observations of faculty, as appropriate.
   - Meet with all instructors prior to the beginning of each semester to review syllabus, share ideas, and consider revisions suggested by department/SECTEP discussions.
   - Review related CTC, NCATE, and CSTP standards with instructors.

3. Curriculum, Instruction, Assessment
   - Develop and maintain syllabus template/boilerplate.
   - Oversee the development of syllabi to ensure compliance with accreditation and program guidelines.
   - Lead the development/selection of new curriculum, instructional, and assessment materials.
   - Ensure delivery of coherent and substantive online instruction.
   - Review development of online components by part-time faculty.

4. Accountability
   - Review syllabi for inclusion of all University Policy Statement (UPS) requirements.
   - Review syllabi for inclusion of all CTC Standards requirements.
   - Address accreditation concerns.
   - Collect documentation for accreditation. Initiate revisions to approved course proposals.
5. Documentation
   - Provide Department Chair with Annual Report items related to courses, due May 15 each year.
   - Include documentation of all meetings, staff development, and related activities.

6. Other
   - Represent the course faculty at SECTEP, Community Advisory, or other meetings as appropriate.

**Collaboration with General Education Faculty.** We are fortunate the Department of Special Education is housed within the College of Education. The close proximity to our colleagues in General Education (Educational Leadership, Elementary, Bilingual, Reading and Secondary Education) have opened many collaborative doors. Faculty members, meeting in both formal and informal situations, have developed professional relationships based on common education goals and guidelines. When the new standards were developed for general education, modules related to special education for inclusion in general education methodology courses. Our offices are both on the first, second, third and fifth floors of the EC building. It is not unusual to see faculty from various departments standing in the hallway discussing a current education theme or supporting each other with ideas for the next research project or professional presentation. Many of our colleagues in general education are nationally recognized for their contributions to the field. Our Mild/Moderate and Moderate/Severe candidates must complete the first semester coursework from the multiple subject or secondary training program. These courses are collaboratively taught with colleagues in elementary and secondary education. The ECSE program candidates take the basic coursework (foundations, reading) and fieldwork in general education; however they do not complete practicum in general education; instead they complete practicum in child development with infants, toddlers and preschoolers.

**DEPARTMENT CHALLENGE**

A major department challenge has been our amazing growth over the past ten years. Percentage wise, the Department of Special Education has grown faster and larger than any department in the College of Education. In addition, we have added the Early Childhood Special Education program and Intern Programs for all Education Specialist credential options.

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**INTERNSHIP**

The California State University, Fullerton Special Education Intern program is a collaborative program with 46 school districts and four County Offices of Education, in the Southern California area. We provide candidates the opportunity to attain a Preliminary or Professional Clear Education Specialist Credential in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education. We provide a high quality instructional program, as evidenced by our post-evaluations and comments made by Principals who hire our Interns. All of the Interns work in special education settings as inclusion itinerants, special day class teachers, resource specialist program teachers, or public agencies such as the
The Interns teach in a variety of infant/toddler preschool or K-12 teaching settings. During the two-year program, the Interns receive systematic support, guidance, and feedback from both the participating school districts, from cohort peers, and from university faculty and staff.

Many of the school districts surrounding California State University, Fullerton are experiencing shortages of special education teachers and have hired teachers on emergency permits. The California State University, Fullerton SPED Intern program is designed to provide substantial support in the classroom and a cohort support network to facilitate sharing and expanding of a teacher knowledge base. The program is sponsored collaboratively by California State University, Fullerton, Orange County Office of Education, Los Angeles County Office of Education, Riverside County Office of Education, San Bernardino County Office of Education and the following districts:

- ABC Unified School District
- Alvord Unified School District
- Anaheim Union High School District
- Anaheim City School District
- Azusa Unified School District
- Bellflower Unified School District
- Brea-Olinda Unified School District
- Capistrano Unified School District
- Centralia School District
- Chino Valley Unified School District
- Corona-Norco Unified School District
- Downey Unified School District
- East Whittier City School District
- El Monte City School District
- Fontana Unified School District
- Fountain Valley School District
- Fullerton School District
- Fullerton Joint Union High School District
- Garden Grove Unified School District
- Hacienda-La Puente Unified School District
- Huntington Beach City Elementary
- Irvine Unified School District
- La Habra City School District
- Long Beach Unified School District
- Los Alamitos Unified School District
- Los Angeles County Office of Education
- Los Angeles Unified School District
- Lowell Joint Union High School District
- Lynwood Unified School District
- Magnolia School District
- Montebello Unified School District
- Morongo Unified School District
- Newport-Mesa School District
- Norwalk-La Mirada School District
- Orange County Office of Education
Orange Unified School District
Perris Elementary School District
Rialto Unified School District
Placentia-Yorba Linda Unified School District
Rosemead Unified School District
Rowland Heights Unified School District
Saddleback Valley Unified School District
San Bernardino City Unified School District
San Bernardino County Office of Education
San Gabriel Unified School District
Santa Ana Unified School District
South Whittier School District
Tustin Unified School District
Westminster School District
Whittier Union High School District

We have worked with district representatives to take the California Commission on Teacher Credentialing (CCTC) challenge to form and strengthen local partnerships to sponsor programs of this type. The Internship provides innovative ways to prepare special education teachers while meeting the needs of districts with shortages.

Special program features include specialized training in collaboration skills for the inclusive classrooms. The Intern instructional program has been carefully designed to follow the curriculum and candidate performance standards established in the California Commission’s Standards for Internship including positive behavior support, diversity awareness, and curriculum modifications and adaptations for the inclusive classroom.

Based on the California State University, Fullerton Department of Special Education philosophy, the program stresses the interrelationship between each of the critical components of special education, including individualized instruction, developmental issues, behavior, measurement and assessment, and fieldwork. It is responsive to contemporary educational concerns and provides for strict coordination of varied administrative components including admission, candidate assessment, and program evaluation. An exemplary feature of the California State University, Fullerton Special Education Program is the focus on Collaboration and Inclusive practices.

CSU Fullerton graduates and employers praise the program for the demonstrated blending of theory and practice. Past interns applaud the immediate availability of classroom supports from the university both in technique and faculty time and expertise. They share that they feel fortunate to train in an environment with a high level of technology. Additionally, interns share that being a member of a cohort provide continuous support and opportunities to participate in collegial discussions that improved their teaching. In job-alike groups, led by faculty in their discipline, Interns appreciate the opportunity to learn what other Interns are doing in the variety of classrooms, schools, and districts represented in the program.

The program consists of a scaffolding of three phases:

1. a prerequisite phase in which students are introduced to the basic characteristics of various types of disabilities, make field observations in various settings and experience practices and procedures of the day-to-day world of teaching exceptional students; and a Commission on Teacher Credentialing required preservice stage, including 12 units
SPED 462 (survival course, with laws, IEP writing etc; SPED 421, the families class, SPED 434, instruction of English Language Learners and SPED 430, the foundations class with basic lesson planning and teaching strategies).

2. **a core components phase**, where issues are covered related to statistical assessment and identification of exceptional individuals as well as the legal mandates and regulations of special education law, exploration of the dynamics of disabilities as it relates to families and parents, and

3. **an advanced specialization phase**, in which specific issues related to the area of specialty (Mild/Moderate, Moderate/Severe Disabilities and Early Childhood Special Education) are addressed, i.e. characteristics and teaching methods courses relating to the specific disability area, including the onsite field support components and transitional and career/vocational and community aspects of special education. Students must complete the prerequisite phase before entering the subsequent phases. The core components and advanced specialization phases are taken concurrently to allow the candidate to learn about their field of specialization as quickly and efficiently as possible. Note that the course design is different for interns since we want to give them as many practical experiences at the beginning of their employment. Also the advanced specialization phase is expanded for Interns to include Level II coursework. California State University, Fullerton Intern Program culminates in a clear specialist credential in either Mild/Moderate, Moderate/Severe, or ECSE.

SPED 490, a support seminar provides classroom support and coaching to all Special Education candidates each of the semesters they are enrolled in the Intern program. This consists of a series of Saturday opportunities featuring National experts and practical classroom application.

The decision to ask the candidates to take the prerequisite coursework is based on the data collected by the successful CSU Fullerton Elementary Intern Program (Yopp-Edwards & Young, 1996). They found that by giving candidates substantial coursework prior to attaining the job, candidates were better prepared for the classroom, and better able to combine theory and practice. All candidates must have completed the prerequisite phase or agree to attend an intensive three week survival training course prior to participation in this project. One-unit support seminar and classroom supervision and coaching are provided to all Special Education candidates each of the semesters they are enrolled in the Intern program.

The intern design recognizes that the Intern needs a different support system than what is available in the regular program. The following support features enhance the program design and add to the coordination.

1. **Survival Course.** Prior to entering the program, the intern candidates will take a survival course (Basic IEP writing, behavior management, etc.). For some candidates this is SPED 462 (Practices and Procedures).

2. **On-site Support Peer.** "Working with an experienced professional can be among the most helpful of all induction experiences for a new teacher" (Yopp-Edwards & Young, 1996, pg. 9). An on-site support peer is assigned by the school district to each candidate. This person is responsible for providing day-to-day support. All peers are general education or special education teachers at the same school site as the candidate. In several cases, the on-site support peer will be a person who has been trained to provide support through the Fullerton Beginning Teacher Support and Assessment Program. Every on-site support buddy is invited to an Intern Support Provider training session.
3. **District Coordinator.** We ask every district to assign a coordinator. This person will facilitate the administration elements of the program and will either provide classroom support or delegate a program specialist or an appropriate district person to provide classroom support. This person can help the candidate understand District curriculum requirements, testing procedures and due process procedures.

4. **Field Supervisors provide on-site support from the University.** They bring innovative strategies and ideas directly to the teacher. The Field Supervisors make contact with each candidate at least once a week either in seminar or in their classroom. Each candidate will keep an ongoing practicum journal. The Supervisors respond to the journal and offer suggestions. They help Interns set up their classroom, plan lessons, review curriculum and often bring in samples of assessments/curriculum for the candidate to experiment with. The Field Supervisors are available to teach, model/demonstration lessons, consult with candidates etc.

5. **Intern Seminar.** All Intern candidates will attend a 1 unit field seminar. This will be a place where they meet at least five times each semester to share and grow as the program develops.

6. **Assignment to a Cohort Group.** Each Intern will be assigned to a cohort group. They will enter and complete their preparation as a cohort group. They will begin the program with a survival course, take classes each semester, and participate in the seminar. They will be provided the opportunity to exchange knowledge and feedback with each other during a support seminar. Each Intern is paired with a peer who is also a member of the cohort. The peer Intern is working toward the same specialized credential and usually works with students of the same age range. Time is allocated during seminars for the Cohort Peers to share information. Additionally each peer video tapes themselves teaching a math and reading lesson each semester. The assigned peer reviews the tape and provides feedback.

Many supports have been included to help retain Intern candidates and provide them with support experiences to build professionalism and networking. A complete intern notebook is located in the documents room. Intern Program Requirement Plans are found in the Education Specialist Credential Program Handbook. See also Chapter 7, Special Policies and Issues for Interns.

**FOUNDATION MATRIX**

A complete foundation Matrix is located on the [Accreditation Webpage](#) of the Department Website. Standards 9 to 18 each have a portion of a course matrix listed after the description. This matrix is for all three programs (Mild/Moderate, Moderate/Severe and ECSE).

The rating categories for each matrix are as follows:

I = Introduce  
K = Knowledge  
A = Apply

I = Candidate is INTRODUCED to skill/content area  
K = Candidates acquired KNOWLEDGE related to skill/content area
A = Candidate is able to **APPLY** information and generalize to classroom use

**Knowledge Base Matrix**

Programs in the Department of Special Education are informed by the following sources:

1. **College of Education Conceptual Framework**: The College of Education Conceptual Framework provides a framework within which to situation our mission. The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We offer credential programs for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons with disabilities.

2. **Council for Exceptional Children**: Our credential and graduate programs are informed by the professional standards of the Council for Exceptional Children. These ten standards are detailed in *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Education (5th Edition)*.

3. The National Board for Professional Teaching Standards also inform the content of our Masters program.

4. **Teaching Performance Expectations**: Coursework is also aligned with the California Standards for the Teaching Profession and Teaching Performance Expectations. Based on research and grounded in practice, expectations focus on understanding and organizing subject matter for student learning; developing as a professional educator; creating and maintaining environments for student learning; planning and organizing instruction; engaging and supporting all students in learning; and assessing student learning.

5. **Content Standards and Frameworks**: The philosophy of the California Frameworks for K-12 Schools and content identified in California K-12 Content Standards are the foundation for teacher preparation.
6. Individual courses draw upon the Educational Scholars to deepen students' understanding of how schools work, curriculum theory, instructional and assessment strategies, and issues of equity and diversity. See the list of courses below.

7. Professional Development Schools Partnerships with school districts and agencies are modeled after the PDS advocated by NCATE (http://www.ncate.org/public/pdsWelcome.asp) and Linda Darling-Hammond and the Holmes Group to improve both the quality of teaching and student learning. The comprehensive structure of collaboration and cooperation between multiple levels of educators provides for a dynamic and interactive learning environment that effectively prepares teachers for a rapidly changing and complex society.


8. Adult Learning Theory: Our program is structured to take advantage of specific motivations for adult learning, including the need for social relationships (thus we structure our program via cohorts), the need to improve social welfare (thus we emphasize social justice); the need for personal advancement; and the need for cognitive interest (thus we make our courses as interesting as possible and allow candidates to make decisions about specific aspects of their assignments and learning).


See also the following matrices:

- **Knowledge Base 2007** identifies the key theorists, journals, and textbook and instructor resources for each course in the program.
- **SPED Credential Program Matrix of Courses, Major Assignments, Standards, and Dispositions** demonstrates alignment of Council for Exceptional Children standards and the California Teaching Performance Expectations with coursework.
- **SPED Graduate Program Matrix of NBPTS, Dispositions, and Course Matrix** demonstrates alignment of our graduate coursework with the National Board for Professional Teaching Standards.

**SPECIAL EDUCATION FIELD EXPERIENCES: MILD/MODERATE AND MODERATE/SEVERE**

Special Education candidates participate in a planned sequence of field work/clinical experiences that is based on a well developed rationale. Special Education candidates are required to participate in 60 hours of general education fieldwork (while taking EDEL 315a/b or EDSC 310) and 30 hours of Special Education fieldwork (SPED 371) prior to program admittance. Procedural forms have been developed for each field practicum. Clear descriptions of fieldwork options are presented during the first class meeting for Special Education 371 and EDEL 315/EDSC 310.

Field based performance objectives are required in all methods courses, for example: EDEL/SPED 433, Language Arts and Reading in the Public Schools, EDEL/SPED 435, Curriculum and Instruction in Elementary School Teaching (Math, Science, Social Studies),
SPED 482A/B Curriculum Methods for Individuals with Mild/Moderate/Severe Disabilities. In addition, in SPED 520 Assessment in Special Education, candidates administer the assessments to children and young adults. Candidates experience field based instruction and fieldwork in a variety of K-12 settings. These fieldwork components are satisfied by meeting the requirements of the coursework as well as the development and teaching of lessons in the public school classrooms. The master teacher and the University Supervisor are responsible for determining whether the specific objectives have been accomplished.

Performance objectives in core special education courses are also satisfied by meeting the requirements of the coursework. Supervision of completion of these activities is provided by the professor in the classroom by observation of completed products. Each core class must have at least one field experience. Examples are listed in Standard 13.

Performance objectives in student teaching (EDEL/SPED 439 and 490) or directed internship (SPED 489A/B and 490) are demonstrated by the candidate in the public school classroom and/or community and are competency based. Coursework and field experiences are coordinated to allow each candidate the opportunity to apply theoretical knowledge in an actual school setting. When it is determined that a specific competency has been performed satisfactorily, the university supervisor or the master teacher will verify competency. In many cases, samples of student work collected during field experiences will be in the student portfolio. The Education Specialist Credential Programs Handbook clearly defines field requirements for SPED 438 (15 hours), SPED 439 (general education student teaching for 240 clock hours) and SPED 489 (special education student teaching for 250 clock hours). The Handbook also includes guidelines for Master Teachers, University Supervisors, Administrators, and Student Teachers.

Performance objectives and area of specific emphasis in the Induction Level are collaboratively designed and demonstrated by the candidate, the Support Provider and the university induction coordinator.

**SPECIAL EDUCATION FIELD EXPERIENCES: EARLY CHILDHOOD SPECIAL EDUCATION**

Each Early Childhood Special Education (ECSE) candidate is involved in a wide variety of field experiences which initially includes 30 hours of observing several different types of early intervention programs across a continuum of settings in the SPED 371 class. In the SPED 400 class candidates observe characteristics of young children at risk and those with disabilities and record the different types of instructional and behavioral strategies used by teachers in infant/toddler, preschool and kindergarten settings. In the SPED 421 the candidates conduct a semi-structured interview in the home environment with family members to obtain information about the child with disabilities and the family’s needs, concerns, and educational priorities.

During the final two semesters of the ECSE Level 1 program, the candidates take concurrently their assessment and methods classes for infants, toddlers, and preschoolers (SPED 514 and SPED 515) and are placed in their respective student teaching settings with master teachers (SPED 489c and SPED 489d). That is, during the Fall semester candidates (with all the prerequisite courses) will be taking their SPED 514 Infant/Toddler Assessment and Method’s class at night and are placed in their respective student teaching program for children birth through three years of age at risk or those with disabilities (SPED 489c). Thus, the candidates are able to practice and apply the skills they learn at the University in their own student teaching situation, concurrently. Similarly, the following spring semester candidates take concurrently the SPED 515 preschool assessment and methods class and are placed in their preschool student teaching situation (SPED 489d). This preschool experience includes time spent in a general
kindergarten class where student teachers observe the academic skills of typical children in this grade. This will enable the student teacher to better plan and thus teach the necessary readiness skills that will ensure the child's successful transition to kindergarten. An ECSE Student Teaching Handbook has been developed and includes guidelines for Master Teachers, University Supervisors, Administrators, and Student Teachers. In addition, field work assignments, time schedules, forms, etc. are included in the handbook. Each student teacher spends 150 hours observing, participating and teaching in his/her Infant/Toddler setting, and 150 hours observing, participating and teaching in a Preschool setting. The total clock hours spent in the field are 300 hours. Lastly, during the final semester while the candidates are involved in their preschool experience, they will also be taking at CSUF the SPED 522 class. In this class they will be learning about positive behavior support and conducting functional assessment at night and planning data-based interventions with children in their preschool classroom during the day.

**CSU Fullerton Mild/Moderate and Moderate/Severe, ECSE Intern Education Specialist program is a two year program resulting in a clear credential.** A thoughtful progression of courses is outlined in the study plan. Prior to entering the program, the Interns will demonstrate subject matter competency by verifying coursework in child development for ECSE candidates and CSET passage for Mild/Moderate and/or Moderate/Severe candidates.

**POSITIVE BEHAVIOR SUPPORT CERTIFICATE**

Candidates exiting the Mild/Moderate, Moderate/Severe and/or Early Childhood Special Education credential Level I programs with an "A" average GPA or better will receive a Department sponsored Positive Behavior Support Certificate. The basic skills are introduced in SPED 430, expanded upon in SPED 522, and demonstrated in the student teaching/practicum experience.

In summary, the Special Education Specialist Credential Program at California State University, Fullerton is coordinated effectively in accordance with a cohesive design that has a cogent rationale. The overall design of the program is consistent with the stated rationale, has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling.

**RESOURCE SPECIALIST CERTIFICATE PROGRAM (RSP)**

To accommodate those persons who already have a Learning Handicapped, Severely Handicapped, Physically Handicapped or Communicatively Handicapped Credential and want to improve their skills by adding the Resource Specialist Certificate, we have kept this program. Our desire is to service our community by maintaining this program for as long as the CTC will allow it.

Candidates in the Resource Specialist Certificate Program (RSP) take

- SPED 551: Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction
- SPED 529: Collaboration and Consultative Seminar (course described in document)
- SPED 533: Advanced Issues and Trends in Collaborative/Consultative Services (course described in document)
  - and
- SPED 496: Professional Development Practicum/Fieldwork competency check
The Interns have the exact same requirements as the other candidates in our program.

**INTERN PROGRAM DESCRIPTION**

The California State University, Fullerton Special Education Intern program is a collaborative program with 48 school districts and four County Offices of Education, in the Southern California area. We provide candidates the opportunity to attain a Clear Education Specialist Credential in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities and in the fall, 2004 we added Early Childhood Special Education. All of the Interns work in special education settings as inclusion itinerants, special day class teachers and/or resource specialist program teachers. The Interns teach in a variety of teaching settings. During the two-year program, the Interns receive systematic support, guidance, and feedback from both the participating school districts, from cohort peers, and from university faculty and staff. The internship at California State University, Fullerton is a two year program resulting in a clear credential. The Interns take the same prerequisite courses required by all candidates in the program and in addition they are required to take four preservice courses (Families, Practices and Procedures, Foundations and English Learners) and then a series of courses that combine the Level I and Level II programs to attain an end result of a clear credential. This is a strong marketing feature for our program. Every intern has at least the CTC required 160 hours of instruction (and in many cases much more!).

Special program features include (a) an emphasis on effective teaching strategies in language arts and (b) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom. CSU Fullerton graduates and employers praise the program for the demonstrated blending of theory and practice. Past interns applaud the immediate availability of classroom supports from the university. They feel fortunate to train in an environment with a high level of technology.

**Collaboration with other Intern programs on our campus.** The districts we collaborate with have a history of collaborating with CSU Fullerton for planning and implementation of professional instruction, support, supervision, and assessment of Interns. Many of these districts participate in the CSU Fullerton Elementary Internship program that is sponsored by the Department of Elementary, Bilingual and Reading Education (Yopp & Young, 1994) and the Secondary Education Intern Program (Taylor, 2001). One of the major strengths of our program is that we collaborate with the other two programs on our campus. We hold two advisory committee meetings each year, one in May and one in December. All districts involved in our three programs are invited to the intern advisory committee meetings. The districts appreciate hearing reports on all programs during the one hour meeting AND more importantly they only have to come to one meeting each semester (instead of three!). It is district request that prompted us to add the Early Childhood Special Education Internship program option in 2004.

**Collaboration with local Pre-intern programs to recruit candidates.** During the 2003-2004 school year, our program attended six pre-intern/intern recruitment fairs hosted by neighboring districts and the Orange County and Los Angeles County recruitment fairs. We brought materials, a picture album and a past intern(s) to help share our program strengths with prospective interns. We also work with pre-intern directors to follow-up when a pre-intern is
having challenges meandering through the CSU Fullerton application system (with 100,000+ applications our admissions office on campus does not always give priority to our candidates). However, we have worked with Dr. Blackburn, the director to bring individual cases to his attention (or to his staff) and to have them processed in a timely fashion. Once they are accepted to the university, we have a quick department admissions process that provides them with a full time faculty as an advisor and direct connections to Joan Monteverde, our efficient credential analyst.

**Intern Evaluations.** Each year we send out an end-of-the-program survey. Recently the comments have been particularly positive. The interns appreciated our 24/7 hotline, the monthly cohort meetings, the stipend, the materials night and the special national speakers. Many interns commented on particular faculty who gave them extra attention. This is seen as a tremendous strength of our program.

**Systematic Support.** The CSU Fullerton Special Education interns receive systematic support, guidance, and feedback from both the participating school districts and from university faculty and staff. The program has been praised for its innovative methods of providing assistance and guidance to interns. The interns maintain support logs and create portfolios to document their progress as a teacher. We continue to receive amazing praise for our intern Support Provider, whose role is very different then the traditional university faculty member, university supervisor, and district Support Provider or peer buddy as she is available on-call 24/7 for support and she can go out to classrooms and help beginning interns, meet interns for coffee to discuss a problem and be present at intern seminars to talk about her experience as an intern.

**District Support Providers.** Each district is required to assign a district Support Provider for the two-year induction period. However, a major challenge has been to get these Support Providers to attend our events and trainings.

**Measuring Student Outcomes.** An important evaluation feature is the measured growth of students with disabilities. During their coursework, interns are taught how to design and conduct curriculum-based assessment (CBA) Both CBA and BA are taken at three points during the intern teacher’s first and second years. The goal is for each child with disabilities in the intern’s class/program to show at least one year’s growth academically. It is believed that the level of student improvement is strongly correlated with the quality of instruction provided by the Intern. This feature is in line with the CCR regulations to assess student achievement. Our data continues to show the students in the interns’ classrooms average 20 months growth for 9 months of instruction during the 2002-2003 school year and 17 months growth for 9 months of instruction during the 2005-06 school year. This is substantial! Most teachers aim for 9-month growth over 9 months! Additionally, our interns have been working with the University of Kansas database online using their Action Research Website for documentation of student outcomes.

**Pre-requisite Phase**

During the prerequisite phase the potential intern:

- Is introduced to the basic characteristics of typical children (child development/learning theory)
- Verifies subject matter competency by documenting coursework in child development and participating in interview with faculty
- Completes University and Intern program entrance prerequisites and experiences several activities designed to create an awareness of diversity and disability and
participate in 30 hours of practicum working with children with disabilities (SPED 371)

**Pre-requisite Courses**
- **SPED 371: Exceptional Individual.** This class is a basic introductory course designed to provide an overview of the wide spectrum of disabilities. The course provides for a comprehensive review of the specific disabilities established under Public Law 94-142 and re-enacted under the jurisdiction of The Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. A special feature of the course is participation in simulation activities that can be used as diversity awareness activities to enhance inclusion/collaboration in public schools. Students must spend 30 hours of fieldwork in schools working with students with disabilities.
- **SPED 400: Early Childhood Special Education.** This course provides characteristics of young children ages birth to 5 years with disabilities, developmental delays and those “at risk” for developmental delays. Rationale for early intervention and preschool programs, program models, and service delivery approaches will be presented. The candidate is introduced to basic instructional strategies and techniques to use with infants, toddlers and preschoolers.

**Pre-service Phase**
During the preservice phase the potential intern is:
- Introduced to the basic characteristics of typical children (child development/learning theory (SPED 430)
- Participates in a 90 hour practicum with typical children in a general education Kindergarten Setting (SPED 430)
- Practices and procedures of the day-to-day world of teaching students including classroom management, lesson planning, scope-and-sequence of instruction (SPED 430 and 462)
- Creates a draft educational philosophy statement (SPED 430 and 462)
- Learns to write lesson plans (SPED 430)
- Explores the dynamics of disabilities as it relates to families and parents (SPED 421)
- Is introduced to the basic principles of Early Childhood Special Education and the disability categories typically associated with working in this field (SPED 400)
- Basic strategies and supports for the EL learner (SPED 434)

**Preservice Courses**
- **SPED 462: The Intern Survival course: Practices and Procedures.** This course provides for the requisite skills and abilities needed by beginning special education teachers. Competencies required for successful development and implementation of the Individualized Education Plan (IEP) are comprehensively reviewed and practiced. The course provides the necessary survival skills for the beginning instructor. Sample topics include before school starts, the first week, classroom management, diagnostic testing, long term curriculum planning and grading. This course critically examines current laws, procedures, and related practices in special education from birth through 21 years. Emphasizes issues of multiculturalism;
curriculum and instructional strategies; federal, state and community resources. Interns will receive a stipend for attending the survival institute.

- **SPED 430: Foundations of K-12 teaching Foundations in School Teaching.** This course focuses on the curriculum in the schools, instructional planning, principles and effective teaching, generic instructional strategies, classroom management and legal issues in education. The foundations class provides candidates with opportunities to learn strategies for establishing good rapport and basic classroom management/discipline. For instance, the block instructors use Savage’s (1996) text *Discipline for Self Control* which includes a heavy emphasis on classroom management and positive interactions with students. Candidates are expected to become knowledgeable about the variety of ways to organize for instruction, including whole group, small group and individualized instruction as well as team and cooperative teaching. Candidates are responsible for developing measures that assess student attainment of critical thinking skills, and conduits are also expected to use those measures to determine the extent to which students have improved their critical thinking skills and problem solving abilities. Candidates must participate in 90 hours of general education fieldwork and write an educational philosophy statement.

- **SPED 421: Working With Parents of Exceptional Individuals.** This course covers the broad range of skills and abilities requisite to efficacious education and development of individuals with disabilities as it relates to parental and home interaction and involvement. The course provides for the specific strategies and techniques necessary for effective interaction and communication with family and community members. The course examines characteristics of family systems; functional assessment of family needs, concerns, and priorities. It focuses on collaborative skills and identification of community resources.

- **SPED 434: Methods and Inquiry for Teaching English Language Learners** This Course enhances the students’ knowledge of the theoretical foundations, legal issues and school programs for the education of English Learners, including assessments, materials, methods and strategies for the English Language Learners development. The strategies stress learning across the curriculum areas. The course uses case studies, Realia, along with hands on teaching strategies. The students are required to administer a SOLOM and write a SDAIE/ELD lesson plan. As a culminating activity they also prepare a Welcome Kit to have in their classrooms for the English Language Learners first days in school.

**Admissions Procedures**

*CSU Fullerton Department of Special Education stipulates the following admission procedures:*

- Submit an application to the Department and the University
- Submit a letter from the participating school district indicating start date of employment for Internship
- Candidates must have met all of the department prerequisites and have demonstrated positive experiences/attitudes working with children (we will do reference checks and review portfolios of past experiences working with children)
- Candidates must have a GPA of 2.75 or higher
• Submit 3 letters of recommendation commenting on positive experiences/attitudes working with children
• Submit a writing sample/autobiography statement
• Proof of subject matter (i.e. undergraduate degree in Child Development or Speech and Language.)
• Complete Special Education 371 (Exceptional Individuals course). This is a prerequisite class to all programs in the Department of Special Education at CSU Fullerton; this class requires 30 hours of field practicum.
• Complete 12 additional units (+the 371 course listed above - 3 units) to equal 15 units of Preservice Intern program coursework.

Several key support features are described in the Internship section of this document for Mild/Moderate/Severe interns. These have been in place since 1997 when the program was first developed.

STANDARD 9 WEB RESOURCES
College of Education Webpage
Department of Special Education Webpage
Admission to Teacher Education Office Webpage
Credential Preparation Center Webpage
Department of Secondary Education Accreditation Page
Special Education Knowledge Base 2007
SPED Graduate Program Matrix of NBPTS, Dispositions, and Course Matrix
2007-8 Education Specialist Credential Programs Handbook
Credential Program Requirement Plans
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.

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<th>Course Code</th>
<th>Course Title</th>
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(these three are level II classes)

PROFESSIONAL, LEGAL AND ETHICAL PRACTICES

Prior to placement at fieldwork sites, candidates receive briefings concerning appropriate professional, legal and ethical practices in the schools. Issues related to ethical standards, laws and regulations in public schools, child abuse, confidentiality, parent and student rights, discipline and management, and professional practice in special education are first introduced in Exceptional Individuals (EDEL 315 or EDSC 310 and/or SPED 371), Foundations in General Education (SPED 430 & 438 or EDSC 440S), and Characteristics of Individuals with Disabilities (SPED 463, 464 or 400); and expanded upon in the Families course (SPED 421). A specific legal seminar on child abuse and reporting and on education code is facilitated by the 439 fieldwork supervisor. Candidates are taught how to seek support from colleagues and peers in the department as well as websites and internet links related to legal issues (IDEA, etc).

Development of professional perspectives is initiated in prerequisite courses. All candidates complete EDEL 315 or EDSC 310 or equivalent. The candidate’s field assignment and seminar experiences in that course introduce the school as an organization, the classroom as a learning center, and teaching as a career. They address the historical and legal foundations of education. In addition, candidates are also introduced to basic principles of teaching students with diverse backgrounds, including linguistic, ethnic, cultural, and socioeconomic differences. Issues of diversity including historical, ethnic, legal and pedagogical are addressed more fully in SPED 371. This class allows candidates to build the foundation of their professional perspectives by fostering their own personal experiences and perspectives on issues of diversity and disability.

SPED 430 includes generic legal issues in education and classroom management. Legal, ethical and professional practices receive heavy emphasis in Practices and Procedures in Special Education (SPED 462) which focuses on federal, state and local education agencies’ mandates, regulations and procedures and candidates are introduced to the assessment cycle. SPED 433/436 trains teachers to disseminate knowledge of researched-based reading practices to parents and colleagues. In Assessment in Special Education (SPED 520), Infant and Toddler Assessment and Intervention (SPED 514), and Preschool Assessment and Intervention (SPED
515), an emphasis is placed on the legal, ethical and professional standards involved in fair and unbiased assessment practices. The Positive Behavior Support course (SPED 522) discusses legal practices related to behavior, etc. Additionally, in SPED 421 candidates are trained to assist students in building self-advocacy skills, and to become a partner with parents during transition processes. In Early Childhood Special Education (SPED 400) students are introduced to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and participate in activities to discuss and reflect on the application of ethical practices in the Early Childhood Special Education setting. Finally, evaluation of candidates’ demonstrated knowledge and competencies in professional, legal and ethical practices are incorporated in Student Teaching/Directed Teaching or Internship (SPED 439, SPED 489 and SPED 490).

**CANDIDATE ETHICS**

The ethics and values of the professional educator are covered in all of the above named courses. As these topics are explored, candidates are encouraged to take notes related to the implication of the legal and ethical practices related to Diversity, Social Justice, Collaboration and Inclusion. During SPED 489/490 each candidate is required to read the CEC code of ethics and provide a reflection in their portfolio/journal related to their personal attainment of these ethics. In addition, candidates in the Early Childhood Special Education Program are required to read the NAEYC code of ethics and provide a reflection in their portfolio related to their personal attainment of these ethics.

Other important policies concerning students are included in the UNIVERSITY CATALOG and are stated on all department course outlines. Among the policies are the following:

- Academic Dishonesty-cheating on an examination or presenting the work of another as your own;
- Academic Appeals-procedure for appealing a grade which a candidate feels is awarded arbitrarily or capriciously;
- Student Conduct-conduct which is prohibited.

The UNIVERSITY CATALOG contains official policies of the university and states the conditions under which a student will be awarded a degree. Each candidate is asked to read the catalog and become familiar with the contents. Faculty are encouraged to put these policies in their course outlines.

In addition, candidates are held to Credential Programs Committee Policy 1, which is included in Chapter 10 of the Handbook and states:

College of Education credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to lifelong learning
- Wide constellation of knowledge and skills
- Ethical character demonstrated by having integrity, and being trustworthy, honest, courteous, open minded, and by treating others fairly and impartially.
Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be familiar with the professional standards for their field of teaching (California Standards for the Teaching Profession) and communicative disorders (American-Speech-Language-Hearing Association), as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty. Students who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates’ continued participation in credential program at Cal State Fullerton is dependent upon their understanding of professional standards and their ability to adhere to these standards.

**STUDENT PROGRESS MONITORED**

Each student’s progress is monitored on a periodic basis by individual faculty members to evaluate the quality of each candidate for continued pursuit of his or her stated credential objective. Students who fail to maintain an adequate grade point average are placed on probation and formally advised regarding the expectations of continued enrollment. Informal review occurs frequently at faculty meetings while formal review occurs prior to the field-work placement of each candidate. Candidates deemed to be struggling academically regarding their class activities and participation are asked to meet with their faculty advisor.

**RETENTION OF QUALIFIED CANDIDATES**

In order to progress through the program the candidates must satisfactorily complete each phase of the program before entering the next. For example, the candidates must perform adequately in fieldwork, receive credit for all coursework and meet all designated competencies prior to advancing to student teaching or directed internship.

**STUDENT SUPPORT COMMITTEE**

The department has a committee to review issues that arise as challenges for candidates in either the credential or master’s degree program. The committee is structured very similarly to the Individualized Program Plan option that children have in the public schools. Committees of faculty, meet discuss the strengths and weaknesses of the individual, including input from the program adviser or coordinator and all their professors during the time period for the review. When it is deemed necessary, a Student Support document is written to instruct the student what individual steps they need to take to program them for success.

**PROBATIONARY STATUS**

In addition to Department policies regarding informal regulations of academic performance, the Department adheres to the University policy regarding student probationary status for insufficient academic performance. Students placed on probationary status are invited to discuss their academic performance with their advisor and/or the Department Chair (depending on the circumstances). The meeting is designed to redress the academic concerns.
FIELD EXPERIENCE MONITORING

The critical element of program quality occurs in the field-placement portion of the program. To guarantee the highest professional standards of student growth and development, each student is provided continued and ongoing feedback from advisors. Candidates meet with University Supervisors on a regular basis. Each meeting is designed to review specific areas of performance and competence with formal and informal feedback being provided. Midterm evaluation forms provide specific evaluation and feedback areas.

Candidates requiring assistance in implementing fieldwork components are brought in for formal review and evaluation; including a contract for expectations needed to complete program. Some candidates are dropped from the program, some are relocated to another site, some are asked to postpone placement until the next placement period and some are reinstated and continue with the program.

In summary, careful attention is given to education of the candidate on issues related to professional, legal, and ethical practices. Candidates are informed about practices that promote educational equity and others that undermine equity. Additionally, when candidates are ready to student teach, we provide an extensive seminar on professionalism in schools, netiquette, and phone/written etiquette procedures (often repeating much of what was previously learned in coursework to assure understanding of how these practices and policies are implemented in the public school classroom). These issues are again repeated (spiral curriculum) and more depth is added to the discussion in Level II (SPED 531/532/535, 529 and 533).

All of the above information also applies to coursework in the Intern program.
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 special educators before a candidate assumes intern responsibilities.

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<th>EDSC 440R</th>
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Candidates are prepared in the philosophy and history of education in a scaffolding model throughout the coursework. First, they receive information related to the philosophy and history of education in the prerequisite courses (CAS 312 or EDSC 386, EDEL 315 or EDSC 310 and SPED 371), then the information is expanded upon in the Foundations course (SPED 430 or EDSC 440S). Candidates are asked to articulate their own educational philosophy. Candidates are initially exposed to a broad scope of the philosophical and historical coverage of education, legislation that supports the history of education, and how legislation, culture, economy, and other variables impacted the status of special education as it is today (SPED 462).

Candidates are introduced to Special Education Educational Policy and Perspectives for children with disabilities of all ages and their families in Exceptional Individual (SPED 371). The candidates explore their own personal values and discover their own "uniqueness" via simulation and activities designed to provide cultural, ethical and diversity awareness.

In SPED 421 Working with Families of Individuals with Disabilities, the candidates explore the historical perspective of families of children with disabilities, and how the family’s role has changed over time from the early 1900s until the 1990s. Particular emphasis is placed on parent involvement in their children’s education and how teachers can have an impact in this area. They investigate these roles in cooperative learning groups where each group will research and present a certain family role during a particular time period. For example, students learn that during the 1960s parents played a very important role in political advocacy and legislative change.

SPED 430, EDSC 440S, SPED 371, and SPED 421 provide basic introductions to all major federal laws such as IDEA and ADA. Characteristics of ECSE/Mild/Moderate or Moderate/Severe (SPED 400/463/464) and Practices and Procedures (SPED 462) build on this knowledge base by detailing how the law relates to practices and procedures of special education. A special focus is placed on the status of special education services within society. Candidates write an issues paper on the Least Restrictive Environment and they discuss various special education services available at each level.
More comprehensive knowledge of the philosophical perspectives as well as the historical, social and empirical foundations in Special Education are presented and explored in both SPED 430A and EDSC 440S: Foundations in School Teaching and later again in both Assessment (SPED 520, 514, 515) and Behavior (SPED 522) courses. In the Foundations courses, candidates work in cooperative learning groups identifying the early historical roots of education culminating in a discussion of current "Best Practices" in the field. A historical overview of federal and state legislation is also presented and discussed in terms of its impact on service delivery approaches. This course includes an emphasis on the philosophy and history of the field of Special Education.

Lastly, theoretical underpinnings of different types of intervention methodologies and teaching strategies are presented, compared and contrasted in SPED 435 (math and social studies), EDSC 440R or SPED 433 and 436 (reading) and SPED 482 (curriculum methods). The candidates are able to explain the various theories i.e., transactional, behavioral, ecocultural, psychodynamic, and analyze the relationship between theory and clinical practice in the field. In one assignment, candidates take Cloud’s (1994) Service Delivery Options for Exceptional Bilingual Students and hypothesize how these might work within a collaborative, innovative school. It is critical for effective teachers to learn to match individual needs with appropriate instructional services and delivery systems. Another activity used to expand this inquiry is the Cultural Journey. Candidates reflect on their own heritage and culture and discuss their racial and ethnic diversity. A final example of a practical application is seen in the concept attainment scenario. Additionally these methods courses teach the candidate to link his/her learning to acquisition-literacy-and statewide standards. Candidates review the National Education goals and State Standards and learn to link these important policy pieces with their day-to-day teaching.

At this point candidates have mastered the educational policy and perspectives and are able to move on to a more applied level of knowledge. As they continue to climb the scaffold, candidates demonstrate a more professional perspective of issues, theories, and research in education in SPED 482, SPED 522, and SPED 489/490. In these courses, candidates apply their knowledge by engaging in legal practices (e.g., IDEA, California Hughes Law), by advocating for students, by supporting parents to pursue appropriate services in least restrictive settings by collaborating with various agency personnel. Additionally, candidates apply their knowledge by conducting research based best practices in their classrooms by exploring issues and theories, and research in education. These actual procedures are then demonstrated during SPED 490 and 489.

**INTERN EDUCATION OF POLICY AND PERSPECTIVES**

Every intern takes Special Education 462 prior to entering the classroom. They can take it during their first semester as an Intern. The course provides the necessary survival skills for the beginning instructor. This course includes the basics the department believes teachers must absolutely know prior to entering a Special Education classroom. Sample topics include before school starts, the first week, classroom management, IEP writing, diagnostic testing, long term curriculum planning, and grading. Emphasis is placed on issues of multiculturalism; curriculum and instructional strategies; federal, state and community resources.

In summary, careful detail is given to education policy and perspective competencies. All candidates are exposed to a variety of activities and researched based practices designed to help them demonstrate knowledge and understanding of a range of current programs and practices within a historical perspective and current issues affecting general and special education.
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.

PREREQUISITE COURSE OPTIONS

<table>
<thead>
<tr>
<th>SPED 371</th>
<th>EDEL 315</th>
<th>CD COURSE</th>
<th>EDSC 320</th>
<th>EDSC 310</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/K</td>
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<tr>
<th>SPED 430</th>
<th>SPED 434</th>
<th>SPED 400</th>
<th>SPED 438</th>
<th>SPED 433/436</th>
<th>SPED 489/490</th>
<th>SPED 462</th>
<th>SPED 463/464</th>
<th>SPED 421</th>
<th>SPED 482</th>
<th>SPED 515/514/520</th>
<th>SPED 522</th>
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</table>

According to the Language Census Report for California Public School, Orange County has the second largest number of limited-English-proficient (LEP) students (N=104,163) behind Los Angeles County (California Department of Education, 2006). The ethnic distribution of students enrolled in special education in Orange County is Native American 0.5%, Asian and Pacific Islander 5.4%, Filipino 0.6%, Hispanic 30.7%, African American 3.1%, and Anglo 59.7% (California Department of Education). These statistics have profound implications for the recruitment and retention of qualified teachers to provide services to students from diverse linguistic, cultural, and ethnic backgrounds in children of poverty.

Since issues of differences in physical, social, and cognitive abilities are the basis upon which special education was founded; accommodations for diversity have been and continue to be the substrate for all that is taught and practiced in the field. The impact of cultural, ethnic, linguistic and economic diversity on the education of persons with disabilities receives much emphasis in all coursework and field experiences.

The tremendous growth in the range and types of diversity represented in contemporary classrooms requires teacher preparation programs to provide teacher candidates with the ability to make assessment and instructional decisions based upon a conceptual framework that recognizes, acknowledges, respects and supports the ethnic, cultural and linguistic differences of the families and the students they teach and whose lives they touch. The department is prepared to meet that challenge by emphasizing curriculum content and delivery related to differences and similarities of culture, ethnicity, race, gender, ableness, and economic status. Culturally responsive teaching is emphasized in each course.

Our society is extremely diverse. We promote a society inclusive of people's differences and similarities. Diversity impacts how various people in society view daily events, financial considerations, family, community, the state, and their world (Schwartz & Karge, 1996). We are
all unique. Persons with disabilities are also unique. Every class in the Level I program is geared to help the candidate develop an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual students.

The special education competencies at California State University, Fullerton are all based on an underlying assumption that a candidate is able to examine and evaluate his or her own culture and values, including personal biases and differences which may affect his or her teaching. It is our goal for each candidate to begin an examination of how these factors can affect attitudes towards individuals of different cultural, socio-economic and disability groups early on in the program. Exceptional Individual (SPED 371) has been specifically designed to meet this. Since that time the class has remained critical to our program. We believe candidates are beginning to evaluate attitudes, beliefs and perceptions of themselves and reflect on the implications to society. The goal for the experience candidates have in SPED 371 is to stay with the student throughout their teaching career. Students continue to examine their personal beliefs and explore their own cultural identities in SPED 462, paying particular attention to the need for self-knowledge, student knowledge and community knowledge to become culturally competent. The implication of cultural knowledge and skills in the referral, assessment and programming processes is an integral strand throughout the course content of SPED 462.

Another place where diversity competencies have been integrated is Characteristics (SPED 400/463/464) where in-depth discussions of differences between bilingual/cross-cultural/programs take place. This knowledge is so important to later diagnosis of individual curriculum need. The entire module content is integrated as candidates conduct an interview of someone from a background different from their own. Curriculum and Methods (SPED 482) course requirements ask candidates to design a number of lessons using Dr. Cummins’ (1984) Show Tell, Try, Do, Model and teach a lesson using Dr. Anita Archer’s Model, Prompt Check sequence.

During SPED 371 and SPED 421 (families), candidates learn the history of Native Americans, European Americans, Jewish Americans, African Americans, Mexican Americans, Chinese Americans, Japanese Americans, Filipino Americans, Vietnamese Americans, Puerto Rican Americans, Cuban Americans, and Native Hawaiians and they discuss family relations to teaching all children about cultural pluralism. Prejudice is discussed and its causes and how education can help to lessen it. Candidates are given examples of how to include parents and community members in the school community.

The following chart identifies examples of instructional strategies and assignments used to address diversity in coursework.

<table>
<thead>
<tr>
<th>Department of Special Education</th>
<th>Diversity Issues Addressed in Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE</td>
<td>SPECIFIC KNOWLEDGE, SKILLS, OR ACTIVITIES</td>
</tr>
<tr>
<td>SPED 371: The Exceptional Individual</td>
<td>• Students will participate in class discussion and written reflections on the culture of diversity, including, race, socioeconomic disadvantage, second language learners, ethnic diversity and cultural pluralism</td>
</tr>
<tr>
<td>SPED 400: Early Childhood Special Education</td>
<td>• Provides characteristics of young children of diverse culture, language, and socioeconomic status, ages birth-5 years with disabilities, developmental delays and those “at risk” for developmental delays. Rationale for early intervention and preschool programs, program models, and service delivery approaches will be presented.</td>
</tr>
<tr>
<td>SPED 463/464:</td>
<td>• Students will read, view modules and discuss online (Blackboard). Topics</td>
</tr>
</tbody>
</table>
### Mainstreaming

include the culture of diversity, students at risk, English language learners, inclusion. Students write adapted lessons and observe in schools.

### SPED 421: Working with Families of Individuals with Disabilities
- Students consider how to support the needs of culturally, socioeconomically, and linguistically diverse families of individuals with disabilities.

### SPED 430: Foundations in School Teaching
- Students design lessons to include ways to support students who are culturally, socioeconomically, and linguistically diverse.

### SPED 433: Reading and Language Arts Instruction
- Use of SDAIE strategy for lesson plans
- Candidates will identify and develop specific classroom organizational and learning environments that support language and literacy development for linguistically diverse learners
- Candidates will be able to interrelate the elements of language arts instruction to support the reading development of English language learners
- ASSESSMENT: Quiz
- The candidate will demonstrate general ways in which the writing systems of other languages may differ from English
- ASSESSMENT: Quiz
- Candidates will understand factors and processes involved in transferring literacy competencies from one language to another (e.g., positive and negative transfer) and uses knowledge of language similarities and differences to promote transfer of language skills (e.g., through scaffolding strategies, modeling, and explicit instruction). ACTIVITY: Literacy Activities Groups (Teachers use a lesson from Yopp and Yopp Literacy Activities to demonstrate a lesson to the class)

### SPED 434: Methods and Inquiry for Teaching English Learners
- All coursework focuses on addressing the needs of English learners.

### SPED 435: Mathematics Curriculum and Instruction in Elementary School
- In the Content Standards Review assignment, students make recommendations on two standards and two activities for accommodating EL, high and low achievers
- Students review articles for ideas to help all students succeed
- Students make a math kit - make the kit and lesson plans that include modifications for EL, GATE and special education students.
- Students demonstrate a small group Math lesson, which must include modifications for GATE, EL, special education students
- Students complete a Math Case Study - assessing a student and making recommendations for matching instruction to student’s ability, and include background information that includes linguistic background; plan for instruction based on assessment results, how to adapt whole class lessons to meet the needs of this student

### SPED 436: Literacy for Early Childhood Special Education Specialists
- Students complete a Weekly Literature Competency Assignment on teaching EL learners
- Final examination includes a unit that will incorporate the use of narrative and expository text and develop the comprehension and composition of skills of EL students.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>SPED 438</td>
<td>Supervised Fieldwork in Elementary Teacher Education</td>
<td>Candidates are required to complete 15 hours of fieldwork working with culturally and linguistically diversity student populations.</td>
</tr>
<tr>
<td>SPED 439</td>
<td>Student Teaching in the Elementary School</td>
<td>Students discuss issues related to including communicating with parents and the community, including the translation of documents and notes. Text for course details important considerations for working with diverse students and families.</td>
</tr>
<tr>
<td>SPED 462</td>
<td>Practices and Procedures in Special Education</td>
<td>Candidates demonstrate understanding of history of special education law in it's relation to the history of civil rights litigation and societal programs that resulted in furthering the rights of marginalized citizens to participate fully in society. ASSESSMENT: Quiz/Discussion board. Candidates demonstrate understanding of models and methods of communicating with parents of children with disabilities who are non-English speaking or limited English speaking. ACTIVITY: IEP Writing practice. Candidates demonstrate understanding of the important role of parents in the Special education assessment, placement, and implementation process, and their legal roles and responsibilities to assure that even if linguistically different, all parents are aware of their Rights. ACTIVITY: Mock IEP meeting. Candidates demonstrate understanding of models and methods for working with parents who are culturally or linguistically different than themselves. ACTIVITY: Mock IEP meeting. Candidate practice writing Individual Education Plans that meet the needs of the child but also takes into account a family's cultural differences. ACTIVITY: Mock IEP meeting. Candidates demonstrate understanding of the essential principle in IDEA of Non-discriminatory Evaluation of students who are non- or limited-English speaking. ASSESSMENT: Quiz/Discussion board.</td>
</tr>
<tr>
<td>SPED 463</td>
<td>Characteristics of Individuals with Disabilities (M/M)</td>
<td>Application of knowledge acquired related to issues of ethnic, linguistic, ability, economic, and ability diversity through discussion board reflections, observation assignment and research paper.</td>
</tr>
<tr>
<td>SPED 464</td>
<td>Characteristics of Individuals with Disabilities (M/S)</td>
<td>Application of knowledge acquired related to issues of ethnic, linguistic, ability, economic, and ability diversity through discussion board reflections, observation assignment and research paper.</td>
</tr>
<tr>
<td>SPED 482A</td>
<td>Curriculum and Methods for Individuals with Disabilities (M/M)</td>
<td>Instructional unit is required which enhances and supports diversity, culture, and ethnicity; discussion board reflections and an observation assignment also address diversity issues. Use of SDAIE strategy for lesson plans.</td>
</tr>
<tr>
<td>SPED 482B</td>
<td>Curriculum and Methods for Individuals with</td>
<td>Students are required to demonstrate an understanding of issues of segregation, discrimination, and equal rights protection after they are presented in lecture content on PPT and in the literature. They are then required to connect these issues to cultural diversity and moderate/severe</td>
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<td>Course</td>
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<tr>
<td>Disabilities (M/S)</td>
<td>disabilities through in-class discussion and as reflected through their Inclusion Assignment.</td>
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</tbody>
</table>
| SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) | • Students must demonstrate cultural sensitivity when conducting the Significant Other Inventory and the Positive Behavior Support Plan.  
• Students must demonstrate an application of the knowledge acquired in 482B regarding the connection between issues of segregation and discrimination as they relate to culture and disabilities. |
| SPED 501: Introduction to Graduate Studies in Special Education | • DIVERSITY SURVEY: Completion of a diversity survey where graduate students report on the diversity of their employment setting. |
| SPED 504: Advanced Proficiency in Educational Technologies | • Explorations of assistive technology, issues of web page accessibility and federal legislation. |
| SPED 514: Infant Assessment and Intervention | • Students complete observation and assessment assignments requesting focus on family needs and priorities, including cultural, ethnicity or EL needs.  
• Students conduct a family interview  
• Various PowerPoint modules designed by instructor reinforce research-based best practices for working with different cultures and languages. |
| SPED 515: Preschool Assessment and Intervention | • Students use SDAIE strategy for lesson plans  
• Students complete observation and assessment assignments requesting focus on family needs and priorities, including cultural, ethnicity or EL needs.  
• Students conduct a family interview  
• Various PowerPoint modules designed by instructor reinforce research based best practices for working with different cultures and languages. |
<p>| SPED 520: Assessment in Special Education | • Emphasis on adapting assessments to meet the needs of diverse learners; incorporating multiple forms of assessment; use of authentic assessments, and issues of standardized testing for students with special needs and English language learners. |
| SPED 522: Positive Behavior Support | • The Positive Behavior Support Assessment and Plan requires recognition of cultural diversity |
| SPED 529 Collaborative and Consultative Seminar | • Emphasis on the need to understand and work with both students and their families from diverse backgrounds. DIVERSITY ASSIGNMENT: To practice collaboration and co-teaching with a general education teacher IN THE GENERAL EDUCATION CLASSROOM to modify/design a lesson or unit of instruction to meet the needs of all students in the class. |
| SPED 531: Seminar: Individuals with Disabilities (M/S) | • Research, readings, quick writes and reflective discussion board postings on awareness of multicultural issues and trends relative to students with moderate/severe disabilities; analysis of the interactive |</p>
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>SPED 532:</td>
<td>Seminar: Individuals with Disabilities (M/M)</td>
<td>Effects of society, schools, and families on individuals; in depth exploration of the impact of issues of segregation and discrimination as those affect individuals with moderate/severe disabilities and the research supporting inclusive practices.</td>
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<tr>
<td></td>
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<td>* Research, readings, quick writes and reflective discussion board postings on awareness of multicultural issues and trends relative to students with mild/moderate disabilities, analysis of the interactive effects of society, schools, and families on individuals with mild/moderate disabilities</td>
</tr>
<tr>
<td>SPED 533:</td>
<td>Seminar: Issues and Trends in Collaborative &amp;</td>
<td>Completion of Ecology Inventory in which students identify available and relevant assessment data, curricula, and resources for students on their caseload who are English Learners, and explore how cultural perspectives influence relationships among families, schools and communities in the area where they work</td>
</tr>
<tr>
<td></td>
<td>Consultative Services</td>
<td>* Research, readings and online reflection assignment related to school wide system change. Candidates are asked to take special note of how the teachers demonstrate the skills and abilities to use English Language development methods and strategies as part of the approved reading/language arts program, including the logical progression for English speakers.</td>
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<td>* Research, readings and online reflection assignment related to the influence of curriculum and how the candidate demonstrates the ability to adopt instructional materials and strategies for English learners based on student proficiency in English and their first language.</td>
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<tr>
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<td></td>
<td>* Documentation of EL standard 19 via a mini-journal; includes review of district EL program, case study EL student(s) and suggested strategies for EL learner.</td>
</tr>
<tr>
<td>SPED 535:</td>
<td>Seminar in Special Education: Early Intervention</td>
<td>Research, readings, quick writes and reflective discussion board postings on awareness of multicultural issues and trends relative to Early Childhood Special Education, analysis of the interactive effects of society, schools, and families on individuals.</td>
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<tr>
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<td>* A Discovery Summary is a thoughtful and analytic description of an experience that you have chosen to conduct to further acquaint you with the area of special education of the learner who has diverse abilities.</td>
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<td>* The unit plan serves as formative and summative assessment of what students know as the result of instruction and what they are able to do in terms of planning and delivering appropriate, effective lessons to their CLDE students.</td>
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<td>* Students will complete the short discussion/activity questions related to CLDE children and youth. <a href="http://iris.peabody.vanderbilt.edu/onlinemodules.html">http://iris.peabody.vanderbilt.edu/onlinemodules.html</a></td>
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<tr>
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<td>* The case studies related to CLDE children and youth issues will be provided by the instructor. Students analyze the case studies and answer case study questions. The case studies will be discussed the class.</td>
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<tr>
<td>SPED 551:</td>
<td>Bilingual/Multicultural Special Education:</td>
<td>Includes consideration of issues of diversity in development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood.</td>
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<td>Assessment, Curriculum, &amp; Instruction</td>
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<td>* Includes consideration of issues of diversity in development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood.</td>
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</table>
The chart below is a complete listing of courses for the Education Specialist Credentials for Level I courses that contain learning experiences relevant to EL.

### LEVEL I

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; UNITS</th>
<th>TITLE</th>
<th>MILDE MODERATE</th>
<th>MODERATE SEVERE</th>
<th>EARLY CHILDHOOD</th>
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<td><strong>Prerequisites</strong></td>
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<tr>
<td>EDEL 315 (3) OR EDSC 310(3)</td>
<td>Intro to Elem Teaching;</td>
<td>Intro to Elem Teaching;</td>
<td>Intro to Elem Teaching;</td>
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<td>The Teaching Experience</td>
<td>The Teaching Experience</td>
<td>The Teaching Experience</td>
<td>The Teaching Experience</td>
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<tr>
<td>EDEL 325 (3) OR EDSC 340(3)</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
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<tr>
<td><strong>Credential Courses</strong></td>
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<tr>
<td>EDEL/SPED 430 (3)</td>
<td>Foundations</td>
<td>Foundations</td>
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<td>Foundations</td>
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<tr>
<td>EDEL/SPED 433 (3)</td>
<td>Language Arts &amp; Reading Instruction</td>
<td>Language Arts &amp; Reading Instruction</td>
<td>Language Arts &amp; Reading Instruction</td>
<td>SPED 436 (3) Literacy for ECE</td>
</tr>
<tr>
<td>EDEL/SPED 434 (2)</td>
<td>Methods and Inquire for Teaching English Learners</td>
<td>Methods and Inquire for Teaching English Learners</td>
<td>Methods and Inquire for Teaching English Learners</td>
<td>Methods and Inquire for Teaching English Learners</td>
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<tr>
<td>EDEL SPED 438 (1)</td>
<td>Supervised Fieldwork</td>
<td>Supervised Fieldwork</td>
<td>Supervised Fieldwork</td>
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<tr>
<td>EDEL/SPED</td>
<td>Student Teaching</td>
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<td>Student Teaching</td>
<td>SPED 489C (6)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>439 (6)</td>
<td>Teaching in the Gen Ed Classroom</td>
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<td>in the Gen Ed Classroom</td>
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<tr>
<td>SPED 421 (3)</td>
<td>Working with Families of Indiv with Disabilities</td>
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<td>Working with Families of Indiv with Disabilities</td>
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<td>SPED 520 (3)</td>
<td>Assessment in Spec Ed</td>
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<td>Assessment in Spec Ed</td>
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<tr>
<td>SPED 482/515(3)</td>
<td>482A (3) Curriculum &amp; Methods for M/M Disabilities</td>
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<td>482B (3) Curriculum &amp; Methods for M/S Disabilities</td>
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</tr>
<tr>
<td>SPED 489A/B/D/C/D</td>
<td>SPED 489A (3) Directed Teaching in Spec Ed</td>
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<td>SPED 489B (3) Directed Teaching in Spec Ed</td>
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<tr>
<td>SPED 489D (6)</td>
<td>Early Childhood Fieldwork</td>
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<tr>
<td>SPED 400</td>
<td>SPED 400 (3) EC Spec Ed</td>
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Information in this standard also applies to the internship program. Additionally, the Intern grant has been able to fund speakers and guests to share their knowledge base related to cultural diversity. Additional seminars have been added to the Intern program to discuss cultural issues in schools and for Interns to complete a self-assessment of knowledge and discuss where they can go to seek information they are lacking.
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 authored 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 services 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.

<table>
<thead>
<tr>
<th>SPED 371</th>
<th>EDEL 315</th>
<th>CAS 312 or equivalent</th>
<th>SPED 514</th>
<th>SPED 515</th>
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<tr>
<th>SPED 430</th>
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<th>SPED 482</th>
<th>SPED 520</th>
<th>SPED 522</th>
<th>SPED 489/490</th>
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</table>

FIELD EXPERIENCES

The community surrounding CSU Fullerton is rich with cultural diversity. Over 60 dialects and languages are spoken in Orange County Schools. The percentage of students from non-Anglo groups enrolled in Orange County has dramatically increased over the years. In 1981, 28.9% of the students were from non-Anglo groups. In 10 years (i.e., 1991) 49.3% of the students were from non-Anglo groups. (California Department of Education, 1992b) and in 20 years (2002) 68% were from non-Anglo groups.

A representative district is Santa Ana Unified School District, an urban district serving 89% Hispanic, 5.6% Asian, 4% white and 1.3% African-American. Seventy-six percent of their 49,052 K-12 student population qualify for free/reduced meal programs. La Habra City School District is another urban district serving 64.95% Hispanic, 2.38% Asian, 1.53% African American and 31% others. They have a K-8 student population of 5,550, and 61% qualify for free/reduced meal programs. These districts are representative of the districts in CSU Fullerton’s service area. Several of the smaller districts are experiencing dramatic changes in numbers of minority students served and levels of lower SES is evident producing larger numbers of free/reduced lunches.

The field experience component of the Special Education Specialist Program reflects the fundamental underlying principle that all candidates must be appropriately prepared to address the needs of students to learn English both through English language development (content ESL) and specially designed academic instruction in English. Candidates are assigned to field experience supervisors (master teachers) with appropriate certification who are experienced in teaching in multilingual or multicultural classrooms, and who engage in exemplary practices and behaviors that promote learning for all students. A full explanation of supervision appears in Standards 7, 8, and 14. The College of Education maintains a list of all master teachers from surrounding districts.
who are appropriately certified. Updated lists are requested annually from each district to expand the potential pool of master teachers. See Standard 14 for more information on master teachers.

One prerequisite for admission to the Level I credential program is knowledge of typical child development demonstrated via coursework on transcripts and documented 60 hours of general education fieldwork experience with young, typically developing children. The Education Specialist Credential Programs Handbook provides suggestions for related field experiences and Standard 20 discusses the prerequisites in more detail. Thus, it is assumed that the candidates entering the program have been introduced to typical developmental milestones, and are now ready to learn more about it by comparing and contrasting it to atypical development. Then, subsequently they will apply the knowledge in diagnostic and programmatic contexts.

In addition to the 60 hours of general education fieldwork (from EDEL 315a/b or EDSC 310), candidates are required to participate in 30 hours of Special Education fieldwork prior to program admittance. The document room provides samples from the SPED 371. Candidates are able to work in classrooms and/or participate in fully inclusive recreation events. For example, a candidate could spend the weekend at Camp Respite, a fully inclusive YMCA/Easter Seals program designed to give students with disabilities experiences in the outdoors alongside their nondisabled peers. Procedural forms have been developed for each field practicum. See SPED 371 files in documents room for descriptions of fieldwork options. These are presented during the first class meeting for Special Education 371 and EDEL 315/EDSC 310.

Performance objectives in all methods courses (for example: SPED 433, Language Arts and Reading in the Public Schools, SPED 435, Curriculum and Instruction in Elementary School Teaching (Math, Science, Social Studies), SPED 482A/B Curriculum Methods for Individuals with Mild/Moderate/Severe Disabilities) are satisfied by meeting the requirements of the coursework plus developing and teaching lessons in a public school classroom. The reading competencies include teaching of beginning reading in an English as a Second Language Classroom and the curriculum Methods focuses on how to use SADIE strategies when adapting for students with English as a Second Language. The master teacher and the University Supervisor are responsible for determining whether the specific objectives have been accomplished.

Fieldwork performance objectives in core special education courses are also satisfied by meeting the requirements of the coursework. Supervision of completion of these activities is provided by the professor in the classroom by scoring of completed products. Each core class must have at least one field experience. Several examples are listed here:

- **SPED 430.** Candidates design and implement a lesson plan, work with a group to design a social studies unit and conduct a cooperative learning lesson. Candidates write a case study identifying and assessing a student at-risk and providing strategies for meeting student needs.

- **SPED 435.** Candidates conduct a math assessment and strategize how they would work with the student. Candidates participate in a math night for families.

- **SPED 400.** Candidates are required to observe children between birth and age 5 in an Early Childhood Special Education setting and children in the same age range in a general education preschool or community setting. The students are required to evaluate the setting in terms of the physical environment, curriculum and activities, and interactions among the adults and children in the setting to compare and contrast those elements of each setting. The students present their findings to their classmates in an in-class presentation.
• **SPED 421.** Candidates are required to conduct a family interview with the significant others of a student with significant disabilities.

• **SPED 433.** Candidates are required to conduct a six-week assessment, instruction, and analysis case study outside the university classroom. This includes assessment of reading and writing ability, analysis of the results, a written plan for instruction and an evaluation.

• **SPED 434.** Candidates are required to conduct an assessment using the SOLOM (Student Oral Language Observation Matrix), write a SDAIE/ELD lesson plan which addresses the needs of a hypothetical class room that has 25% entry level English Language Learners, during the presentation to the class the class is randomly chosen to state the strategies that are being implemented. The candidate needs to prepare a welcome box filled with Realia for the student that enters the classroom with no English.

• **SPED 462.** Candidates are required to write and issue paper on least restrictive environment (LRE). Many choose to interview parents, teachers, and administrators to get their perspectives on inclusionary practices.

• **SPED 400/463/464.** Candidates are required to observe a student with significant disabilities in a classroom or in the community and then to present a case study to the class regarding the specific disabling characteristics of that student and his or her life span needs.

• **SPED 482a.** Candidates are required to observe two different teachers teaching a lesson and do a compare and contrast Venn diagram. Another example is candidates design and implement a 1-week instructional thematic unit, complete with modifications and adaptations for individual students. Additionally, candidates co-teach at least one lesson.

• **SPED 482b.** Candidates are introduced to and trained in instructional methodology. They are then required to return to their field placement and videotape themselves applying the newly trained material with a student in the classroom. The following week candidates bring their video clip to class to review and critique as a group. Their final video requires the application of an inclusive strategy.

• **SPED 520/514/515.** Candidates are required to complete a full case study including the examination of formal and informal assessments with a student either being referred for special education or already identified as having significant disabilities. Candidates are required to use data from the field and research from current issues in assessment to design goals, objectives, and make recommendations for implementation and review IEPs and cumulative records. *When possible, candidates (i.e. Interns) and traditional student teachers implement these programs and collect ongoing evaluation data.*

• **SPED 522.** Candidates are required to collect assessment data on severe challenging behaviors for a longer duration and to design and implement a positive behavior support program to remediate these behaviors. Candidates are required to collect ongoing remediation data and to make program modifications as necessary to successfully solve the behavior problems.

**Fieldwork continues in Level II (after candidates have teaching positions)**

• **SPED 531/532/535.** Candidates are required to implement advanced applied research methodology for students with disabilities to design and apply curriculum and methodology.
• **SPED 584.** Candidates are required to observe and interview an individual with disabilities who is currently employed in the community. Candidates are required to design and implement a transition plan for a student with disabilities in their classroom. Candidates are required to observe and assess a student in a classroom or in the community and then to design and implement a career/vocational program for a student with disabilities.

• **SPED 529 and 533.** Candidates draft and implement a formal induction plan. The plan includes activities related to the school site where the candidate is teaching and staff development and collaboration opportunities. When needed, candidates will be provided with a verification of field experience form to share with potential school sites. Performance objectives involving fieldwork experiences in student teaching (SPED 439) or directed internship (SPED 489A/B/C/D) are demonstrated by the candidate in the public school classroom and/or community. Coursework and field experiences are coordinated to allow each candidate the opportunity to apply theoretical knowledge in an actual school setting. When it is determined that a specific competency has been met satisfactorily, the university supervisor or the master teacher will verify that competency. In many cases, samples of student work collected during field experiences will be in the student portfolio to show verification of competencies. Performance objectives involving fieldwork experiences in the Induction Level will be collaboratively designed and demonstrated by the candidate, the Support Provider and the university induction coordinator.

• **SPED 551.** Candidates are required to complete a Discovery Summary. It is a thoughtful and analytic description of an experience that candidates have chosen to conduct to further acquaint them with the area of special education of the learner who has diverse abilities. Candidates have written to describe, analyze and integrate an experience in which they have participated to learn more about any area of disability related to this course of study.

Our graduate program also includes numerous experiences that require candidates to learn from classroom settings. The following table provides examples of these experiences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPED 520 Assessment in Special Education</strong></td>
<td>Students write a detailed test critique of a standardized individual assessment used in the field (see rubric and assignment description). Students write a case study, reviewing cumulative files and IEPs and assessment data to make recommendations for special education student placement, programming and goals (see rubric and assignment description). Throughout the term, students complete ten small activities as they learn how to score standardized assessments used in the field and analyze data for both standard and authentic assessments.</td>
</tr>
<tr>
<td><strong>SPED 522 Positive Behavior Support</strong></td>
<td>Positive Behavior Support Behavior Intervention Plan is a case study format that introduces students to the foundations of system wide positive behavior support for the individual, the classroom, and the school community. After conducting setting event assessments and functional analysis, students design a proactive</td>
</tr>
</tbody>
</table>
A comprehensive plan that addresses school and classroom culture, family dynamics, collaboration in order to create lifelong durable behavior changes for the student, teachers, administration, and families. This case study requires a single subject design format and students are able to use their data to long range programmatic decisions.

**SPED 529**  
**Collaborative and Consultative Seminar**  
All assignments in this course involve fieldwork. 1) Students must investigate local resources that can be used to support them as they develop and implement their Induction Plans; 2) Students use a website designed to explore the roles and relationships they have at their school sites, and to investigate ways to improve to alter these to support students with special needs; 3) Students must plan and implement a co-taught lesson with a teacher of diverse students; 4) Students must investigate the previous knowledge of the faculty at their school site through a needs assessment, then plan and implement a staff development session that meets those needs.

**SPED 531**  
**Seminar: Individuals with Moderate/Severe Disabilities**  
Students are required to visit the Assistive Technology Exchange Center (ATEC) at Goodwill Industries ([http://www.ocgoodwill.org/humanserv_ATEC.asp](http://www.ocgoodwill.org/humanserv_ATEC.asp)) to gather information regarding assistive tech for individuals with the most significant disabilities, then they compose a reflection that incorporates a synthesis of related literature.

**SPED 533**  
**Seminar: Issues and Trends in Collaborative & Consultative Services**  
Candidates develop a working research-based Portfolio. Candidates are expected to include a resource file of materials related to teaching English Learners, a variety of research based characteristics and resources for a variety of exceptionalities, identification problems and practices, family attitudes toward special education labels, legal issues in special education, best practice research findings, etc.

**SPED 551**  
**Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction**  
Students complete a Discovery Summary, which is a thoughtful and analytic description of an experience that students have chosen to conduct to further acquaint them with the area of special education of the learner who has diverse abilities.

**SPED 584**  
**Transition, Vocation, and Careers Over the Lifespan**  
Students conduct field based inventories of community based integrated job sites and architectural barriers.

**Culminating Experience**  
In all culminating experiences, students draw on what goes on in their district, school, and classroom as they synthesize links between theory, policy, and practice.
VARIOUS EXPERIENCES

Candidates are required to participate in fieldwork at various sites. They must spend time in at least three different placements from a district continuum of Least Restrictive Environment (for example, an inclusive classroom, a special day classroom and a resource specialist learning center classroom). The particular experience is decided upon with the Discipline Advisor.

Additionally, every candidate must spend time with all levels of children and adults. The Education Specialist Credential is a K-12 credential. Candidates are expected to have skill-base at all levels. These experiences must be formally documented in the candidate’s portfolio for the supervisor to evaluate the competencies related to the variety of grade levels and/or ability levels of students with disabilities the candidate may be asked to work with during their tenure in the field.

Candidates must also student teach in two different grade levels. For example, if the candidate is interested in elementary, the first student teaching in general education could be in a K, 1, 2 and/or 3rd grade classroom and the second placement with special education children grade 4, 5, and/or 6. If the interest area is secondary, the first student teaching will be in grade 5, 6, 7 or 8 and the final special education semester in grades 9, 10, 11 and/or 12. The underlying philosophy is many students at the High School Level are academically at a much lower level. The candidate needs good teaching methods and practices to reach all students.

Performance objectives in general education student teaching (439) or special education directed internship (489A/B/C/D) are demonstrated by the candidate in the public school classroom and/or community. Coursework and field experiences are coordinated to allow each candidate the opportunity to apply theoretical knowledge in an actual school setting. When it is determined that a specific competency has been performed satisfactorily, the University Supervisor or the Master Teacher will verify competency. Verification of competencies attained during field experiences will be included in the candidate’s portfolio. Performance objectives in the Induction Level will be collaboratively designed and demonstrated by the candidate, the Support Provider and the University Induction Coordinator. All candidates are advised of field experience requirements both at the overview and the new student orientation and at the first day welcome back orientation.

EMPLOYED CANDIDATES/INTERNS

When candidates are employed, every effort is made to follow the intern support model described throughout this document. Candidates teaching during the day will be asked to take several “personal days” to participate in demonstration/application lessons described in this standard. In many cases the school district is willing to fund the substitute for release time (see alternative certification support letters in Intern Program files). Candidates teaching with emergency permits will be required to do all of the same field assignments as the traditional student teacher. If a candidate already works in an inclusive classroom it will be possible to complete the general education coursework. However, if candidates are located on segregated sites, they will need to take the general education coursework during the summer or collaborative alternatives must be explored.

All Credential candidates enrolled in SPED 490/489, Student Teaching or Directed Teaching are supervised by full or part-time faculty. Students are supervised for the full 300 required hours whether they are placed with a master teacher or demonstrating competencies in their own classrooms. University supervisors have a minimum of nine contacts with their assigned student
teachers/Interns. At least four of these contacts must be actual classroom observations, with two or more site conferences (i.e., helping to organize room after students have left for the day); with the remaining visits on campus, as conference or seminar format, or in another field setting. Most student teachers/Interns are visited on site more than the required minimum number of visitations. Close contact and communication is consistently maintained with the Support Provider (where the candidates are doing the practicum in their own classroom, a special education teacher, i.e., department chairperson, is involved in the support), and the school site administrator. University Supervisors complete an observation report for each field site visitation or conference with the student, a copy of which is given to the student. A midterm formative evaluation is given to the candidate and the final summative evaluation of competencies is filed in the candidate’s permanent file.

Daily journal keeping and completion of assignments, i.e., case studies, behavior management plans and IEPs are carefully monitored. University Supervisors and Support Providers use the student teacher’s journal as an interactive communicative device. Interns are encouraged to be reflective in their use of the journal and to document experiences that might demonstrate competency in areas not readily observed by the University Supervisor, (i.e., parent conferences, IEP meetings, staff meetings, etc.).

In summary, CSU Fullerton provides a sequence of field experiences with diverse populations involving a broad spectrum of experiences within both General Education and Special Education and with K-12 learners, with diverse learning abilities, cultural, ethnic and socioeconomic backgrounds.
STANDARD 14: 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. 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.

PROFESSIONAL DEVELOPMENT SITES

Field sites are carefully selected to ensure full benefit for the candidate. The Department of Special Education is working with colleagues in General Education to establish Professional Development Sites (PDS). The goal of the PDS is to draw closer connections between schools and the University so responsibility for candidate education is shared. One strong unique collaborative feature implemented in partnership with elementary education is that special education candidates attend a Demonstration Lesson at their assigned PDS site. Demonstration lessons are taught by site teachers with particular expertise or interest in the area, not necessarily by teachers who are serving as master teachers for the semester. In fact, it is beneficial for non-master teachers to conduct the lessons to expand involvement in the PDS and provide candidates wider exposure to staff expertise. Demonstration Teachers prepare an informal written lesson plan for the candidates and outline the purpose and structure of the lesson. Candidates have the opportunity to talk with the Demonstration Teacher shortly after the lesson. Demonstration Teachers arrange this by assigning independent practice, scheduling the lesson before recess, or arranging with a University faculty member to cover their class. Demonstration lessons are scheduled for both student teachers and candidates working in the field. After viewing a lesson, pairs of students are required to teach an application lesson. In this lesson they apply what was learned about the particular strategy modeled by the Demonstration teacher. The other site candidates observe the application lesson, complete an application lesson processing sheet, and all candidates discuss it at the close of the lesson. Selected Demonstration Lesson topics match the content presented in our methods courses.

The Department of Special Education requires all persons working in a teaching position under an internship or emergency permit to spend at least one day per semester at a PDS observing stellar co-teaching and witnessing model demonstration lessons.

We try to place a cohort of student teachers at each PDS during the school year.

Currently the following sites serve as Professional Development Sites:
Mariposa Elementary School, Brea-Olinda Unified School District (partnership established in 1996)
Scott Avenue Elementary School, East Whittier School District (partnership established in 1998)
Sunset Lane Elementary School, Fullerton School District (partnership established in 1999)
Foothill Elementary School, Saddleback Unified School District (partnership established in 2002)
Brea-Olinda High School, Brea-Olinda Unified School District (partnership established in 2003)

More Information on each of these sites is available by looking on the department website. We are also working with several secondary schools to develop partnerships. The following data identifies the number and diversity of fieldwork placements for traditional students (interns not included in this chart):

<table>
<thead>
<tr>
<th>FIELDWORK PLACEMENTS</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>61</td>
<td>81</td>
<td>60</td>
</tr>
<tr>
<td>Middle School</td>
<td>17</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>High School</td>
<td>23</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>123</td>
<td>80</td>
</tr>
</tbody>
</table>

Top 10 Districts
- Brea Olinda
- Saddleback
- Santa Ana
- Capistrano
- Anaheim
- Union
- East Whittier
- Placentia-Yorba
- Orange
- Fullerton SD Tustin
- Saddleback
- Capistrano
- Brea Olinda
- Placentia-Yorba
- Orange
- Santa Ana
- Anaheim
- Union
- Corona-Norco
- Newport-Mesa
- Tustin
- Saddleback
- Brea Olinda
- Capistrano
- Fullerton
- Santa Ana
- East Whittier
- Fountain Valley
- Placentia-Yorba
- Centralia
- Orange

MARIPOSA/CSU FULLERTON COLLABORATIVE CHALLENGE AWARD

Mariposa/CSU Fullerton Collaborative Challenge Award was received in 2000. This award is sponsored by the Charles Schwab Educational Foundation and is designed to promote effective environments for learners with learning disabilities. Mariposa Elementary School serves K-6 students in an urban location approximately 10 minutes from the CSU Fullerton campus. Twenty-seven teachers provide effective instruction to approximately 600 students. The community surrounding Mariposa is rich with cultural diversity with over 60 dialects and languages spoken in the County where the school is located. Mariposa is a fully included school. All neighborhood students with disabilities attend this site. Every Special Day Class (SDC) and Resource Specialist (RSP) student is assigned to a general education classroom. A collaboration/co-teaching model
including both general education and special education exists in many classrooms. The Learning Center provides a place for children who need additional support to work in small groups or receive tutoring. The Computer Lab/Library recently names the Research Center is open daily to classes and individual instructional groups.

All Mariposa teachers practice research based strategies and are open to sharing their knowledge base with the candidates from CSU Fullerton. During the past few years many CSU Fullerton college students have benefited from this partnership. The school provides wonderful observation opportunities, fieldwork practicum, student teaching, and intern/emergency teacher demonstration lessons. Each semester at least one university course is taught at Mariposa. As will be explained later in this document, all candidates are required to observe demonstration lessons, intern/emergency permit teachers must take time from their own classrooms (i.e. hire a substitute) to observe and witness stellar teaching techniques and to talk with teachers about how to implement these strategies effectively in the classroom.

**BREA HIGH SCHOOL/CSU FULLERTON PROMISING PRACTICE STATE AWARD**

For the past two years (2005-2006 and 2006-2007) CSU Fullerton faculty have collaborated with staff at Brea Olinda High School with an application and award of the CALSTAT Promising Practices in Special Education, Collaboration Award. This award recognizes the work that the staff have done to improve services for students with disabilities, along with the direct support of CSUF. With the monies from the awards, various faculty have facilitated general education/special education collaboration days and have collaborated with the superintendent to write grants for the district to fund new technology and curriculum for the high school.

**DISTRICT FIELD EXPERIENCE SUPERVISORS**

The Fieldwork Coordinator/Program Coordinator meets with the site principal and teachers then tours the school site prior to student teacher placements. Master teachers are invited to attend an orientation and training session each year. We seek to use as many CLAD/EL authorized certified master teachers as possible and when possible we strive for every candidate to have at least one semester with a CLAD/EL authorized certified master teacher.

As indicated in Standard 7, School Collaboration, we will fully collaborate with the schools where we place student teachers. Our goal is to develop numerous Professional Development Sites (PDS) throughout the CSU Fullerton service area. District and university personnel determine if site personnel have remained current with changes in the profession and in the student population. Each potential site is asked to certify master teachers or field experience teachers by assuring they meet the following:

- Certified and experienced in the area of the credential;
- Taught for at least three years;
- Trained in supervision (either as a beginning teacher support and assessment (BTSA) Support Provider, mentor teacher, or by CSU Fullerton);
- Oriented to the supervisory role;
- Appropriately evaluated and recognized by the institution, and;
- Provided a model consistent with the best practice.

Field Supervisors can expect a screening process and selection based on the above criteria. Training and compensation procedures are similar to those in CSU Fullerton’s other credential.
blocks. Additionally, teachers serving as field experience supervisors (master teachers) for the CLAD program must hold the appropriate certification and must model classroom practices that are effective for encouraging learning for children who are developing proficiency in English and/or are culturally diverse.

**CHALLENGES ENCOUNTERED**

We are known for our fabulous collaboration with the districts we serve, however, selection of master teachers can be challenging. We provide each district with the master teacher (district field experience supervisor) guidelines. In some cases, we are allowed to make direct contact with the school principal and/or master teacher and we visit the site, visit the classroom and pre-qualify the master teacher. These circumstances yield the best placements and of course, our PDS sites have teachers we have trained. We also try to use a lot of our own Master degree graduates as they are familiar with the program competencies.

However, we do have local districts who want to place the student teachers themselves. They want to coordinate the placements through their district office and this takes an incredible amount of time AND we have had several instances recently where we provided our guidelines, the district assured us they had been met, we placed the student teacher, and later learned the master teacher was not an effective role model (despite the major praise provided to us from the district prior to placements and in one case the person was even a Teacher of the Year!). In these cases we make every attempt to train the master teacher, if the semester is not successful, we do not place a student teacher with the master teacher again.

**UNIVERSITY FIELD EXPERIENCE SUPERVISORS**

Much of the information in Standard 3, Faculty, and Standard 8, University Field Supervisors, relate to field supervisors. Every full-time faculty member spends time each year supervising candidates. Additionally, talented part-time faculty with numerous years of teaching experience are also hired (see vitae binders in document room). The University Supervisor is responsible for in class support and for conducting a series of seminars designed to enhance and expand the instructional skills and knowledge gained in the methods classes and in the field throughout the year. This is a time for candidates to talk about their field experiences, ask questions and also to learn about classroom management, child abuse, interviewing skills and physical education, music, art and other core curriculum issues.

**SUPERVISION TRAINING**

Each semester the Fieldwork Coordinator and/or Program Coordinators (ECSE, M/M, M/S, and Intern) conducts monthly supervision meetings. Each meeting has a training component. University Supervisor, Master Teachers, and Support Providers are taught to conduct clinical supervision and are provided with a wealth of staff development materials. Master Teachers and Support Providers are not allowed to evaluate, however, we include them in our trainings for understanding of university competencies and professional development strategies.

Master teachers, Support Providers, and university supervisors are asked to continuously evaluate the candidates under their direction. Candidates receive supportive and corrective feedback from both their master teacher and from the university supervisor. During each fieldwork and student teaching and/or directed internship observation, appropriate evaluation
forms are used (see Standard 18). These forms become part of the candidates’ department files. There are field experiences throughout the program, plus two student teaching and/or directed internship experiences. Since feedback is a continuous process, the master teacher or Support Provider and university supervisor each will give progressive informal evaluations on NCR paper or electronically. This method provides immediate feedback to the candidates. Any feedback prior to the final evaluation should be primarily aimed at assessing the progress of the candidate and give guidance and direction for further improvement. These evaluations should provide sufficient realistic and frank information about the strengths and weaknesses of a candidate and should serve as a guide to improvement.

The final semester evaluations are written evaluations which are placed in the candidate’s file to form a permanent record for future employment. Such evaluations are regarded as equivalent to letters of recommendations. Supervisors are instructed to provide a statement of the candidate’s potential. Since development of the candidate to his/her full professional potential often requires more time than the brief student teacher experiences provide, the supervisor needs to look for evidence in growth toward competencies found in candidate journals, portfolios and other paperwork as well as direct observation of knowledge, understanding, and skills. The specifics related to each are indicated on the evaluation forms.

**REWARDS FROM THE UNIVERSITY**

As indicated in Standard 3, Field supervisors (master teachers) are rewarded for their supervision time. Field supervisors receive a stipend of $125.00 for a first semester student teacher and $150.00 for a second semester student teacher. The rate of pay for master teachers is established by the CSU system at $25.00 per student unit of coursework. Candidates take 5 units of student teaching in their first semester and 6 units in their second semester. Additionally, field supervisors are sent letters of recognition, recognized at the end-of-the-year reception, and receive instructional materials. If recent Federal grant requests are funded, additional unit credits will be offered to field supervisors.

Various other support opportunities are offered by the department and college. For example, in February 2000, two evenings from 4 to 7 p.m. were set aside for the College of Education to meet with all program master teachers and Support Providers at the Fullerton Sheraton for an evening of sharing mission/goals and programs/credentials. Then in May, 2000, 2001 and June 2002, 2003, 2004, 2005, 2006 and 2007 the department Intern grant monies hosted a reception for Intern Support Providers. Each Professional Development Site conducts their own master teacher training and each supervisor is responsible for making sure the master teachers they work with have the current materials and necessary training to facilitate an appropriate placement for CSU Fullerton student teachers. All master teachers and Support Providers receive a letter thanking them for their service and this year we will be giving certificates to show our gratitude.

Summer 2007, the intern grant paid for the university supervisors to attend an English Learner (EL) training hosted by the Orange County Department of Education and a series of technology support seminars.

**INTERN COLLABORATION**

Forty-eight participating local education agencies collaborate with California State University, Fullerton. Most of the districts have a history of collaborating with CSU Fullerton for planning and implementation of professional instruction, support, supervision, and
Many of the districts participate in the CSU Fullerton Elementary Internship program that is sponsored by the Department of Elementary, Bilingual and Reading Education (Yopp & Young, 1994) and the Secondary Internship program sponsored by the Department of Secondary Education (Taylor & Randall, 1995). Furthermore, several districts have been serving on Special Education Department advisory committees and attending CSU Fullerton sponsored presentations. The districts have been sending teachers and administrators to meetings to provide feedback to the Department of Special Education as the original specialist credential document was developed. In addition, Alternative Certification/Intern Planning Meetings were held during spring 1997. This program was written and has been implemented as a collaborative effort between the participating school districts and CSU Fullerton with the advice of the certificated bargaining representatives from each participating district.

As indicated in several other standards, the Intern design ensures proper support from an onsite peer support buddy, a district intern coordinator and a university intern coordinator. The employing school district will provide a district coordinator (usually the Human Resources director or Director of Special Education or designee) or will delegate supervision to a program specialist or other competent individual.

“Working with an experienced professional can be among the most helpful of all induction experiences for a new teacher” (Yopp-Edwards & Young, 1996, pg. 9). An onsite peer support buddy is assigned by the school district for each intern. This person is responsible for providing day-to-day support. All onsite peer support buddies are teachers at the same school site as the intern. When possible, this person teaches the same subjects. Sometimes this is challenging for special education teachers, because some schools only have one special educator at a site. When possible cooperating districts have agreed to place Interns at a school where other special educators are present. Ideally, district appointed special education mentor teachers should be available. When that is not possible a general education teacher located at the same site will be assigned. In most cases, the onsite peer support buddy will have been trained through the Fullerton Beginning Teacher Support and Assessment Program. Every onsite peer support buddy will attend a training session. Substitute teachers for the training session will be in-kind from the school districts or paid for from the CTC Intern grant monies.

Every district will assign a district intern coordinator. The coordinator facilitates the administrative elements of the program and provides either classroom support or delegates another specialist to provide classroom support. The district intern coordinator can assist the intern to understand District curriculum requirements, testing procedures and due process procedures. The coordinator’s time will be an in-kind contribution from the school district. (This is typically a program specialist) or mentor (PAR) teacher.

The university intern coordinator and intern faculty conducts intern seminars and provides onsite support from the university. The coordinator will promote innovative strategies and ideas directly to the teacher. The university intern coordinator makes contact with each intern at least once a week either in seminar or in their classroom. Each intern maintains an ongoing practicum journal. The coordinator reviews the journal and offers suggestions. Suggestions could include help to set up a classroom, plan lessons, review curriculum or provide samples of assessments/curriculum for the intern to review. The coordinator will be available to teach model/demonstration lessons and consult with interns through bimonthly visits. The intern can anticipate bimonthly follow-up conferences aimed at discussing the observation and establishing goals for improvement. Often the coordinator assigns a colleague (full or part time) to serve in this role based on the area of need indicated for the intern.
The role of the intern Support Provider has been explained in several sections in this document. In many ways, the Support Provider functions as a supervisor. However, final evaluations are conducted by the site principal, the district intern coordinator and/or the university intern supervisor. Currently Support Providers receive a stipend from the CTC Intern grant. CSU Fullerton is exploring ways to institutionalize this process.

This exemplary model practice of providing on site, in-classroom support from a university support instructor who performs in a nonevaluative role, demonstrating lessons, helping with scheduling, grouping, teaching in the content area, adapting and modifying curriculum materials and giving personal support were originally an essential part of the STEPS program (A five year federal grant training program directed by Dr. Fuller). This support has been credited with the overwhelming success of the 46 graduates who are all fully certified and employed as special education teachers. To date this is one of the key features our Interns are fortunate to benefit from. (This is also proof of institutionalization of the STEPS model).

**RESPONSIBILITIES FOR ALL WHO PARTICIPATE IN THE FIELD EXPERIENCE PROCESS**

Suggestions for all who participate in the Field Experience process are included in the *Education Specialist Credential Programs Handbook*.

In summary, CSU Fullerton has made every attempt to employ competent effective field supervisors and to provide them with appropriate training and to select field sites where stellar research based effective teaching strategies are taking place.
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.

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MANAGING LEARNING ENVIRONMENTS FOR DIVERSE LEARNERS

Every course in the credential program is designed to prepare candidates to teach diverse learners. Teaching in the Pluralistic Classroom Modules are infused in all our curricula to address cultural diversity. These modules are described in full detail in Standard 12. As a result of the infusion of these topics, candidates are prepared to manage their classrooms, campuses, and learning community in such a way that learners from diverse backgrounds are appreciated, respected and embraced for their differences. This philosophy is thematically aligned with how we view all diversity including ability diversity. Our department does not differentiate cultural, linguistic, and ethnic diversity from physical, emotional, and intellectual diversity.

A primary example of an assignment relating to this standard is the Instructional Classroom Design Project (from SPED 462). The candidates do one design during the foundations section of the training and another at the end of their Level I program.

The Foundations courses (SPED 430A or EDSC 440S) are important for development of understandings of various factors affecting student learning. Candidates participate in a peer-share activity designed around factors that affect second language acquisition and acquisition of standard English. As a part of SPED 430 requirements they observe and map a variety of learning environments. In the Reading Methods courses (SPED 433/436) and the Math (SPED 435) candidates are challenged to design research based effective lessons. These courses occur during semester one and many candidates will not have teaching experience. In the Methods Courses (SPED 482, 514, 515), candidates draw from the student population at the practicum site or the employment site and design individualized and small group lessons which contain a variety of adaptations based upon assessed student needs. Additionally, they will learn to use the Concept Mastery Routine, a guidebook designed to help teachers teach content in learner-friendly ways to a diverse group of students. The Concept Mastery Routine is used for explaining a major concept, where it fits within a larger body of knowledge. In SPED 520 an environmental
ecological survey is conducted. SPED 434/438 also focuses on developing a positive learning environment for diverse learners.

A key component built into the entire program at CSU Fullerton is the strong emphasis on collaboration. Characteristics (SPED 400/463/464) will provide an opportunity for candidates to explore many collaboration options, for example Friend & Cook’s (1996) co-teaching methods and Idol’s (1990) ideals for consultation. Candidates will return to the university to share findings with small groups of colleagues.

SAFETY AND EFFECTIVENESS

Candidates are introduced to the notion of safety at the start of their special education career in Exceptional Individual (SPED 371) in which we initiate candidates to special education and to disabilities and enlighten them in valuing individuals with different abilities. We call this class our “abilities awareness class” and hope to impact candidates immediately with a positive attitude regarding individuals with disabilities and their incredible worth in society. See 371 folders in documents room for samples of how the contents have impacted students’ lives.

We specifically address safety issues and how the learning environment must be designed to accommodate all differences. SPED 371 also offers candidates a valuable field experience in which they can develop first hand their own positive attitudes about disabilities in the least restrictive, most inclusive environments. Candidates are introduced to techniques for modifying and adapting classrooms and curricula to meet the needs of diverse learners in Characteristics (SPED 400/463/464). Candidates are then required to have a strong knowledge base and experience in developing programs and managing behavior for individual, small group and large group instruction, in the classroom, during transitions, and in the community in Curriculum Methods (SPED 482A/B). In SPED 520, 514, and 515 candidates learn the importance of assessing students with multiple measures and with instruments that are culturally and linguistically appropriate for the student being assessed. They also learn to reflect upon and analyze student behavior, work products and assessments to drive and inform their instructional planning. Finally, these skills are applied and generalize during subsequent coursework (for example SPED 522, 489/490, etc.).

FACILITATION OF SELF-ESTEEM AND SELF-ADVOCACY

Teaching skills of self-esteem and self-advocacy are infused within the curricula of several classes. In SPED 482 (methods) the candidates review a variety of self esteem literature and programs (for example, Harris, 1993 and Marsh, 1995 self esteem programs) and ideas in integrating social skills into the everyday classroom environment (for example Hill Walker’s Social Skills Program and/or Skillstreaming for Adolescents). In Positive Behavior Support (SPED 522) a discussion of replacing challenging behavior is couched within the context of teaching students better self-advocacy skills that will prevent the necessity for their challenging behavior and will give them the skills they need to succeed throughout their life span. This concept is contrary to traditional approaches in managing learning environments in which teachers are instructed to control their students as opposed to guiding and facilitating. Issues of dignity and respect are addressed, and candidates are taught to reflect upon their own goals and core beliefs and attitudes about control. Through application of functional equivalence, candidates experience positive successes, and are reinforced by this new approach to managing their
classroom and students. In SPED 531/532/535 candidates learn the “Self Advocacy Strategy” to train students to participate in an IEP or Transition Planning meeting.

**Behavior Management Strategies**

From the initial introduction to teaching candidates are given opportunities to see the value of effective teaching as it relates to discipline and classroom management. As candidates observe and work in the local schools they are asked to reflect and validate rationales for effective classroom management. They are also shown how good teaching can eliminate many behavior worries. As preparation (less down time) and motivation (fun, well planned lessons) go a long way with all levels of children and adults. All candidates take an advanced behavior course (SPED 522).

The Exceptional Individual (SPED 371) and Mainstreaming/Characteristics (SPED 463/464/463/464) both provide an opportunity for students to observe classroom management. The core courses (SPED 430) also offer a heavy focus on classroom management and behavior. As the research literature indicates good solid classroom structure and effective teaching is the key to many behavior challenges. The candidates design and implement a behavior alteration program as part of the assignments in the characteristics class (SPED 463/464). General classroom behavior management strategies are explored and developed, with full consideration of socio-cultural and linguistic contexts. Implementation of the Hughes Bill is introduced. Basic principles of positive, proactive, preventive strategies are introduced at this level to be further developed in SPED 522. In Practices and Procedures (SPED 462) candidates are introduced to legal guidelines for positive behavior support and utilization of non-aversive techniques when presented with challenging classroom behaviors.

Candidates are taught the SLANT Strategic Instruction strategy for class participation. This is a simple, easy-to-teach strategy designed to help candidates participate in class discussions. Candidates learn how to use appropriate posture, track the talker, activate their thinking and contribute information (SPED 462 and 482). Candidates design their management system as a component of the methods course competencies (SPED 482) and are provided with an overview of the Full Functional Assessment and Positive Behavior Support Model. Candidates design a Positive Behavior Support Plan. They develop and implement a Functional Analysis Assessment in addition to other behavior related assignments in Positive Behavior Support (SPED 522). This sequence has been carefully designed to be proactive in working with candidates who may have challenging student behaviors in their classrooms. Candidates are prepared to complete a Behavior Intervention Plan and upon completion of this course with a grade of A or better, receive a certificate of completion as a Behavior Intervention Case Manager.

In addition to classroom projects and exams, candidates demonstrate knowledge of behavior management strategies and varying communication styles that impact learning during their field practicum (SPED 438, SPED 439, SPED 371 and SPED 490/489).

*Information in this standard also applies to the internship program.*

**In summary**, candidates are required to demonstrate their competence to manage the environment associated with learners from diverse backgrounds before accepting the formal classroom challenge. The candidate learns and shares the skills through foundation courses, peer assistance, and collaboration.
**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.

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Collaboration and effective communication are critical components to every course in the training program at CSU Fullerton. Candidates will see collaboration modeled early in their program. Several university courses (Foundations, SPED 430; Curriculum Methods, 435; Field Experiences for EL, 438) will be collaboratively taught by a combined team of general and special education faculty members. Teachers at each of the Professional Development Sites will provide demonstration lessons one morning each week. All candidates at the site will watch the demonstration and then work with a peer to plan an application lesson towards the end of the week. The application lesson will be watched by several peers and time will be provided following the application lesson for peer evaluation.

Interns are required to work in a similar collaborative relationship with their onsite peer support buddy. The support buddy teaches the demonstration lesson and the intern watches the demonstration in person or on videotape. Later in the week, the intern will apply the learning and teach a similar lesson (application lesson) on videotape for the support peer to watch or the intern will take a personal day to view the demonstration lesson at the PDS site.

The traditional telephone Rumor game is one of the activities that candidates will participate in during The Exceptional Individual (SPED 371). During this prerequisite course, the importance of open lines of communication and teamwork will be discussed. Additionally, SPED 371 will introduce the Circle of Friends concept to all candidates. They will draw their own circle and hear persons with disabilities discuss the importance of educational and community planning with attention to personal priorities, concerns, and needed resources.

The **Score Skills and Teamwork Strategies** (Deshler and Schumaker) are taught in SPED 430: Foundations. The **Score Skills** describes a set of social skills that are foundational to effective cooperative groups. Candidates have the opportunity to teach students to learn to share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self control. The Teamwork Strategies build upon the skills introduced in the SCORE skills manual. This strategy provides a framework for organizing and completing complex projects in small groups. The Candidate learns how to teach the students to analyze an assignment and divide it into tasks, equitably assign tasks; offer and request help to complete jobs, ask for and give
feedback to group members, assemble individual jobs into one product and evaluate the process used to complete the project.

The Characteristics Course (SPED 400/463/464) provides many opportunities for candidates to explore communication issues. Every candidate must observe at least two Student Study Teams and design 10 intervention suggestions directly related to what was discussed at the Student Study Team meeting.

During Practices and Procedures (SPED 462), all candidates work with a team of colleagues to analyze a case study which they will use for the study of the pre-referral and referral process in inclusive practices, parent conferences, consultant sessions with specialized health care, and nurse specialists, make accommodations/modifications for instruction and assessment and finally, an IEP Development simulation.

Throughout the Working with Families of Identified Persons with Disabilities (SPED 421), candidates receive training in effective interpersonal communication skills using both verbal and nonverbal strategies when working with families, multidisciplinary and/or transdisciplinary team members, interagency staff and other professionals in the field. They are initially introduced to Turnbull and Turnbull's (2006) family system theory which includes a discussion of the grieving cycle and how to effectively respond to family members in each grieving state. For example, when a parent is expressing sadness about his/her child with a disability, the teacher needs to display empathetic reflective listening and verbally respond with language which evidences that reflection. The candidates will practice and learn both verbal and nonverbal skills during classroom activities, with members of a parent panel and during their interview with parents in the home. Specific verbal strategies will include paraphrasing, clarification, responding to affect, summarizing skills, and problem solving skills. Some of the nonverbal skills will include appropriate techniques such as reflective listening, effective eye contact, smiling, nodding and body posture which are culturally sensitive to the person(s) at hand.

The candidates design a semi-structured questionnaire using open-ended questioning techniques to elicit various types of information about the family and the child. The interview is conducted in the home of a family with a child with a disability. The interview will be audio taped or videotaped so that both the student and professor can critically evaluate the student's questioning and responding techniques with the family. A grade will be determined by both the professor's critique and candidates self-critique. The tape is returned to the family at the end of the assignment.

Additionally, candidates will work in teams to research various community and internet resources, integrate services that reflect transitional stages across the life span of all learners e.g. The Learning Disabilities Association, Institute for the Blind, Regional Center, or Department of Rehabilitation. Each candidate will contribute 1 to 5 resources to a collaborative resource desk reference that will be reproduced for every member of the cohort (see samples in the Document room SPED 421 file). The most recent resource guides for SPED 421 include many web addresses and internet links.

Special attention to paraprofessional relationships is given during Methods Courses (SPED 430, 435 and SPED 482/514/515). Candidates are taught how to facilitate communication, guide productivity and effectively collaborate with paraprofessionals, interpreters, and volunteers. They are introduced to several strategies to work with cross-age and peer tutors. SPED 482 builds on the methods acquired in the General Education foundation courses (SPED 430, 433, 434, 435, 439). After making self-recommendations, candidates meet with a group and share ideas and be exposed to different ways of completing the same task.
During the practicum experience (SPED 439/490/489) candidates show competency validation by observation of collaborative partnerships and effective communication firsthand in the field. These observations are documented in their journal and/or observed by the supervisor.

The information written in this standard is the same for Intern Candidates. However, since the Intern program combines Levels I and II. The Interns take SPED 529 (a level II class) during the first year of their program. During SPED 529 candidates write their induction plan in collaboration with their Support Provider and induction advisor (this will be explained in detail in Level II standards).
**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.

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Candidates at CSU Fullerton see good quality teaching modeled in all of their classes. This is a student-friendly university. Instructors take time to know candidate needs and to facilitate learning at every level.

Our goal during the advanced courses (SPED 482/514/515/520/522/489/490) is to show candidates the rationale and planning process associated with good effective research based teaching and how to implement and evaluate associated principles.

The CSU Fullerton special education teacher preparation program is conceptually a cohesive spiral curriculum which builds as the candidate’s progress through the program. Candidates are introduced to the basic principles and strategies of assessment, curriculum, and instruction appropriate to individuals with diverse backgrounds, varying linguistic levels, cognitive and special needs in the prerequisite and introductory courses, EDEL 315, SPED 430, 434, 435, and EDSC 440S, SPED 371 and SPED 400/464/463. These courses introduce the core curriculum, the frameworks, the California Standards for the Teaching Profession, the characteristics of students with special needs, basic instructional principles and how to adapt and modify curriculum to meet special needs (see Standard 20, 21, 22). Candidates are trained to teach all levels of students K-12. Even in the elementary methods courses examples are provided on how to make the content age appropriate for a preschool student or a high school learner.

Depth and breadth are increased in the core curriculum courses and even more in the Specialization courses for Mild/Moderate, Moderate/Severe, and Early Childhood. For example, candidates in Practices and Procedures in Special Education SPED 462 have to inventory available federal, state and local resources, particularly those intervention resources and/or
services in the school, district, home and community that may serve in preventive and/or facilitative ways at the pre-referral and/or placement level. During SPED 462 candidates learn how goals and objectives relate to general education core curriculum and content standards. Then the Curriculum and Methods courses (SPED 482, 514, 515) help the candidate with implementation and evaluation of practice.

**ASSESSMENT**

Candidates revisit the assessment process originally introduced in the prerequisite courses and learn to understand each stage of implementation related to the process. Candidates learn to see the value of prereferral interventions and adaptations and understand the reasons for observation and careful evaluation prior to referral to special education (SPED 482/514/515).

Candidates are prepared to provide support to families of their students and are trained in assessment and respond to the needs and wishes of these families (SPED 421; 514). One assessment tool useful for this purpose is the Significant Other Inventory (SPED 522) the results of which are directly implemented in the development of the Individualized Education Plan. This is all expanded in SPED 533.

Once the assessment cycle is understood, the knowledge base is expanded in the advanced courses, candidates will see many types of assessment demonstrated. Assessment in Special Education (SPED 520), Infant and Toddler Assessment and Intervention (SPED 514), and Preschool Assessment and Intervention (SPED 515) provide comprehensive and in-depth coverage of specific assessment and testing techniques, strategies and instruments appropriate and specific to issues of identification and placement, measurement and evaluation, review and reassessment of individuals with exceptional needs. Serious and concerted emphases are placed on the ethnic and cultural aspects of assessment. Both formal and informal techniques serve as instruments for culturally sensitive, humane, linguistically and developmentally appropriate fair assessment and evaluation. The candidates are presented with the practical and theoretical aspects of measurement and assessment in special education. All candidates learn to establish a data recording procedure for measuring growth related to specific short term objectives and goals and how to follow-up to assure learning and generalization have occurred.

Candidates prepare a case study of a student from their fieldwork experience, intern experience, or from a case file available from the instructor. In this process, which they collaboratively share with their whole class, candidates look at the assessment data available to them and if concurrently enrolled in fieldwork actually perform assessments (standardized and criterion-referenced) with their chosen student. Facilitated by their site support people and their CSU Fullerton course instructor and University supervisor, the candidates then analyze and reflect upon the assessment data and construct strategies, positive support, goals and benchmarks for their student based upon the assessed strengths and needs of that student. Standard 22 provides more details related to assessment.

**CURRICULUM AND INSTRUCTION**

The Advanced Methods (SPED 482A/B), Infant and Toddler Assessment and Intervention (SPED 514), and Preschool Assessment and Intervention (SPED 515) courses are designed to develop and implement a curriculum that prepares teachers to work with individuals with exceptional needs. As indicated previously candidates receive the general introduction to curriculum and instruction in the general education methods courses (SPED 430, 433). California
State University, Fullerton has an exemplary training program for general education teachers. Candidates learn the basics from the team-taught general education methods courses. As will be described in Standard 20, general education methods are team-taught by a general education faculty member with expertise in curriculum and instruction and a special education faculty with expertise in adaptation of curriculum and instruction. From the beginning of the methods coursework, candidates learn how to implement adaptations, modifications and alternative planning for individuals with exceptional needs during the core classes.

Persons interested in the Mild/Moderate Credential take 482a and Moderate/Severe take 482b and ECSE candidates take 514 and 515 (combines their assessment and intervention based on infant toddler (SPED 514) or preschool (SPED 515). The content of the courses are very similar, yet the focus is specific to the needs of children and adults in these categories. This curriculum is designed to build from the broad background in the physiological, environmental and social aspects of exceptionality that the candidates developed during the prerequisite and core courses. It provides candidates the opportunity to develop skills for managing environmental situations to bring about change and assist exceptional persons to be responsible for their own choices and development. The notion is that candidates will learn to use assessment data as a tool for effective instruction. The candidates are provided with many examples of how assessment is used to design curriculum and instruction. They will be given specific instruction in Task Analysis and how to teach for generalization.

The SPED 482/514/515 courses present curriculum development, instructional methodology and materials for teaching individuals with disabilities. The courses are designed to focus on instructional strategies permitting access to the core curriculum. The instructors outline research validated practices that maximize student academic learning time, student success, and content coverage. Candidates are taught to adjust instruction to meet the special characteristics and needs of varying student populations (e.g., multicultural, bilingual, gifted). Emphasis is placed on instructional planning that permits addressing the student’s IEP goals and objectives within the appropriate age and grade level related to the general curriculum. Initially, a general model of direct and systematic instruction is presented including the following steps:

1) Structure of a lesson and assessing specific skills;
2) Designing, modifying, supplementing, or adapting instructional sequences;
3) Formulating long- and short-term instructional objectives;
4) Designing instructional programs, developing lessons and selecting examples;
5) Implementing the instructional program;
6) Measuring student progress; and
7) Modifying the program based on student performance (Carnine, 1990, 1997)

This general model is then applied to basic skill areas: reading (decoding and comprehension), spelling, handwriting, written expression, and math (e.g., basic operations, problem solving, auxiliary skills). Within each of these areas, specific empirically validated teaching procedures are presented and demonstrated by the instructor. This course is designed to highlight research based teaching models that are successful for persons who teach students who are low performers and/or have disabilities.

Candidates learn to apply a general model of instruction to specific tasks (motor skills, labeling tasks, rules, strategies, facts, vocabulary) and to design instructional lessons including the selection of examples and non-examples when necessary. The instructor outlines research based critical presentation skills needed when teaching students with disabilities (e.g., gaining attention, maintaining a brisk pace, correcting errors, ensuring all students equal opportunity) and helps
candidates understand the importance of corrective and positive feedback to learners. Candidates are trained in how to select appropriate independent work and homework to maximize student learning and improve outcomes. Candidates compare the ELL curriculum instruction literature of language acquisition to the Special Education literature and design a series of lessons integrating both.

Candidates are introduced to many research based strategies to enhance language arts and reading. For example, direct instruction, cooperative learning, reciprocal teaching, etc. Candidates learn to teach inference and experiment with strategies for developing fluency in reading. They will see samples of many different programs traditionally used in the schools (i.e. Distar, Project READ, Reading Recovery, Fast Forward, Slingerland, Lindamood-Bell) and are asked to critically evaluate each method. Most importantly, they will understand the conceptual framework for the method and why some methods work for some students and not for others (i.e. Lindamood-Bell is an auditory-processing program, children with hand-eye coordination difficulties have challenges learning this way). Candidates are challenged to really look at the child, analyze and reflect on the individual needs and strengths (via assessment) and then plan the curriculum and instruction to build on the strengths and meet the needs. In class, candidates participate in an activity exploration.

All candidates view videos, explore readings and participate in classroom discussion that provides an introduction to issues of teaching students with diverse backgrounds. They explore the fundamentals of contrastive analysis between English and Spanish and teaching strategies and techniques that assist candidates in developing specially designed academic content instruction, ensuring that English language learners have equal access to the core curriculum.

Many learning strategies are also introduced and time is provided for candidates to experiment with various strategies. For example Durkin’s 1993 SQ3R strategy where candidates are taught to help students to Survey, Question, Read, Recite, Review) and Tarasoff (1993) Question/Answer Relationships (QAR) and Lenz’s Content Enhancement is used for lesson design and for creating instructional units.

Candidates link theory to practice. All of the assignments are designed to give candidates an understanding of how to teach. For example, candidates arrange to observe two teachers while they are in front of the class teaching. While observing, they think-reflect-write about classroom teaching methods and organization and how these may maximize learning and enhance support for students of all cultural and ethnic groups. Guided practice and simulation occur during class sessions.

For another course requirement, candidates will sign up for a time to teach a directed lesson to a small group of peers or to videotape the lesson. The lesson will be evaluated based on the instructional design and the presentation skills demonstrated during the lesson. See attached lesson scoring page. Just recently this course requirement was changed from a solo teaching assignment to a co-teaching lesson.

For the final course project, each student will develop a one week (or longer) instructional unit. The unit represents many of the competencies and learning from the curriculum and methods instruction received during the semester. The candidates must include the following features

- Elements of Effective Instruction
- Effective Instructional Decision Making
- Student Portfolio Assessment
- Curriculum-Based Student Assessment
- Strategic and Cognitive Instruction
- Curriculum and Instructional Adaptation
- Educational Materials Evaluation and Selection
- Effective Classroom Management and Discipline
- Management of the Teaching and Learning Environment

The unit includes long and short term objectives, a sequence of lesson plans, complete with follow-up activities and independent work suggestions. Candidates are required to evaluate their teaching performance and establish a personal plan of action to improve existing competencies and build on strengths.

**STRATEGY INSTRUCTION MODEL**

Five faculty are for Strategy Instruction Model (SIM) trainers and have worked to integrate the SIM strategies into the following courses at CSU Fullerton:

- SPED 371 – CD introduction to SIM, Quality Assignment Sheet, FIRST letter Mnemonic strategy
- SPED 430 – Focusing Together, SLANT
- SPED 433 – Framework Strategy (PREP), Paraphrasing (RAP), Finishing Touch (PAT), Self Questioning
- SPED 482a – Fundamentals and Proficiency in Sentence Writing (PENS), Paragraph Writing, Theme writing strategy (TOWER), Content Enhancement Unit Lesson
- SPED 439 - Lesson organizer, Frame
- SPED 489 - Question Exploration, Frame
- SPED 532 – SIM research…CD Strategy Presentations
- SPED 529 – Collaborative Problem Solving, THINK strategy and SCORE skills
- SPED 533-Partnership Test taking (PIRATES) and InSPECT, Teamwork
- SPED 551- Unit Plan assignment: course organizer, unit organizer, content diagram, and content comparison modeled by instructor for the class.

**TECHNOLOGY**

The Department of Special Education approved a Technology Competency Policy that is published on our Website. This policy states:

**In prerequisite, credential and graduate courses in the Department of Special Education, students will be expected to:**

1. Meet California State Fullerton’s level of computer competency for entering freshman (www.fullerton.edu/senate/PDF/300/UPS320-030.pdf):
   - All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or
Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an email message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize MS Office XP or 2003 (including Word, PowerPoint, and Excel) to learn content and communicate with colleagues and faculty;
4. Have the ability to regularly print assignments;
5. Maintain and access three times weekly a student email account;
6. Use Internet search and retrieval skills to complete assignments;
7. Upgrade his/her skills in educational technology throughout the program;
8. Apply his/her educational technology skills to complete expected competencies;
9. Utilize other software applications as course requirements dictate;
10. Utilize Blackboard to access course materials and complete assignments; and
11. Create lessons that require preK-12 student use of educational technologies to improve learning and achievement.
12. Conduct themselves appropriately and professionally when online. (See http://www.albion.com/netiquette/corerules.html.)
13. It is highly recommended that students use a PC platform with Windows 2002 or higher OR a MAC platform with Mac OS 9 or higher.

All classrooms on the Fullerton campus are SMART, in that they have a computer and presentation system for instructor use. In addition, Special Education and Secondary Education share a computer lab, equipped with 30 student work stations. Instruction is given over a mainframe and candidates see the instruction first hand on their individual computers. There are many applications of teaching methods that can be implemented in this computer lab. Candidates can answer questions and brainstorm and the entire class can view responses. A number of credential and graduate classes are also available in WEB format, including the complete WEB delivery of our Level II program. All full-time faculty were provided with video iPODs and a goal for the 07-08 AY is to develop and utilize podcasts to engage and support our students.

ASSISTIVE/ADAPTIVE TECHNOLOGY

Candidates utilize the campus computer labs to:
- Experiment with programs such as Living Books, and Magic Math,
- Learn applications of software such as Excel and PowerPoint,
- Take courses offered partly or exclusively on-line,
- Explore internet resources,
- Learn to integrate technology into their own instruction and learn, how to assess student learning via this medium.
- See first hand assistive and adaptive technology equipment.

Although the program does not provide specialization credentials in communicative disorders or physically handicapped, courses do prepare our candidates to teach to pupils with significant disabilities in communication, sensory, movement, and vision. Excellent resources such as
Augmentative and Alternative Communication: Management of Severe Communication Disorders in Children and Adults by Beukelman & Mirenda, and Individuals with Profound Disabilities by Sternberg, provide rich, very current information on technology, methodology and curriculum develop for pupils with these challenges.

To clear their Level I credential, all candidates must take SPED 504 Advanced Instructional Technology. This course gives the foundations for computer use in teaching. Each candidate develops a Technology Portfolio. Often times candidates include articles on TEACCH, PECS and other assistive programs in their portfolio.

As described in Standard 2 the Faculty Development Center provides extensive opportunities for faculty computer skill development.

The majority of courses in the program utilize some level of technology, with the goal of moving candidates from familiarity to expertise by the end of their program. Level II standards will describe a technology class we have added (SPED 504) and a technology evaluation we gave to our SPED 533 candidates (last class in program). The evaluation validates the strength of the technology training our graduates receive.

Examples of instructional strategies and assignments that demonstrate or require student use of educational technologies are provided in the following chart. This list is provides examples but is not considered exhaustive.

### Department of Special Education

#### TECHNOLOGY KNOWLEDGE, SKILLS, AND ACTIVITIES

Addressed in Coursework

All classes make use of the following:
- MS PowerPoint or other presentation software for instructor and student presentations
- MS Word or other word processing software for instructor and student documents
- Electronic communication and collaboration between instructor and students via email and Blackboard announcements and whole class and group discussion boards
- Internet search and retrieval for research
- Electronic citation machines
- Electronic grade book for assessment and assignments management
- Web-based student handbooks and lesson plan, observation, and evaluation forms

In addition, all graduate classes make use of the following:
- Turn It In for submission of literature reviews, research proposals, and project/thesis/comprehensive examination
- The Cal State Fullerton Pollack Library Website and Web Resources
- Google Scholar

As identified below, specific courses include training in specialized software, content-specific technologies, assistive technologies, and specialized Web-based resources.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SPECIFIC KNOWLEDGE, SKILLS, OR ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 371: The Exceptional Individual</td>
<td>• Use of PowerPoint, LCD, video, DVD, internet, Blackboard and specific devices demonstrated by guest speakers and used in the classrooms and other settings required for student’s 30 hour practicum, various accommodations and modifications to meet IEP goals and benchmarks.</td>
</tr>
<tr>
<td>SPED 433: Language Arts/Reading Instruction in Public</td>
<td>• Students use and evaluate a variety of reading software during one class session. Students learn ways to evaluate the effectiveness of software and online programs at building the reading skills they claim</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
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| **Schools** | Students receive an overview in use of technology in the classroom for the support of writing, particularly Alpha Smarts and other word processing programs.  
• Interactive books |
| SPED 435: Mathematics Curriculum and Instruction in Elementary School | • Students evaluate a piece of educational software  
• Students complete a website/software assignment where they examine modifications for EL and gifted, low achieving  
• Students make of online mathematics resources (NCTM, Illuminations) |
| SPED 436: Literacy for Early Childhood Special Education Specialists | • Candidates use a variety of interactive books and assistive technologies to teach emergent literacy to young children. |
| SPED 451: Community, School, and Classroom Issues | • Students use MS Word and PowerPoint  
• Students complete 2 online units that include audio, accessing the WWW, accessing and completing on online form, reviewing information on websites, and submitting all responses electronically. |
| SPED 463: Characteristics of Individuals with Disabilities (M/M) | • Conduct web-based research  
• Use of library electronic resources  
• Introduction to assistive technology for students with mild/moderate disabilities |
| SPED 464: Characteristics of Individuals with Disabilities (M/S) | • WebQuests or similar activities require the location of information about various moderate/severe disabilities and inclusive practices, from sites placed in External Links in Blackboard. Examples of disabilities might include: Autism Spectrum Disorders, Down syndrome, Intellectual Disabilities, Cerebral Palsy and other physical disabilities, Emotional/Behavioral Disabilities, Dual Sensory Impairments  
• Students are encouraged to attend the CSUN Technology Conference. |
| SPED 482A: Curriculum and Methods for Individuals with Disabilities (M/M) | • Use of specific websites for IEP development and objectives – links?  
• Computer-aided instruction?  
• Computer Buddy Project?  
• Candidates are assigned a 6th grade computer buddy. The candidate participates with the 6th grader in a literature circle, completely online. Candidates analyze a variety of writing components via the internet.  
• Assistive technology for students with mild/moderate disabilities  
• Computer Buddy Project – students learn to use blogs for elementary student discussion and reflection |
<p>| SPED 482B: Curriculum and Methods for Individuals with | • Identification of assistive technologies available for people with significant disabilities (Start-to-Finish Multimedia books, Recordings for the Blind and Dyslexic materials (books on CD and audiotape, Electronic readers (Kurzweill, Aspire, Wynn 4) |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Topics</th>
</tr>
</thead>
</table>
| SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) | • Use of computer assisted scoring for standardized tests  
• Development and implementation of lesson plans that require use of assistive technologies for text access and written output modifications for students with significant disabilities (alpha smart/quick pads, dragon speak, low tech assistive technologies such as pencil grips, graph paper, handwriting without tears paper) |
| SPED 501: Introduction to Graduate Studies in Special Education | • Library Web Resources                                                                                     |
| SPED 504: Advanced Proficiency in Educational Technologies | • Utilize MS office (Word, PP, Publisher, and Excel) in the classroom  
• Evaluate a variety of software  
• Conduct Web-based research  
• Introduce and use of a variety of assistive technologies |
| SPED 504: Advanced Proficiency in Educational Technologies | • Use of Turn It In to submit project proposal  
• Use Excel for data analysis and management |
| SPED 514: Infant Assessment and Intervention | • Candidates present with PowerPoint  
• Interaction with Assistive Tech and Augmentative Communication Systems  
• Conduct web-based research  
• Use of computer assisted scoring for standardized tests  
• Use of technology for language sample collection  
• View demonstration of an FM remote microphone  
• View demonstration of technologies used to assess hearing loss and vision loss |
| SPED 515: Preschool Assessment and Intervention | • Candidates present with PowerPoint  
• Interaction with Assistive Tech and Augmentative Communication Systems with severe to  
• Conduct web-based research  
• Use of computer assisted scoring for standardized tests  
• Use of technology for language sample collection |
| SPED 520: Assessment in Special Education | • Demonstration and/or use of assistive technologies (be specific)—alpha smart/quick pads, dragon speak naturally are discussed and students review information on company websites, low tech assistive technology is also discussed (pencil grips, graph paper, handwriting without tears paper, etc).  
• Demonstration of computer assisted scoring for standardized tests  
• Use of Rubrisstar4teachers.com to create rubric  
• Development of assessments that require use of assistive technologies |
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<tr>
<th>Course</th>
<th>Description</th>
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| SPED 522: Positive Behavior Support        | Demonstration of MS Excel  
• Use of MS Excel or spreadsheet software to complete ADA and BIP; and to graph baseline and intervention data                                             |
| SPED 529 Collaborative and Consultative Seminar | Students utilize a website from a Federally funded project (www.powerof2.org) to complete almost a third of class assignments. The student must navigate the website, utilize the various tasks (surveys, fill-in, etc), report back on the results and on the experiences, and participate in class discussions about the knowledge gained from these experiences. |
| SPED 531: Seminar: Individuals with Disabilities (M/S) | Students present with PowerPoint  
• Interaction with Assistive Tech and Augmentative Communication Systems for individuals with severe to profound disabilities  
• Internet search and retrieval for research  
• Use of electronic citation machine for research  
• Visit to ATEC  
• Use of Turn It In to submit literature review |
| SPED 532: Seminar: Individuals with Disabilities (M/M) | Students present with PowerPoint  
• Internet search and retrieval for research  
• Use of electronic citation machine for research  
• Use of Turn It In to submit literature review |
| SPED 533: Seminar: Issues and Trends in Collaborative & Consultative Services | Course is considered an online course by the university  
• Candidates present with PowerPoint and other creative uses of technology  
• Interaction with Assistive Technology and Augmentative Communication Systems for ECSE  
• Use of online search engines for location of resources for exceptional child project  
• Some candidates choose to present their portfolio electronically  
• Interaction with video streaming and text streaming  
• Candidates conduct a technology self evaluation to share assistive technology strategies, web links, resources and/or technology implementation ideas. |
| SPED 535: Seminar in Early Intervention     | Candidates present with PowerPoint  
• Interaction with Assistive Tech and Augmentative Communication Systems for individuals with severe to profound disabilities  
• Internet search and retrieval for research  
• Use of electronic citation machine for research  
• Visit to ATEC  
• Use of Turn It In to submit literature review |
| SPED 551: Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction | Students present with PowerPoint  
• Students complete IRIS Modules on Diversity: Attitudes; Diversity: Perceptions; Is This Child Mislabeled?; Diversity: Societal Views; Values and Disability  
• Web-based professional article search |
Use of Turn It In to submit project/thesis/comprehensive examination

**POSITIVE BEHAVIOR SUPPORT**

From the initial introduction to teaching, candidates are given opportunities to see the value of effective teaching as it relates to discipline and behavior management. As candidates observe and work in the local schools they are asked to reflect and validate strategies and systems for effective behavior management. They are also shown how good teaching and student engagement can eliminate inappropriate and inattentive behaviors. Preparation (less down time) and motivation (fun, well planned lessons) go a long way with all levels of children and adults. Beginning summer 2000, we added a behavior theories text to the SPED 462 class. This was in response to candidate request for behavior management and classroom discipline ideas to be presented earlier in the program. All candidates take an advanced behavior course. The competencies for this course are described in Standard 24. During the advanced behavior course candidates learn principles for increasing and decreasing desired and undesired behaviors, observational data collection procedures, and instructional techniques (i.e., task analysis, prompting procedures). Finally, students are required to apply the content learned. Students complete three separate but interrelated assignments that focus on assessment and intervention. The final assignment is a behavior support plan project which requires students to apply all the knowledge and skills presented.

In addition to classroom projects and exams, candidates demonstrate knowledge of varying language abilities that impact learning during their field practicum (SPED 438, SPED 439, SPED 371 and SPED 490/489. Mary Falvey’s, text is used for SPED 482B. Also Mark Wolery, Melinda Ault and Patrica Doyle’s Teaching Students with Moderate to Severe Disabilities (2007) has excellent chapters on language acquisition. Every student is required to read this chapter as part of 482.

For the internship, the survival course will cover many of the elements described above. The Support Provider and the intern will videotape each other teaching and meet to share video evaluations. (Note: The sequence of coursework for internship moves curriculum courses earlier in the program.) Every semester Interns are required to communicate with the three primary Intern faculty via email. Additionally there is an Intern black Board for group communication and a List Serve to assist with communication of important notices in a timely fashion.

In summary, candidates learn to utilize research-based assessment and curriculum and instruction techniques. They draw from the information provided via prerequisite courses related to all stages of development of an individual with disabilities. They learn to assist in the recognition, planning for and adjustment to learning issues. Candidates demonstrate knowledge of basic principles and strategies of effective teaching appropriate for individuals with diverse backgrounds, linguistic levels, cognitive abilities and special needs.
**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.

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<thead>
<tr>
<th>SPED37</th>
<th>EDEL 315</th>
<th>CD COURSE</th>
<th>EDSC 320</th>
<th>EDSC 310</th>
<th>EDSC 440S</th>
<th>EDSC 440R</th>
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<th>SPED 463/464</th>
<th>SPED 421</th>
<th>SPED 482 a/b</th>
<th>SPED 520</th>
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<th>SPED 489/490</th>
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**THEORY MEETS PRACTICE**

Based on the CSU Fullerton Department of Special Education scaffolding philosophy, the program stresses the interrelationship between the critical components of special education, including individualized instruction, cultural, behavioral, and developmental issues, testing and assessment, and fieldwork. It is responsive to the contemporary educational concerns and provides for strict coordination of California Standards for the Teaching Profession, and varied administrative components, including admission, candidate assessment, and program evaluation. An exemplary feature of the CSU Fullerton Special Education Program is the newly developed modules for cultural diversity. The modules are integrated in every course the department offers (see Standard 12 and 13). This provides intensive integration of cultural and linguistic diversity issues.

The department has developed, modified, and refined its programs in accordance with a sound theoretical and scholarly basis. This is reflected in the requirements of various professional organizations and accreditation agencies. Course content and delivery reflect theory and scholarship tempered by the pragmatics of the day-to-day world of education and the formal pedagogy. The philosophical, sociological and historical foundations that form the basis of our conceptual framework are infused through basic and advanced courses as shown on the Foundations Matrices.

**EXPECTED LEVELS OF MASTERY**
At the outset of their involvement, candidates, university instructors and supervisors, and master teachers have access to the various assessment instruments and competency forms and are made aware of the standards and expectations for the candidate’s successful completion of the credential program. Prior to admission, candidates are informed of department expectations during the overview. Once admitted candidates attend a new student orientation (see agenda packet in department files) where the department expectations are outlined in detail. Candidates purchase a Education Specialist Credential Programs Handbook and are told they will not progress from one phase of the program to the next without completing relevant requirements. For instance, candidates may not student teach if they do not pass the semester’s courses, and they may not student teach if they do not successfully complete their fieldwork. Evaluation takes place at every level.

University course syllabi give clear goals and objectives, and grading within the program is criterion-referenced. Many instructors use rubrics to evaluate candidates’ work. Extensive feedback given on course assignments, informal midterm evaluations and individual conferences held by university supervisors. Finally, the program format provides for ongoing feedback coordinated across sources, including faculty, and supervisors, the block leader, and the master teachers, to ensure that candidates receive valid, reliable, and timely feedback on their progress in the program.

**STUDENT TEACHING/DIRECTED TEACHING**

The final phase of the Level I credential program for Mild/Moderate, Moderate/Severe, and Early Childhood Special Education candidates is in special education (SPED 489 A/B/C/D) or directed teaching for those employed (SPED 489 A/B/C/D). This is accomplished by completing at least 250 hours in a combination of settings working with students with disabilities. As previously mentioned, each candidate must spend time in a minimum of three different settings where students with disabilities are served (i.e. Inclusive classroom, Special Day Class, Resource Room etc.). The settings may be distributed over various experiences in the program (i.e. SPED 371, fieldwork journal). They are reviewed by the university supervisor and the discipline advisor in the Special Education Student Teaching/Directed Teaching semester. SPED 489 C and D are the final Level I evaluation for Early Childhood. The procedures for the infant/toddler and preschool practicum and student teaching are explained in detail in the Early Childhood Special Education competency Standards.

The semester prior to the SPED 489 experience candidates are responsible for application to the SPED 489 process. The Fieldwork/Program Coordinator distributes fieldwork profile forms to all students (including intern teachers). During the term prior to student teaching, the fieldwork coordinator evaluates each candidate’s application to verify eligibility for student teaching (coursework and testing). Program Coordinators use the approved fieldwork forms to request potential placements for candidates. Based upon these recommendations, the Fieldwork Coordinator works with district student teacher coordinators to place all students with qualified Master Teachers and to gain district approval for both student teachers and interns completing fieldwork. The Fieldwork coordinator also assigns University Supervisors to each student.

The SPED 489 experience begins with student teaching/directed teaching orientation. At this meeting students review competencies and requirements as well as key parts of the online handbook. At this meeting, students also have the opportunity to meet with their University Supervisor for the first time. There is also a culminating fieldwork meeting where students meet...
to complete course evaluations and program surveys, and to finalize the student teaching experience and meet with supervisors if necessary.

Each candidate takes a seminar course in his/her credential area involving three additional seminar meetings. For this seminar, the candidates meet with their Program Coordinators for additional and specialized seminars designed to provide support for their fieldwork experience. The Seminar is an opportunity for candidates to exchange ideas, lesson plans, videotapes etc. This gives the candidate more individual attention and provides them with opportunities not available when we meet in a large group.

**PORTFOLIO**

Throughout the program each candidate will compile a professional portfolio (samples in Document Room and simple guidelines in Education Specialist Credential Programs Handbook). The contents may include samples of student work, lesson plans, units of instruction, favorite teacher tips, candidate vitae, coursework samples, copies of credentials, and program evaluations. Prior to the conclusion of the first semester (or first 18 units for part-timers), candidates will be provided a list of the California Standards for Teaching Profession. They will be asked to evaluate their professional growth based on these standards in addition to the program competencies. Additionally, all SPED 439 competencies are categorized around the California Standards for the Teaching Profession.

At the conclusion of the second semester (or during the last 6 units of the program), the candidate will be asked to revisit the CEC Standards for Professional Practice and self evaluate using the program competencies. Additionally beginning in Fall 2000, candidates will be asked to complete the CEC course standards grid for the Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers and for the categories related to the credential area (i.e., Mild/Moderate will complete grid for Mental Retardation, Learning Disabilities and Emotional and Behavior Disorders). These evaluations will become part of the permanent portfolio. The philosophy behind giving these additional standards toward the end of Level I is to help candidates visualize themselves as life long learners and show how previous knowledge can be integrated with new knowledge. Additionally, it is empowering for students to reflect and make evaluations related to their own personal growth plan for Level II.

**COMPETENCY CHECKLIST**

Faculty and Supervisors require candidates to demonstrate proficiency in each standard. Proficiency is assessed by observations, written assignments (including portfolio), tests, and competency checklists and where appropriate, a combination of these evaluation techniques and competencies are evaluated both mid-term and at completion of student teaching. Prior to recommending each candidate for an Education Specialist or Services credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competency. Written documentation by a Master teacher or other district personnel and a University Supervisor is contained in each student's file. A copy of the forms and procedures utilized for documentation are available online, in the *Education Specialist Credential Programs Handbook* (see Appendix). Combined with the portfolio, the final competency checklist is a reflection of the candidate’s success in the program. The competency checklist is a list of competencies tied to the various course(s) in the credential...
program. The final entry in the student portfolio should be the competency checklist. Formal written checklists are used to provide students with evaluative feedback and to determine overall competence for the Department's recommendation to the State. Candidates are interviewed by the University Supervisor and Master Teacher and each competency is reviewed with subsequent follow-up discussion. Students are then asked to sign the reviews and copies of the final exam which are then placed in the student's permanent file.

After validation of competencies, the candidate will receive a preliminary Certificate of Eligibility, if the individual does not already have a teaching position. The certificate is appropriate for candidates who may not immediately seek teaching positions due to moving out-of-state, family issues, or other reasons. Once the candidate obtains a teaching position, they have 5 years to complete the Level II coursework and credential.

**VALIDATION OF INTERN COMPETENCY**

*CSU Fullerton provides a rigorous competency based program. Each Intern is asked to evaluate his/her performance at mid-semester and at the end of the semester. The University Supervisor also evaluates the Intern based on a competency check list. These evaluations are compared and continually discussed throughout the program. Each semester the University Supervisor (assigned by the University Intern Coordinator) and the Intern will establish professional development goals based on specific competencies. By the end of the program the goal is for the Intern to display above average skills in all competency areas.*

As the University Intern Supervisor and/or Intern Support faculty visits the classroom on a regular basis, they documentation standard departmental triplicate observation forms observation comments and suggestions. A copy of the observation is given to the Intern for immediate feedback. The University Support faculty and/or University Supervisor put a copy in the student file for permanent documentation. The Intern’s performance is evaluated based on research indicators of effective teaching.

All Interns are expected to keep an individual professional portfolio. The portfolio is a work in progress document. The Intern is responsible for documentation of competencies as they are completed (i.e. samples of case studies, pupil assessments and exemplary lesson plans). Each Intern is asked to keep an ongoing interactive journal in which they examine their professional growth and day-to-day practice. These are reviewed by the University Support Faculty and/or Supervisor each time they visit the site. Each Intern is provided with a copy of the Council for Exceptional Children program standards and be asked to rate their personal growth once a year as related to the standards. The portfolio also contains the lesson plans, material associated with the California Standards for the teaching profession and NCATE standards.

Various research based self-evaluations are used throughout the program to monitor the Intern progress. These are selected at the discretion of the faculty and are based on the individual needs of the intern and the program.

Courses at CSU Fullerton include written and oral tests, videotaping, research abstracts and papers, simulations and role plays and project completion. Each semester the Interns course assessments converge into letter grades. Departmental standards require no grade below a B may count toward a credential. At the end of each course at CSU Fullerton, an Instructor rating form is completed by the students.

It is also critical that the site administrator be involved in the Intern growth process in skill competency development (Lasky, Karge, Robb, & McCabe, 1995). The Special Education Intern Administrative Feedback Form developed by Robb (1996) is used at the end of each year.
to probe principals’ beliefs about the Intern program. However, now that the Commission on Teacher Credentialing has their own administrative surveys, we may stop administrating our program survey.

An important assessment feature is the measured growth of students with disabilities. During the seminar course, interns are taught how to design and conduct curriculum-based assessment (CBA) and how to design behavioral assessments (BA). Both CBA and BA are taken at three points during the Intern teachers’ first and second years. The goal is for each child with disabilities in the Intern’s class/program to show at least one year’s growth academically. It is believed that the level of student improvement is strongly correlated with the quality of instruction provided by the Intern. This feature is in line with the CCR regulations to assess student achievement.

California State University Fullerton Department of special education has a program evaluation that all candidates, including interns complete. Aggregated data are attached to this report (see appendix).

The California Commission on Teacher Credentialing intern survey, Support Provider survey and administrator surveys are completed as required.

In summary, CSU Fullerton has worked to design a program that provides the candidate with an understanding of how research meets practice. Candidates are responsible for their own learning. They must document the competencies and create a portfolio to show their goals, successes, and growth in the program.

STANDARD 18 WEB RESOURCES
College of Education Webpage
Department of Special Education Webpage
Admission to Teacher Education Office Webpage
Credential Preparation Center Webpage
Department of Secondary Education Accreditation Page
: Special Education Knowledge Base 2007
SPED Credential Program Matrix of Courses, Major Assignments, Standards, and Dispositions
SPED Graduate Program Matrix of NBPTS, Dispositions, and Course Matrix
2007-8 Education Specialist Credential Programs Handbook
Program Requirement Plans
CATEGORY II  
CORE STANDARDS 19, 20 & 21  
FOR SPECIALIST TEACHING CREDENTIALS  

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.  

<table>
<thead>
<tr>
<th>EDEL 315</th>
<th>CAS 386</th>
<th>EDSC 440S</th>
<th>EDSC 440R</th>
<th>EDSC 449E</th>
<th>SPE D 430</th>
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REVIEWERS: PLEASE NOTE THAT AT THE END OF THIS DOCUMENT THE RECENTLY APPROVED ENGLISH LANGUAGE AUTHORIZATION STANDARDS 7 AND 13 ARE INCLUDED. THESE TWO STANDARDS PROVIDE LOTS MORE DETAIL TO SUPPORT THIS STANDARD.  

INTRODUCTION TO GENERAL EDUCATION COMPETENCIES  

California State University, Fullerton has an exemplary General Education training program. Candidates for the Special Education Specialist Credentials in Mild/Moderate/Severe Disabilities will participate in two prerequisite courses (EDEL 315 and CAS 312 for elementary emphasis or EDSC 310 and EDSC 386 for secondary emphasis) and 15 units of General Education coursework (SPED 430, 433, 439). As previously described, the candidates will be taking these in an instructional block. In the spirit of modeling the collaboration we wish our candidates to use, these general education courses in Reading, Math, Social Studies, and Foundations in Teaching are taught by a General Education faculty member and a Special Education faculty member. When the core curriculum and frameworks are introduced, adaptations, modifications, and strategies for diverse learners are also discussed and practiced. When evaluation instruments are introduced specialized techniques and administration adaptations are provided. Every fieldwork practica site has diverse populations of students with various special needs integrated into general education classrooms. Much of the information in these three standards were taken directly from the CSU Fullerton Multiple Subject and Secondary CTC documents.  

ASSESSMENT  

Candidates have opportunities to choose, administer, and interpret standardized, informal assessment techniques commonly used in general education settings. They learn how to use curriculum based assessment, standard record keeping and how to assure that teacher-made tests are valid and reliable.  

A critical aspect of the teaching process is the ability to assess student progress and to evaluate student performance. This standard is achieved beginning the first semester of the
program in SPED 430 Foundations in Teaching, and EDSC 440S: General Pedagogy of Secondary School Teaching, candidates will be introduced to basic assessment and evaluation principles. SPED 443: Language Arts and Reading Instruction in the Public Schools and EDSC 440R: Instruction in Reading for Secondary School Teaching, introduce the students to Reading and Language Arts teacher-created tests, task analysis, informal reading inventories, assessment for English Language Learners, classroom based assessment and criterion referenced testing in the general education classroom. The focus is primarily based on group and individual assessment in order to provide appropriate instruction for all students. Focus is also on “on-going” assessment and instruction based on this assessment (cyclic).

Candidates identify student needs and baseline levels of performance, assess student progress toward instructional goals and objectives, and make final evaluations of student performance. The semester-end evaluations composed by master teachers and university supervisors focus upon these demonstrated abilities.

Candidates are familiar with the students’ prior attainments through discussion with the master teacher, examination of school records such as cumulative folders and district grade level expectancies, discussions with students themselves, observation and pre-testing (SPED 435, Curriculum and Instruction in Elementary School Teaching - Math).

Each candidate must demonstrate the ability to activate and assess students’ prior knowledge, especially as it relates to reading text, through pre-reading activities. All candidates are required to implement a case study on two students which includes assessment of students strengths and weaknesses and the planning and implementation of instruction based on that assessment and a written discussion of that student’s history (SPED 433: Reading). On the semester-end evaluation completed by master teachers and University supervisors, the category, Ability to Relate to Pupils and Adults includes understanding student development and recognizing student needs. The category, Ability to Assess Pupil Progress, includes diagnosing for instruction and record-keeping. Each candidate must show evidence in their teaching of providing clearly stated behavioral goals and objectives for all lessons and for diagnosing and assessing and analyzing, and diagnosing and prescribing appropriate cognitive and affective instruction based on their analysis of student achievement.

On the semester-end evaluation the category, Ability to Teach, includes ability to communicate, teaching strategies, motivation strategies, discipline techniques and management of classroom environment. Candidates are expected to set scoring guidelines, make interpretations for diagnostic prescriptive purposes, and issue grades on assignments that they plan and give. Candidate portfolios contain student work samples along with candidates’ analysis and reflections of them. The general education competencies are categorized by the California Standards for the teaching profession (Blue section of handbook).

**INTERN**

*Intern candidates are given opportunities to master pedagogical knowledge and skills. It is strongly encouraged that they have the above discussed 15 units completed prior to acceptance to the Intern program. For special education competencies related to candidate assessment and instruction, the principal has the opportunity to evaluate in place of the master teacher. (Support Providers are not allowed to evaluate per teacher bargaining unit regulations).*

**In summary**, candidates will understand the value of assessment and how to implement, use, and evaluate tools of assessment to enhance classroom instruction and improve student outcomes.
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.

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REVIEWERS: PLEASE NOTE THAT AT THE END OF THIS DOCUMENT THE RECENTLY APPROVED ENGLISH LANGUAGE AUTHORIZATION STANDARDS 7 AND 13 ARE INCLUDED. THESE TWO STANDARDS PROVIDE MORE DETAIL TO SUPPORT THIS STANDARD.

Candidates at CSU Fullerton receive exceptional training in Curricular and Instructional Skills in General Education. Eighteen of the units of Level I coursework is related to general education competencies. We feel strongly that good special educators need strong general education competencies to be effective in their schools.

PREREQUISITE COURSES

Candidates study growth and development of children and pre-adolescents in two prerequisite courses: Middle Childhood (Child Development 325) or Adolescence (EDSC 386) and Introduction to Classroom Teaching (EDEL 315 or EDSC 310). Candidates examine the implications of research and theories of growth and development in the program courses. Special emphasis is given to developmental stages and patterns of development in the cognitive, affective, physical, and social domains. Theories related to development include those of authorities such as Piaget, Erikson, Kohlberg, Flavell, and Selman. Observations of children and adolescents help candidates internalize the theories. Candidates in the program study how the theories relate to teaching methods and learning of students at different stages of growth and development. Candidates also study behaviorist and cognitive learning theories. They are guided in the program to identify student’s learning methods and to plan activities appropriate for each student’s needs and build on his/her strengths. During EDEL 315 and EDSC 310 candidates participate in 60 hours of fieldwork in a general education classroom. They are required to keep a journal of various observations and tasks. Candidates’ consideration of the role of culture and language in the community and in the school is reflected in the individual journal entries.

CORE GENERAL EDUCATION COURSES

Candidates are prepared to attend to cognitive and affective outcomes of instruction in language arts and in other subject areas. They are taught to be informed decision makers for diverse educational environments. The course of study is designed to build practice upon knowledge of current research in curriculum and instruction. We develop students as life-long
learners, reflective practitioners, and change agents as they influence decision making in schools and communities.

Foundations in School Teaching (SPED 430 or EDSC 440S) focus on the curriculum in the schools, instructional planning, principles of effective teaching, generic instructional strategies, classroom management, technology resources, and legal issues in education. The foundations class provides candidates with opportunities to learn strategies for establishing good rapport with their students, families and staff. For instance, the instructors may use Savage’s (1996, 2006) text *Discipline for Self Control* which includes a heavy emphasis on positive interactions with students.

During SPED 430 candidates write a social studies unit in cooperative groups. In SPED 435 candidates teach a math lesson to schoolchildren during a math night hosted at a PDS. Candidates working on emergency permits or internships get a chance to teach their lessons to a different age and ability level. During the early weeks of fieldwork, candidates begin working with individuals and small groups and they learn to interact with these individuals and small groups on the basis of student strength and needs as well as related to content standards. As they progress through the program, candidates then extend their interaction techniques to large group instruction. Master teachers and university supervisors look for and reinforce effective verbal and non-verbal communication and they also advise on those techniques that disrupt good communication between candidates and students.

Curriculum Methods in Elementary School Teaching (SPED 430, 433 and 435) provides an emphasis on management in the educational environment, instructional materials, learning styles, inquiry, concept learning, problem solving, direct instruction applied to the teaching of math, science and social studies. Candidates learn to be an expert in developing engaging, multi-dimensional lesson plans and to implement useful strategies. Candidates are also encouraged to enable students to participate in setting behavior standards that best enable learning to take place. Later in the semester planning techniques for longer learning sequences (such as units and learning centers) are emphasized.

Math Strategies from the University of Kansas are introduced to the candidates in SPED 435. The strategies are designed for any aged-student who needs to learn basic math facts and operations. The instructor of 435 demonstrates how each math strategy is built upon the concrete-representational-abstract method of instruction and where each principle fits into the core curriculum and mathematics frameworks. Within this approach, understanding of mathematics is developed through the use of concrete objects, representational drawings, and an easy-to-learn strategy that turn all students into active problem solvers. Student problem solving skills are developed through a graduated sequence of word problems. Each candidate designs a math center and attends a math night at one of the Professional Development Sites. At math night candidates have the opportunity to share their math center with families and children of all ages.

Reading and Language Arts Instruction (SPED 433) is an in-depth course on the principles of reading instruction and the elements of setting up and managing a comprehensive language arts program. These principles include the history, theoretical background, and research base for current reading methods and practices, understanding of reading and language development from emergent literacy through adolescence, the role of phonemic awareness in the development of the ability to read, principles of effective phonics and word attack instruction, principles of comprehension development, the role of content area reading in reading development, and methods for building a balanced literacy program which fosters reading, written, and oral language development. Most importantly, candidates learn to assess reading and written language development to create scaffold lessons based on ongoing assessment. Candidates are expected to
become knowledgeable about the variety of ways to organize for instruction, including whole
group, small group and individualized instruction as well as team and cooperative teaching.

When possible these courses are co-taught by general education and special education faculty
members. All candidates for the Mild/Moderate and Moderate/Severe credentials take these
courses. In some cases materials for the course were originally designed for only elementary
teaching. We provide examples of all levels of teaching K-12. It is critical for secondary teachers
to have a good strong foundation in what is typically seen as elementary teaching. For example, a
tenth grader reading at grade three needs the strategies typically taught in the elementary
classroom and the teacher needs to know how to adapt secondary curriculum or to find proper
curriculum materials and strategies for secondary learners and then use these strategies.

Additionally, candidates meet with their own university supervisor for student teaching
seminar (439b or 489) and a variety of issues are discussed based on candidate need and student
issues.

Through their assignments and their student teaching experiences, candidates make extensive
use of the state frameworks in reading, language arts, mathematics, history-social studies, and
science. These resources are coordinated with state approved textbook adoptions, content
standards, and school district curriculum guides. The curriculum provides an opportunity for
candidates to gain essential knowledge about the nature of children, the curriculum, instructional
materials, and effective teaching strategies from instruction in the university classroom.
Candidates become well versed in the scope and sequence of all subjects to be taught and the best
pedagogical approaches for teaching the particular content, and in appropriate materials available
to teach diverse learners. Candidates participate in group lessons based around various
instructional concepts. A suggestion for weekly activities is located in the Field Experiences
notebook. These weekly instructional activities were designed by past master teachers and
Support Providers.

**READING**

Reading deserves its own section for two reasons. First, recent California legislation relates to
the rigorous standards and assessment of teachers on their instruction of reading skills, and
second, reading is the foundation upon which school success if built, and the source of the
majority of identified learning disabilities. As described in Standard 9, during the first semester,
candidates will watch demonstration lessons and will assess, teach, and analyze a series of lessons
for students both on decoding and comprehension. The competencies in SPED 433 are found on
the Website and assure that students will be taught to assess and teach lessons in emergent
literacy, phonics, phonemic awareness, comprehension, vocabulary, grammar, spelling, content
area reading, written and oral language, differentiated flexible grouping strategies based on
assessed student needs/strengths, reading instruction for English Language Learners, and ways to
promote extensive, independent self-selected reading of a variety of genres for a variety of
purposes, including both fiction and non-fiction. Furthermore, candidates will be assessed on the
reading/language objectives located In the Education Specialist Credential Programs Handbook
(these are the same competencies as multiple subject). SPED 482a/b reviews many of the above
concepts and provides in depth teaching of systematic, explicit phonics instruction, decoding
instruction and the diagnosis of a student’s ability to decode, effective classroom and school wide
intervention for low-performing readers, effective integration of listening, speaking, reading and
writing, explicit instruction of comprehension and higher order skills, and text handling and
strategic reading strategies for text use across the curriculum for a variety of purposes.
Additionally, CSU Fullerton candidates are fortunate to learn the following SIM strategies during SPED 433: Word Identification Strategy, Visual Imagery Strategy, Self-Questioning strategy, Paraphrasing Strategy, and Sentence Writing Strategy.

This semester, the department has begun using the Master Teacher Literacy Program Form developed by the elementary faculty. The form provides documentation to the university that the master teacher has either received inservice instruction (typically through the district) on the elements of a comprehensive, balanced reading program and is currently implementing such a program or that the master teacher has not received such instruction but nevertheless is knowledgeable of the elements of such a program and has implemented one.

It is critical for the reviewers to also look at standard 7 and 13 of the EL document (end of this document) for more specifics on reading.

**DIVERSE LEARNERS**

Candidates demonstrate knowledge of grouping strategies, classroom practices and instructional materials that promote equity and inclusion and ones that undermine equity and inclusion among all students. They are taught to utilize strategies, techniques, and materials that are free of bias and that foster learning among diverse learners. Every candidate performs tasks designed to increase his/her facility in working with people from linguistically and culturally diverse groups.

It is critical for the reviewers to also look at standard 7 and 13 of the EL document (end of this document) for more specifics on working with diverse learners, especially persons with English Language challenges.

*Intern candidates are given opportunities to master pedagogical knowledge and skills in the same way that is described above.*

**In summary,** candidates receive comprehensive instruction in all levels of general education curricular and instruction skills, including reading, language arts, history-social studies, math and science methods, art, music and social skills. This knowledge base will be expanded upon during the second semester of the program. Furthermore, candidates see examples of collaboration and co-teaching in university classes and learn how to adapt and modify to meet needs of special learners. There is a significant focus on reading and content related curriculum.
**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.*

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Field experiences provide continuing exposure to applications of psychological, sociological, and historical foundation of education. Field experiences also assist candidates and faculty in raising and exemplifying issues of school policies and teaching practices. All of the above courses have some level of field experience.

Candidates have adequate opportunities to build knowledge and skills that are essential for assuming daily professional teaching responsibilities. Because the program is structured so that candidates complete fieldwork during their methods courses and before assuming full day student teaching responsibilities, instructors are able to capitalize on candidates’ field experiences through their course assignments and class activities. This ensures that foundational information is presented and in many cases applied before the onset of full day student teaching. The block structure also means that faculty teams, who work with candidates throughout the length of their program, design their learning experiences to build, ensuring that candidates demonstrate increasing levels of skill in planning, instruction and assessment. The fieldwork components of the credential program are designed to give candidates maximum opportunities to relate theories and practices, and to prepare them for daily teaching responsibilities. Coursework on campus is coordinated with fieldwork in assigned schools.

Faculty seek to place candidates in field settings that relate to other interests and skills candidates may seek to develop. For example, interested candidates are placed in alternative classrooms such as “Newcomers Classes” for children just arriving in America, bilingual classrooms though the candidates may not be fully bilingual themselves. Every candidate will be placed at a site where children with disabilities are receiving all or part of their services in the general education classroom.

**GENERAL EDUCATION PREREQUISITE FIELDWORK**

The first field experience occurs as a requirement in the prerequisite course for admission (EDEL 315 or EDSC 310). Candidates are required to work as a volunteer in a classroom a minimum of four hours a week for a total of 60 hours. Every effort is made to place candidates in classrooms with diverse learner populations for this experience. One of candidate’s two student teaching experiences must be in a classroom where at least 25% of the students are diverse--culturally, linguistically, racially, and socio-economically. This experience gives candidates the opportunity to apply what they have learned about encouraging learning for all students and to develop experience in addressing the needs of children who are different from themselves. The purpose of this requirement is to help the candidate determine whether or not to prepare for a teaching career. A second purpose is to obtain an experienced teacher’s analysis of the candidate’s potential as a teacher. A copy of a letter to each candidate’s supervising teacher, a
list of suggestions for areas of observation and participation, and the evaluation form the supervising teacher fills out are attached. The second field experience is actually completed during the first semester as part of the general education practica while candidates are engaged in their methods work.

**GENERAL EDUCATION PRACTICA**

The block program organization allows each faculty member to give the candidates assignments that they can carry out with their students in their fieldwork classroom. The candidate can apply knowledge learned in courses on campus to their work with children in the classroom. For example, as candidates learn to diagnose reading problems in the university course, they select a student and conduct an analysis of his/her reading abilities. Another example of the relation between theory and practice is the demonstration-application lesson cycle used in the Professional Development Schools. Within a week of learning a particular strategy (e.g., inquiry, cooperative learning, and emergent literacy) in a methods course at the university, candidates see a teacher at their fieldwork site model that strategy in a classroom with children. A pair of fieldwork candidates then teach a similar lesson as their peers observe.

The main purpose of this requirement is to prepare the candidate for student teaching in the last several weeks of the semester so the cooperating teacher in the candidate’s assigned classroom gives him/her teaching responsibilities in a gradual, structured manner during the fieldwork period. Because candidates are taking methods courses during their fieldwork, fieldwork permits the candidates to engage in observations and specific assignments that can be carried out with the children in the fieldwork classroom. Fieldwork includes a planned sequence of activities that build on education foundations, theories, and strategies learned through university coursework.

The *Education Specialist Credential Programs Handbook* shows how the minimum of five weeks fieldwork mix with the minimum or 7 weeks student teaching to total the 16 week semester. Candidates are to follow the weekly sequence. Typically they would be placed by the third week of the semester, do 5 weeks of fieldwork and then 8 weeks of student teaching. This is modified to meet the individual needs of our candidates.

Candidates typically complete their student teaching in their fieldwork classroom the semester. Candidates receive supportive and corrective feedback both from their master teacher and their university supervisor. The supervisor observes the candidate working with children and confers with the master teacher on the candidate’s progress. Supervisors choose from among several standard Department forms to record their observations and suggestions during the fieldwork and student teaching component. See Chapter 3 of the *Education Specialist Credential Programs Handbook* for information and competency forms.

**GENERAL EDUCATION FOR PERSONS WITH EMPLOYMENT**

There are cases where a candidate may be teaching in a special education classroom with no general education coursework or field experience. In these instance, the candidate must make arrangements to participate in the demonstration-application lessons and must work with general education students at least 15 hours a week for 12 weeks. This can be completed in an inclusive classroom, learning lab, after-school university sponsored lab, Saturday lab, or any of a variety of options the university will offer as the need arises.
The Intern prerequisite is 15 units of General Education prior to employment. Therefore this competency is usually completed prior to accepting employment.

In summary, there are numerous opportunities for candidates to experience various field settings. The planned sequence of supervised field experiences is designed to provide opportunities for candidates to observe, apply and evaluate various educational theories and pedagogical principles taught in the coursework in school and community settings.
CATEGORY III
CREDENTIAL SPECIFIC STANDARDS FOR PRELIMINARY LEVEL I
EDUCATION SPECIALIST CREDENTIALS
MILD/MODERATE DISABILITIES

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, behavior, social, communication, vocational and community life skills needs of students and the outcomes of instruction.

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As indicated in Standard 20, this standard is achieved beginning the first semester of the program in Foundations in Teaching (SPED 430) and (EDSC 440S). Candidates are introduced to basic assessment and evaluation principles. The course includes the study of dropout rates, challenges related to undocumented immigrants and the impact of family structure on the assessment and evaluation practices. A discussion continued (from the prerequisite courses) of instruction in educational implications of individual differences is addressed.

Language Arts and Reading Instruction in the Public Schools (SPED 443) and Instruction in Reading for Secondary School Teaching (EDSC 440R) require candidates to be proficient in Reading and Language Arts reading inventories, classroom based assessment and criterion referenced testing in the general education classroom. The focus is primarily based on the continuous cycle of assessment and instruction so that the needs of individual students are met. Candidates also learn the role of both standardization and informal assessments. Candidates learn to assess all aspects of reading and language arts, from concepts in print through written language.

Candidates are introduced to classroom assessment for all students with disabilities in Mainstreaming (SPED 463/464). They also learn principles of second language acquisition and strategies for making instruction accessible to children acquiring English. These methods are expanded upon in Practices and Procedures in Special Education (SPED 462) where the principles and strategies are formalized into the development of an IEP. The conceptual framework of the department’s assessment process is provided in reference to the pre-referral process.
The candidate will learn to work with all group sizes and individuals in (SPED 482A/B and/or 514/515). Candidates identify multicultural and linguistic dimensions in educational assessment. The influence of second language acquisition and cultural values, beliefs and practices on assessment outcomes are emphasized. These methods are expanded upon in Practices and Procedures in Special Education (SPED 462) where the principles and strategies are formalized into the development of an IEP. The conceptual framework of the department’s assessment process is provided in reference to the pre-referral process.

Interpretation of group and individual assessment for decision making at the prereferral level of intervention is a focus of SPED 462. Candidates are given the opportunity to develop teacher instructional objectives and student behavioral objectives based upon assessment data from formal and informal measures academic and behavioral performances. They are taught to design a task analysis and systematic observation as assessment and instructional planning techniques are introduced. Legal aspects of the assessment process in terms of non-biased, non-discriminatory evaluation are discussed. Evaluation of program effectiveness for formative and summative purposes is also emphasized. Interpreting assessment results for school student study teams; collaborating with general education colleagues in utilization of assessment results; and communicating assessment information are additional course goals. Prevention of referral and possible misidentification of students from socio-cultural and linguistically diverse backgrounds as a function of the pre-referral-IEP process is also a primary focus in SPED 462.

During Level I all candidates will take Assessment in Special Education (SPED 520) which provides in-depth, hands-on experience with standardized and non-standardized measures of academic, language, behavioral and socio-emotional development. The first part of the course provides full exposure to the conceptual framework of assessment as an ongoing process, and its purposes. Candidates gain practical experience with the technical aspects of the assessment process as related to appropriate selection and utilization of standardized and non-standardized assessment strategies to plan instruction, monitor student progress, find strengths, and evaluate student outcomes. Candidates are provided with a breath of knowledge of standardized and alternatives to standardized measurement that permits compliance with the legal mandates for non-discriminatory, multidisciplinary evaluation.

Candidates are exposed to and explore a wide variety of current assessment tools used in the schools (see Appendix 22.1 for complete list) and have the opportunity to experience these tests with hands-on learning and the option to check out the tests from the reserve section of the library where the department has made the tests available. Candidates are required to complete a formal test critique of a standardized measure to better understand and evaluate the technical adequacy and appropriateness of the test. Students are also instructed in traditional qualification for eligibility as well as responsiveness to intervention (RTI) and curriculum based measurement commonly used in most RTI models.

In addition, the candidate will learn to work with all group sizes and individuals in (SPED 520). Candidates identify multicultural and linguistic dimensions in educational assessment by understanding influence of second language acquisition and cultural values, beliefs and practices on assessment outcomes. Candidates strive to be culturally competent assessors.

Candidates are introduced to and engage in course activities that give practical experience in the use of informal classroom assessment for planning instruction that provides access to the core curriculum with necessary adaptations/modification based upon the students assessed needs. Functional, developmental, ecological, dynamic, performance and curriculum, standards-based assessment/strategies are particularly emphasized. Students are exposed to circle of friends and MAPS (Making Action Plans) as alternatives to traditional assessment. Utilization of the results of
appropriately selected formal and informal measures including parent, student and staff interviews, school records, performance assessment, systematic observations and other sources of assessment information is demonstrated in the completed case study that is required of each candidate. Candidates develop and implement individualized academic and behavioral plans based upon the accumulated assessment data through a case study assignment where student records are reviewed. Classroom environments, teacher task demands, and other educational settings are evaluated through various observational and mapping strategies.

Communication and interpretation of assessment results to parents and team members is examined through readings, case study examples and candidate reflection on written and oral communication of data. At the end of the term, students orally present their case study data in order to practice appropriate communication. Collection and utilization of assessment data relevant to the development of Individualized Education Plans, Individualized Transition Plans and Individualized Behavioral Intervention Plans receive particular emphasis in this course.

Candidates are able to implement functional assessments to ascertain performance level in all domains of learning as well as areas of student strengths and needs; these must include but not be limited to domestic, vocational, recreation and leisure, community, self-help, speech/communication, functional academics. Candidates are also able to conduct formalized assessment to determine current level of functioning. Candidates learn to evaluate both informal and formal assessment tools and strategies for possible cultural biases, gender, ethnic, linguistic, or disability so they can make humane and fair assessment decisions. They use tools that will contribute to determining appropriate curricula. Candidates are able to conduct informal assessments such as checklists and interviews to gather information from significant others. They also conduct Significant Other Interviews (and SPED 482 A/B) with parents, family, or surrogate family, a MAPS session to evaluate peers and significant others assessments, and criterion referenced assessments.

The Advanced Seminar in Mild/Moderate Disabilities (SPED 532) explores research related issues of assessment. Candidates are taught how to utilize literature to determine the validity of assessments. They learn to explore the issues of assessment and identification of students with disabilities, particularly those of color or who are learning English and potential biases involved in assessment of these students.

Candidates are required to do several assessments as part of the student teaching/directed internship competencies in order to apply what was learned in SPED 520. Traditional student teachers are required to formally observe and a professional at their school site administering a standardized assessment and to provide a reflection on the observation.

Interns meet the same criteria for evaluation and assessment.

In summary, careful attention is given to evaluation and assessment. It is critical for candidates to understand evaluation and assessment so they can apply what they learn to the curriculum and instruction component.
STANDARD 23: PLANNING AND IMPLEMENTING CURRICULUM AND INSTRUCTION

Each candidate will demonstrate knowledge and skills in selecting curricula and 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.

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As the above matrix indicates, every course in the program touches on effective planning and implementation of curriculum. The competencies in this standard are also detailed in Standard 17 and 20.

PLANNING AND IMPLEMENTING INSTRUCTION

As discussed in standard 20, basic curriculum and instruction skills are observed in the prerequisite courses and taught early in the first semester (SPED 430, EDSC 440S, SPED 433/EDSC 440R). Additionally, the Practices and Procedures course (SPED 462) introduces and develops knowledge of core curriculum standards, its definition, origin and grade level expectations/standards. Each candidate is required to investigate and gain access to state/local content standards. They then must evaluate it in relation to its alignment with state curriculum framework, and local education agency or district guidelines for special education as related to core curriculum standards. Following critical analysis and synthesis of the foregoing information the candidates must describe how they would utilize this information in designing effective instructional programs for the students they are assigned to teach. Teacher instructional and student behavioral objectives are developed incorporating the core curriculum grade level expectations and any needed adaptations and or modifications to meet the unique needs of the student and build on his/her strengths.

Candidates are taught to monitor and adjust instruction through effective planning, design, and implementation, which enhances and supports diversity, culture, and ethnicity. Candidates write long and short-term objectives for an instructional group or an individual and are encouraged to think ahead to fine tune the delivery to include a method of gaining the students attention and motivating the student to stay on task. Sometimes this requires the candidate to extract a sequence from instructional material and develop sequences for learner understanding. This may mean designing, modifying, supplementing, or adapting instructional sequences.

Emphasis is placed on instructional planning that permits addressing the student’s IEP goals and benchmarks within the appropriate age and grade level related to the general curriculum and content standards. Candidates are trained in structure of the lesson and assessing specific skills (see standards 17 and 22). They use Hunter’s (1982) Lesson Design for planning and are taught to incorporate Archer’s (1990) Model-Prompt-Check sequence to guide low performers (in SPED 482).
Candidates write observable, measurable objectives as the basis for determining whether learning is occurring and match components of the structure of the lesson to the specific objective the students are to achieve within the lesson. The format for these objectives is based on Magers’ three components of an instructional objective: condition, behavior, and criterion. Candidates are required to collaboratively develop a complete Individualized Family Service Plan, Individualized Education or Transition Plan based upon Case Study data in all of these courses.

Candidates are prepared to implement a variety of peer-mediated and group instructional strategies to facilitate active participation and learning of diverse groups of learners. Candidates are taught to teach same-age non-disabled peers and to provide direct instruction in a variety of contexts. Candidates are prepared to implement, modify, and monitor instructional programs of individual students across a range of instructional settings. Candidates are prepared to implement all programs to generate generalized skills using a multiple exemplar stimulus and response generalization model (e.g. generalization across items, people, settings, etc.).

During SPED 482 candidates learn the Strategic Instruction Technique: Error Monitoring Strategy and Test Taking Strategy. Error Monitoring Strategy is a SIM strategy that candidates can teach students to use to independently detect and correct errors in their written work to increase the overall quality of their final product. The instruction stresses the importance of proofreading written work for content and mechanical errors and eliminating those errors before work is submitted. Test Taking Strategy is used while taking classroom tests. Candidates are taught to show students how to allocate time and priority to each section of a text, carefully read and focus on important elements in the test instructions, recall information by accessing mnemonic devices, systematically and quickly progress through a test, make well-informed guesses, check their work and take control of the testing situation. Additionally in SPED 532, candidates receive a complete research/literature overview of Strategic Instruction and they learn to write their own classroom strategies. Candidates are taught to use the Graduate Internship Evaluation Instrument designed by the Florida Performance Measurement System to evaluate their efforts in planning and implementation of lessons. This tool helps the candidate ask specific questions related to instructional planning, behavior management, instructional organization and development, presentation of subject matter and verbal and nonverbal communication. Additionally, candidates are encouraged to use simple student opinion evaluations to ask the student what would help them learn.

**COLLABORATION**

Effective parent communication and collaboration strategies for parent and community involvement are the primary focus of the families course (SPED 421). However SPED 462, 520, 482, and 490/489A/489B all require candidates to demonstrate competency in communicating assessment information, reporting pupil progress, and mutual educational concerns to parents, appropriate others and staff.

Successful integration, to the maximum extent possible, of students with disabilities with their nondisabled peers is an integral part of the department’s conceptual framework. Strategies and techniques for implementing the legal mandate of Least Restrictive Environment and becoming agents of change receive emphasis throughout both generic and advanced level courses. Issues of disability, equity, and access are infused across all of the credential courses.

Candidates are also introduced to Friend & Cook’s (1997) approaches to co-teaching. These include *one teaching, one assisting, station teaching, parallel teaching, alternative teaching*, and *team teaching*. These techniques are modeled at the university in the co-teaching of the methods
classes. Additionally candidates view the CEC video Co-Teaching, Effective Teaming and other faculty produced video clips of co-teaching. Candidates divide in groups and design mini co-teaching lessons. These skills are expanded upon in the Methods courses (SPED 482) and student teaching/directed teaching (SPED 490/489).

**Characteristics of the Learner**

A feature of Characteristics (SPED 463/464) is that candidates are introduced to various characteristics of learners. They are presented with activities and case studies designed to identify the cognitive, physical, social, emotional, cultural, linguistic, gender, and learning characteristics of individuals. Assessment and programmatic issues are introduced and reinforced in light of current trends, ethical considerations and student diversity. Candidates learn to adapt, accommodate and modify curriculum to meet the specific characteristics of the children they are working with.

Each candidate is required to complete a task analysis while working with a student with special needs. The information from the task analysis is then put into planning goals and objectives for the learner. The instructor discusses the philosophy and the attitudinal components related to planning for individualized student needs.

**Use of Assessment Data**

Once the attitude component and philosophy information is provided in SPED 371 and 463/464 candidates are prepared to use data from assessments and to collaboratively complete the Individualized Family Service Plan (IFSP), Individualized Education Plans (IEP) and Individualized Transition Plans (ITP) that reflect life-span needs. IEPs and ITPs are developed to reflect age-appropriate functional curricula in SPED 421, SPED 520, SPED 522, and SPED 489/490. Objectives are written in observable, measurable, positive language. ITPs are developed to reflect life-span needs and transitions within settings, across settings, and from year to year. All programs developed by candidates include plans for generalization across a variety of settings, people, and events. The focus is on team development including families and general education staff members.

SPED 433 provides an opportunity for the candidate to assess a student using the BRI (Basic Reading Inventory by: J. Johns). Upon completion of the task the students must evaluate the results and then write five lessons in the area of the students’ weaknesses. This assessment is administered on a general education fourth grade student.

Through their coursework in Curriculum & Methods (SPED 482) and student teaching/directed teaching (SPED 490/489), candidates are required to complete an Ecological Inventory to determine relevant curricula content in all domains of learning. These must include but are not limited to domestic, vocational, recreation/leisure, community, self-help, speech/communication, functional academics. SPED 482A implements the strategies by pre and post assessing the lessons directly supporting the California State Standards. This gives the candidate the opportunity to apply the use of State Standard related to assessments.

Candidates plan instruction for acquisition and generalization based on IFSP/IEP/ITP objectives in all domains of learning e.g. domestic, vocational, recreation/leisure, community, self-help, speech/communication, functional academics). In SPED 522 candidates develop and implement a task analysis (in a more advanced form then described above) to assess baseline levels of performance on those objectives indicated by Individualized Education Plans.
They design and implement a Student Repertoire Inventory for each student they work with. The task analyses is then created to determine age appropriate target level of performance and to determine needed adaptations. The candidates construct the task analysis for each objective on the I.E.P. All task analyses are written in the form of content and process analysis.

Candidates demonstrate an understanding of stimulus control through program development and instructional methodology in all instructional settings. For example, they teach to natural cues or fade any necessary cues to natural cues. They teach in natural contexts, use a prompt hierarchy that is tailored to meet individual needs, use functional reinforcers, use appropriate schedules of reinforcement, fade reinforcement as acquisition occurs, demonstrates clear delineation between prompts and reinforcement and makes use of all learning opportunities.

Candidates use research-based and effective teaching practices that achieve targeted student outcomes. They then use their analysis of student outcome data to systematically modify instructional and learning environments. Candidates are taught to continue to collect data for each task analysis and use these data to determine efficacy of the task analysis and instructional methods. If the student is succeeding and meets criteria, task analysis is concluded and a new task analyses is developed for a more challenging skill. If the student is failing, task analyses methods of instruction are analyzed and revised.

In summary, as indicated in this standard and in Standards 17, 20, 21, and 22, candidates become experts in effective research based instruction. All of the above are reemphasized in SPED 463/464/482A/482B/520/522 by reviewing these issues and having candidates read the actual research, which provides the foundations for our practices. Specific to this standard, they are given many models and provided with numerous opportunities to practice and refine their ability to plan and implement effective lessons.
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.

Information in previous standards also relate to this standard. Please refer to these standards:

- Standard 22: Assessment and Evaluation of Students;
- Standard 23: Curriculum Implementation

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The Exceptional Individual (SPED 371) course and Characteristics (SPED 463/464) both provide an opportunity for students to observe classroom management.

The core courses (SPED 430 and EDSC 440) also offer a heavy focus on classroom management and behavior. As the research literature indicates good solid classroom structure and effective teaching is the key to many behavior challenges. The students will design a behavior alteration program as part of the assignments in the characteristics class (SPED 463). They will also design a Positive Behavior Support Plan. Candidates will design their management system as a component of the methods course competencies (SPED 482) and be provided with an overview of the Full Functional Assessment and Positive Behavior Support Model.

In Practices and Procedures (SPED 462) candidates are introduced to legal guidelines for positive behavior support and utilization of non-aversive techniques when presented with challenging classroom behaviors. General classroom behavior management strategies are explored and developed, with full consideration of socio-cultural and linguistic contexts. Implementation of the Hughes Bill is also introduced. Basic principles of positive, proactive, preventive strategies are introduced at this level to be further developed in SPED 522.

The candidates will develop a Functional Analysis Assessment in addition to other behavior related assignments in Positive Behavior Support (SPED 522). This sequence has been carefully designed to be proactive in working with candidates who may have challenging student behaviors in their classrooms. Candidates are prepared to complete a Behavior Intervention Plan and upon completion of this course with a grade of B or better, receive a certificate of completion as a Behavior Intervention Case Manager (BICM).

Research from the literature on positive behavior support and non-aversive teaching technology is required reading. Candidates are prepared to conduct a functional analysis of challenging behavior and to develop an intervention based on non-aversive, proactive, best-practice strategies taken directly from the current research in this area. Ethics and quality of life standards are emphasized. Collaboration with families, other personnel and external agencies is addressed. Texts include Durand (1990), O’Neill, Horner, Albin, Srague, Storey, Newton (1997), and Meyer and Evans (1989). Specifically candidates are prepared to develop the following (Behavior Intervention Plan):
Assessment:
- Systematic observation and definition of the target behavior (frequency, duration, and intensity);
- Immediate antecedents to the target behavior;
- Consequential analysis for determining the function and the communicative intent of the target behavior;
- Ecological analysis and identification of "quality of life" variables;
- Review of the student's health record;
- History of the behavior and effectiveness of previously used interventions.

Assessment Report:
- Description of the behavior, operationally defined;
- Baseline data/SRC (ABC) analysis of the behavior across settings in which it occurs;
- Rate of alternative behavior and antecedent-consequential (S-C) analyses of those alternatives;
- Proposed Behavior Intervention Plan.

Behavior Intervention Plan:
- Summary of data collected;
- Operational definition of target behavior and behavior replacements;
- Goals and objectives for the intervention plan;
- Behavior interventions used and the contexts/settings in which they are used;
- Schedules for the collection of data, success criteria, failure criteria, criteria for program modifications; Criteria for fading program components and for thinning schedule of reinforcement;
- Extent to which the plan will be implemented at home and other environments;
- And, dates for periodic review by the IEP team.

Samples of student work are included in the SPED 522 file in the Documents Room.

In summary, candidates are fully prepared in Positive Behavior Support. They demonstrate 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.
STANDARD 25: M/M: CHARACTERISTICS 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.

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Candidates are provided with the skills and competencies needed to teach students with learning disabilities, mild to moderate mental retardation, mild to moderate emotional/behavioral disorders and a range of other mild to moderate physical, sensory and attention conditions may impede learning. Critical to this emphasis is the comprehensive review of the cognitive, psychosocial, physical and intellectual development of individuals with exceptional needs. This review takes place in the Foundations courses (SPED 430 and EDSC 440S). In SPED 520 candidates discuss qualification and apply qualification rubrics to a case study.

Developing any sort of understanding of student characteristics and special education services must involve some degree of first-hand observation. This occurs in Exceptional Individual (SPED 371), and Characteristics (SPED 463) where candidates observe children and adults with special needs in the field. A Characteristics Observation Guide provided guided questions help the candidate reflect on social behaviors, academic behaviors and overall characteristics of the students. The in-class simulations and activities help the student learn to understand characteristics of different learners.

In SPED 482A candidates adapt a core curriculum lesson for a student with special needs. One class period is spent showing the class the textbook, the original lesson, and the adaptation. Every class member brings a copy of the adaptation for their classmates. Everyone leaves with 30+ adaptations!

The Practices and Procedures (SPED 462) course explores how students are initially referred and characteristics identified. The course details the legal and ethical procedures related to identification. The design is for the instructor to take a generic assessment and cross-categorical approach to laws. Then assessment and programmatic issues are introduced and reinforced in light of current trends, ethical considerations and student diversity. For each assignment candidates select specific characteristics within their disability area and design curriculum modifications. For example a candidate may select low-level attention for a child with learning disabilities. The modifications are shared in small groups. This also adds to the candidate’s resource section of their portfolio.

Following completion of the Generic Core, Candidates for the Mild/Moderate credential take SPED 482a, SPED 463, and SPED 490/489a designed to refine their abilities to recognize characteristics of children and adults with Mild/Moderate disabilities and effectively apply research based practices to teach the students. Each course approaches the exploration of characteristics differently.
Characteristics of Individuals with Mild/Moderate (SPED 463) is a class in the analysis and evaluation of theory, current trends, and characteristics related to working with individuals with mild/moderate disabilities. Candidates become familiar with major theorists and researchers in the field of mild/moderate and current knowledge of best practices based on research. Candidates are required to do readings prior to coming to class. They discuss each area and give examples of how research and practice meet. A critical feature of SPED 463 is the concept that the seminar is designed to introduce the candidate to the foundational research in the fields of learning disabilities, mental retardation and behavioral disorders. Candidates learn how articles are structured (abstract, literature review, methods and procedures, results, and discussion) and learn to critique research.

As previously explained in Standard 17, 20 and 22, SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate (SPED 482A) provides curriculum development, in depth instructional planning and methodology for teaching students with Mild/Moderate disabilities. It emphasizes teaching strategies and curricular adaptations and modifications, functional academics, life skills and interventions that provide access to the core curriculum by students with disabilities. This class has a focus on reading/mathematics. Especially important to characteristics is the course component for how to keep students on-task, and motivate learners. Candidates are provided with many direct instruction techniques designed to help candidates teach using specific critical presentation skills that have been found effective particularly with children with mild/moderate/severe behavior and emotional needs. For example, eliciting frequent responses and monitoring daily progress helps keep the learner on target.

*Note: The class is taken in the first year of the Internship so the methods for effective reading and math can be implemented, assessed, evaluated throughout the two years of the program.*

**In summary,** all of the information related to characteristics is presented in a spiral curriculum method. Candidates observe, articulate and demonstrate knowledge of learning, affective, and social characteristics associated with the categorical terms of learning disabilities, mild mental retardation, severe emotional disturbance and behavior disorders. They learn to recognize various service delivery models and community resources associated with each.
CATEGORY III
CREDENTIAL SPECIFIC STANDARDS FOR PRELIMINARY LEVEL I
EDUCATION SPECIALIST CREDENTIALS

MODERATE/SEVERE DISABILITIES

STANDARD 25: M/S: COMMUNICATION AND SOCIAL NETWORKS

Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This includes assessment of verbal and non-verbal communication abilities and needs, identification of effective intervention techniques, development of needed augmentative systems, social skill instruction and creating opportunities for interaction.

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Candidates are introduced to, acquire communication knowledge and skills, and apply those skills in pre-requisite and all Level I courses. This is one of the department’s most critical areas of emphasis. The department is of the philosophy that communication is essential to a successful and fulfilling future for all students and particularly for students with Moderate/Severe disabilities. This philosophy is generated from the extant literature on communication and social skill development. Candidates are well trained to prepare their students with critical social and communication skills that will enable them to develop meaningful social experiences and social networks in their lives. Specifically candidates are trained to assess current verbal and non-verbal communication skills, assesses communication and social interaction interests and to conduct assessments to evaluate needs of students. Furthermore, candidates demonstrate how to assess a variety of environments for opportunities to facilitate students' social interactions with non-disabled peers. Tasks include:

- Conducts the Communication Interview with family or significant others.
- Conducts formal augmentative communication assessment.
- Conducts a Reinforcer Survey
- Conducts a Quality of Life Questionnaire to determine current opportunities to participate with non-disabled peers and to determine current opportunities for choice making and self-advocacy.
- Conducts the Motivation Assessment Scale to determine tangible, sensory, social affiliation, and escape needs.

Candidates are taught to use outcome data to determine appropriate mode of communication curriculum (verbal or non-verbal, augmentative systems and strategies) Each candidate demonstrates the ability to implement strategies, techniques, and technology (high and low) to enhance effective communication in variety of settings (school, home, community, general education).

Candidates participate in role playing demonstrations that show interpersonal skills that promote social acceptance and decrease the probability of challenging behavior; implement
incidental teaching methods to generate communicative responses and implement discrete trial and massed trial strategies to concentrate on the difficulty of acquired responses.

Finally, the candidates incorporate these responses into the context of generalizable response repertoires and uses non-disabled peers as role models to generate generalizable communicative interactions. This provides an avenue to identification and instruction related to functional communication skills that generalize to a broad variety of contexts, such as requesting assistance, making social greetings to peers or adults, asking to be excused from a difficult or tedious task.

Candidates demonstrate how to teach communication skills that provide for choice making, independence, self-management, and self-advocacy. They incorporate communication training sessions in the classroom environment and include strategies for generating independent, self-management and self-advocacy responses. The candidate’s classroom schedule reflects times across the day when instruction for choice making is implemented.

After completing the initial communication assessment, the candidate meets with team members to determine needs and ensures that objectives are included in the IEP. Based on needs, the candidate works with a team to develop an appropriate system that will assist the candidate in school, at home, and in the community with non-disabled peers. Other communication and social network competencies include:

- Using a system to teach social interaction skills and skills to have needs met.
- Making a system immediately and continuously accessible to student.
- Working with students to expand their social networks and friendships on school campus and away from school.
- Identifying and/or creating natural opportunities for including non-disabled peers in a variety of contexts (in the classroom, on the playground, in other classrooms, etc.).
- Encouraging and coaching non-disabled peers to interact with students.
- Using non-disabled peers as appropriate role models for generating communicative skills.
- Initiating and encouraging extra-curricular activities and interactions to expand social network.

**In summary,** candidates collaborate with others to facilitate each student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships.
**STANDARD 26: CURRICULUM FOR MODERATE/SEVERE**

Each candidate demonstrates the ability to work with IEP teams to develop Individualized Education Plans and to teach, adapt, modify and integrate the curriculum within natural environments such as general education classrooms and schools, community, work and recreation settings, to meet the specific needs of students with moderate to severe disabilities.

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The CSU Fullerton special education teacher preparation program is a conceptually cohesive spiral curriculum which builds as the candidates progress through the program. Candidates are introduced to the basic principles and strategies of assessment, curriculum, and instruction appropriate to individuals with diverse backgrounds, varying language, cognitive and special needs in the prerequisite and introductory courses, EDEL 315, SPED 430 and EDSC 440S, SPED 371 and SPED 463/464. These courses introduce the content standards, core curriculum, the frameworks, basic instruction principles and how to adapt and modify curriculum to meet special needs (see Standard 20, 21, 22). Candidates are trained to teach all levels of students.

Candidates meet with and collaborate with general educators, special educators, other education personnel, other related agency personnel and families to design and develop strategies to ensure the least restrictive placement in the student’s home-school district. They work in teams to develop programs using a multiple exemplar stimulus and response generalization model (e.g. generalization across items, people, places, etc.).

Candidates demonstrate the ability to teach meaningful skills and accommodate needs so students will actively participate in activities within school, community, and work settings; integrate all areas of curriculum; and use IEP for individual students. Persons interested in the Mild/Moderate Credential take 482A and Moderate/Severe take 482B. The content of the courses are very similar, yet the focus is specific to the conditions children and adults in these categories will need. This curriculum is designed to build from the broad background in the physiological, environmental and social aspects of exceptionality that the candidates developed during the prerequisite and core courses. It also provides the candidate with the opportunity to develop skills for managing environmental situations to bring about change and assist exceptional persons to be responsible for their own choices and development. Candidates learn to use assessment data as a tool for effective instruction. The candidates are provided with many examples of how assessment is used to design curriculum and instruction.

Candidates are taught to adjust instruction through effective plan, design, and implementation which enhances and supports diversity, culture, and ethnicity. Candidates write long- and short-term objectives for an instructional group or an individual and are encouraged to think ahead to fine tune the delivery to include a method of gaining the students attention and motivating the student to stay on task. Sometimes this requires the candidate to extract a sequence from instructional material and develop sequences for learner understanding. This may mean designing, modifying, supplementing, or adapting instructional sequences.

Candidates are trained in structure of the lesson and assessing specific skills (see standards 17 and 22). Candidates write observable, measurable objectives as the basis for determining whether learning is occurring and match components of the structure of the lesson to the specific objective the students are to achieve within the lesson. The format for these objectives is based on Mages’
three components of an instructional objective: condition, behavior, and criterion. Candidates are required to develop a complete Individualized Education or Transition Plan in all of these courses. The instructor will outline research validated practices that maximize student academic learning time student success and content coverage.

Candidates are taught to adjust instruction to meet the special characteristics and needs of diverse student populations. Emphasis will be placed on instructional planning that permits addressing the student’s needs and strength through IEP goals and objectives the appropriate age and grade level related to the general curriculum. Initially, a general model of direct and systematic instruction will be presented including the following steps:

1) Structure of the lesson and assessing specific skills;
2) Designing, modifying, supplementing, or adapting instructional sequences;
3) Formulating long- and short-term instructional objectives;
4) Designing instructional programs, developing lessons and selecting examples;
5) Implementing the instructional program;
6) Measuring student progress; and
7) Modifying the program based on student performance.

This general model is then applied to basic skill areas. Candidates learn to apply a general model of instruction to specific tasks (motor skills, labeling tasks, rules, strategies, facts, vocabulary) as well as to design instructional lessons including the selection of examples and non-examples when necessary.

The instructor will outline critical presentation skills needed when teaching students with Moderate/Severe disabilities (e.g., gaining attention, maintaining a brisk pace, correcting errors, ensuring all students equal opportunity and help candidates understand the importance of corrective, specific, and positive feedback to learners). Candidates will be trained in how to select appropriate independent work and homework to maximize student learning and success.

**INCLUSIVE TEACHING PRACTICES.**

In the area of Inclusion Strategies reading requirements will include Stainback and Stainback (1996), Stainback and Stainback (1992, 2007), Lang and Berberich (1995), and Ryndak and Alper (1996, 2007). In addition to these current, state-of-the-art texts, videos demonstrating inclusive practices will be pivotal to the curriculum. These include: The Inclusion Video Series, A Circle of Inclusion, (shown in SPED 371), (shown in SPED 520), Two Faces of Inclusion: The Concept and the Practices (SPED 482A content includes this video) and Facing Inclusion Together Through Collaboration and Co-Teaching (SPED 482A). Candidates will be instructed in how to make essential modifications and adaptations for students with disabilities to be successful in the general education classroom. Candidates will be trained to develop critical skills such as language, communication, mobility, in the context of the general education classroom with the company and support of typical peers.

**In summary,** present curriculum development, instructional methodology and materials for teaching individuals with disabilities is presented to all candidates. The courses are designed to focus on instructional strategies permitting access to the core curriculum. Candidates have ample time to experiment with and use strategies to program students for success.
STANDARD 27: MOVEMENT, MOBILITY, SENSORY, AND SPECIALIZED HEALTH CARE

Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for a learner to participate fully in classrooms, schools and the community. The candidate uses appropriate and safe techniques, procedures, materials and adaptive equipment, including the use of technology. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.

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A common goal among educators of students with special needs is for their students to enjoy a quality life in the least restrictive environment. In order to promote this type of inclusionary practice, candidates will obtain information, knowledge, and skills that will empower them to become advocates for persons with movement, mobility, sensory and specialized health care needs. First, candidates achieve a more basic understanding of specific needs. Through classroom demonstrations, guest lectures, and participation, introduction to basic knowledge is then followed by acquisition of skill in the use of the tools of support, such as assisted ventilation, oxygen supplementation, catheterization, and positioning. Finally, candidates are able to generalize these tools to the classroom, the workplace, and the community. For example, candidates teach students how to initiate and generalize use of mobility and other functional motor movements in order to promote maximum participation and involvement in the general education classroom, the campus and community activities. This practice generates students' maximum motor and sensory functioning. Candidates also know what constitutes a specialized health care service and the regulations governing how services can be provided and who can provide services through a series of classroom demonstrations and guest lectures. Candidates are also taught the protocol for procuring services and accessing other professionals and agencies.

Candidates demonstrate expertise by understanding the differences between such treatments as catheterization; colostomy care; suctioning; assistive and adaptive devices useful for mobility, motor and sensory functioning; and resources for accessing, repairing and updating these devices. The candidate has knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment such as wheelchairs, assistive devices, and suctioning machines. Participation in a demonstration of each of these specialized health care procedures occurs in the University classroom and the Directed Internship.

Candidates are encouraged to share information regarding sensory, movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the level of understanding and sensitivity for persons with special health care needs. This is accomplished through collaboration with special education and general education colleagues, families, peers and other agency personnel to achieve awareness and consistency in practices of movement, mobility, sensory needs, and specialized health care. As often as possible, candidates are prepared to encourage parents to advocate for an inclusive education for their children. If parents are agreeable, as much as possible, efforts are made to have candidates implement these services in the inclusive setting. Where inappropriate,
candidates are prepared to perform alternative activities and candidates learn to discern appropriateness.

One text of choice has been Snell (2005). Chapters that address quite competently these areas of special health care procedures, sensory and movement, and integrated programming are authored by: Ault, Graff, and Rues; Campbell; and Campbell and Forsyth. Our program stresses the integrated component of this curriculum. Candidates learn how to apply educational and therapeutic strategies in a functional curriculum and in the context in which natural supports in typical classrooms and in the community are effective.

In addition to classroom projects and exams, candidates demonstrate knowledge of and ability to support the sensory movement and specialized health care needs of students during their field practicums (SPED 430, SPED 439, SPED 371 and SPED 490/489). Specifically during SPED 489 candidates are to demonstrate how to safely lift, carry, transfer, and position students with disabilities. As indicated previously, participation in a demonstration of each of the specialized health care procedures (catherization; colostomy care; suctioning; assistive and adaptive devices useful for mobility, etc) occurs in the university classroom (SPED 463/464 and 482) and the directed internship (our word for field practicum). The syllabi are being modified to reflect these recent changes.

*CSU Fullerton Moderate/Severe Interns meet the competency the same way as above. However, during their intern seminar, (SPED 490) additional speakers are brought in to demonstrate and answer questions related to working with specific children and their movement, sensory, mobility and health needs.*

*In summary,* movement, mobility, sensory, specialized health care issues are addressed in significant detail in the CSU Fullerton training program for Moderate/Severe Disabilities.
**CATEGORY III**
**CREDENTIAL SPECIFIC STANDARDS FOR PRELIMINARY LEVEL I**
**EDUCATION SPECIALIST CREDENTIALS**

**EARLY CHILDHOOD SPECIAL EDUCATION**

**STANDARD 19: ECSE: THEORETICAL, PHILOSOPHICAL, AND EMPIRICAL FOUNDATIONS OF EARLY CHILDHOOD SPECIAL EDUCATION**

*Each candidate demonstrates knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences on the field of Early Childhood Special Education and uses this knowledge to shape his or her practice.*

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Candidates are initially introduced to Special Education Foundations for children with disabilities of all ages and their families in SPED 371: Exceptional Individual. The candidates explore their own personal values and discover their own “uniqueness” via simulation and activities designed to provide cultural, ethical and diversity awareness. In SPED 421 the candidates explore the historical perspective of families of children with disabilities, and how the family’s role has changed overtime from the early 1900s until the 1990s. SPED 421 is a course where Family System Theory and all its components (i.e. characteristics, subsystem, functions, etc.) are introduced and applied by the candidates. Within the family systems framework, they also learn how to establish collaborative family-professional partnerships via effective interpersonal communication techniques.

Exceptional Individual (SPED 371) and Early Childhood Special Education (SPED 400) provide basic introductions to PL 94-142, 99-457, all IDEA reauthorizations (1990, 1997, 2004) etc. Practices and Procedures (SPED 462) builds on this knowledge base by detailing how the law relates to practices and procedures of special education. These actual procedures are then demonstrated during the Field Experiences (SPED 489 C/D).

More comprehensive knowledge of the philosophical perspectives and empirical foundations in Early Childhood Special Education (ECSE) are presented and explored in both the Early Childhood Special Education (SPED 400) and Intervention/Assessment of ECSE (SPED 514/515). In SPED 400, candidates work in cooperative learning groups identifying the early historical roots of the field of ECSE culminating in a discussion of current "Best Practices" in the field. A historical overview of federal and state ECSE legislation is also presented and discussed in terms of its impact on service delivery approaches. Lastly, theoretical underpinnings of different types of early intervention methodologies and teaching strategies are presented, compared and contrasted in the Advanced Seminar (SPED 514/515). The candidates are able to explain the various theories i.e., transactional, behavioral, ecocultural, psychodynamic of ECSE, and analyze the relationship between theory and clinical practice in the field.

The textbook that is used in SPED 514/515 presents reviews of empirical studies that are both cross-sectional and longitudinal in nature and this reading along with current empirical studies published in the peer-reviewed literature formulate the basis for the lectures and discussions in class. This text presents extensive works of the theoretical bases of effective
practices (i.e., caregiver and teacher strategies and assessment) via sections and chapters (textbook in documents room). After several lectures and discussions of the various models (i.e., transactional, behavioral, ecocultural), the candidates discuss how these theoretical models relate to practices that they have either observed or participated in through their student teaching or their own experiences in the classroom and write a three page paper with references to analyze the relationship between theory and commonly used practices. Another major learning activity in this class is that individual students conduct a literature review of a topic of specific interest to them in ECSE. Students are required to identify a theoretical basis for their research and include a review of the literature relevant to that theory in providing the reader with a framework from which to view the topic of their literature review. For graduate students, this literature review is the first step on their Master’s thesis or project. For credential students, the literature review is the starting point for the induction specialization for their clear credential. Finally in SPED 514/515, students are required to identify various types of research methodology used to investigate educational practices in ECSE and determine their contribution to empirically validating practices and procedures. They do this through critiques and compare/contrast papers of articles published in the peer-reviewed literature and through class discussions of articles related to assessment and models of service delivery.

*CSU Fullerton Interns meet the competency as described above.*
STANDARD 20: ECSE: TYPICAL AND ATYPICAL CHILD DEVELOPMENT: BIRTH THROUGH AGE FIVE

Each candidate uses knowledge of typical and atypical child development to determine assessment approaches and strategies, modify curriculum and other interventions, design appropriate settings and environments, and monitor individual programs for infants and young children with disabilities within the context of the family system.

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Two of the prerequisites for admission to the Level I credential program is knowledge of typical child development demonstrated via coursework on transcripts and documented fieldwork experience with young typically developing children. Thus, it is assumed that the candidates entering the program have been introduced to typical developmental milestones, and are now ready to learn more about it by comparing and contrasting it to atypical development. Then, subsequently they apply the knowledge in diagnostic and programmatic contexts. The HCOM 407 course recently developed collaboratively by the Communication Department and Department of Special Education specifically teaches candidates in the basic ECSE credential program about the fundamentals of typical monolingual and bilingual language development, and the basic characteristics of speech and language disorders which are specific to each disability group.

The candidates in Early Childhood Special Education (SPED 400) receive a review of typical development in all the developmental domains (e.g., cognition, motor, etc.), and will be introduced to all the characteristics of children at risk and those with disabilities. Essentially, this is the course where they receive the majority of knowledge regarding typical development. The information will be acquired via lecture, cooperative learning groups, observation in ECSE programs and a characteristics paper. By the end of the course the candidates will be able to explain the etiologies and understand the nature (i.e., developmental characteristics) of most significant disabilities and risk factors (i.e., prematurity, drug exposure) for infants, toddlers and preschoolers.

The families course (SPED 421) provides candidates with role play and practice for how to provide information to parents and other family members regarding typical developmental experiences as well as the impact of the disability on developmental progress. In Infant Assessment and Intervention (SPED 514) and Preschool Assessment and Intervention (SPED 515), the candidates plan, conduct and interpret assessment findings for young children at risk successfully, in part, due to their knowledge of typical developmental milestones and expectations for infants, toddlers and preschoolers learned previously. The Infant Assessment and Intervention (SPED 514), (assessment/methods class) has been designed for the candidates focus on applying their typical and atypical knowledge specifically to infants and toddlers or young children ages birth through three years of age. The candidates learn and apply assessment practices such as warm up strategies, culturally sensitive approaches, transdisciplinary practices and family-centered strategies via a comprehensive case study. The child they assess is identified in their student teaching infant/toddler setting. They also learn how to interpret the data by comparing it to developmental norms and program plan for the child's individual differences and family’s priorities by developing an Individual Family Service Plan (IFSP). In the SPED 515 assessment/methods,
the candidates focus on applying their typical and atypical knowledge specifically to preschoolers or children in pre-kindergarten settings. Again, they essentially select and utilize assessment strategies and tools, interpret the findings and plan an appropriate Individualized Educational Plan (IEP) via a comprehensive case study for a preschooler. Basically, they use the same case study format with the exception of working with a preschool age child and developing an IEP instead of an IFSP. Lastly, in SPED 515, the candidates develop and present a curriculum project based on their interpretation and synthesis of each of their case studies for both courses (See appendix).

During SPED 514 and 515 a special guest is invited to reinforce knowledge of typical and atypical child development. The guest is the retired director of the Campus Children’s center at SDSU and has been in the ECSE field for over 35 years. She shows the candidates excellent examples of curriculum and how to adapt to both typical and atypical integrated groups of children. The candidates are able to formulate questions ahead of time to ensure understanding and competency achievement.

In the SPED 522 (Positive Behavior Support) course the candidates perform a functional assessment (i.e., Scatter Plot) of a challenging behavior and design behavior strategies based on the interpretation of this data. There is a heavy focus on student outcomes in the CSU Fullerton ECSE program. Typically SPED 522 and SPED 489C are taken during the same semester. This allows data collection on a very young child.

**SPED 489C requires the candidate to student teach with infants and toddlers.** Since so many of our candidates are ECSE interns, we collaborated with a local community center and Santa Ana Unified School District ECSE program to be creative in developing a practicum especially designed for working teachers. Each Saturday morning during the fall, CSU Fullerton Special Education ECSE program collaborates with the Santa Ana Unified School District and the Santa Ana Therapeutic Arts Community Center, located in downtown Santa Ana for an inclusive typical and nontypical developing children ages birth to three, (there is also a preschool program at the center during the same time). One of the co-teachers of the program is a past Intern from CSU Fullerton and a Master Degree graduate, the other is a Child Development Specialist. The candidates in SPED 489C arrive at 8:30 a.m. for a briefing (they bring lessons prepared ahead of time) and are divided into groups. Half of the SPED 489C candidates observe and teach small group lessons under the direction of the co-teachers while CSU Fullerton faculty and supervisors are nearby (first to support, then later in the semester to evaluate). The other half observe and present lessons to the parents; then the candidates switch groups. The process requires the candidates use culturally competent, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. The program allows all of our candidates to work with parents of minority children from a very poor area in Santa Ana and to teach their children under the guidance and supervision of a great team. Candidates have shared that this family interaction was a highlight of the program at CSU Fullerton.
STANDARD 21: ECSE: FAMILY SYSTEMS AND FAMILY/PROFESSIONAL COLLABORATION

Each candidate uses family systems theory as the framework for interactions with parents and other family members, engages families as collaborative partners, and uses culturally competent, family-centered approaches in all components of early intervention and education for infants and young children with disabilities.

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The families course (SPED 421) is a course where a Family System theory and all its components (i.e., characteristics, subsystems, functions, etc.) are introduced, practiced and applied by the candidates. Within this family system framework, candidates learn how to establish collaborative family-professional partnerships via effective interpersonal communication techniques. Specifically, they receive training in effective interpersonal communication skills using both verbal and nonverbal strategies when working with families, transdisciplinary team members, interagency staff and other professionals in the field. They are initially introduced to Turnbull and Turnbull's (2005) family system theory and a discussion of the grieving cycle and how to effectively respond to family members in each grieving state. For example, when a parent is expressing sadness about their child with a disability, the teacher needs to display empathetic reflective listening and verbally respond with encouragement. The candidates practice and learn both verbal and nonverbal skills during classroom activities, with members of a parent panel and during their interview with parents in the home. Specific verbal strategies include paraphrasing, clarification, responding to affect, open ended questioning, summarizing skills, and problem solving skills. Some of the nonverbal skills include appropriate techniques such as reflective listening, effective eye contact, smiling, nodding and body posture which are culturally sensitive to the person(s) at hand.

For one assignment the candidates design a semi-structured questionnaire using open-ended questioning techniques to elicit various types of information about the family and the child. It is conducted in the home or school of a family with a child with a disability. The interview is audio-taped or videotaped so that both the student and professor can critically evaluate the student's questioning and responding techniques with the family. A grade is determined by both the professor's critique and candidates self-critique.

Another important assignment in SPED 421 is the Resource Project. That is, each student will identify a community resource to families of children with disabilities (e.g., Regional Center), visit the resource agency and report back to the class both verbally and in writing different aspects and constraints of it. A Resource Book is compiled and developed with each class that represents a directory of all the community visits for that semester (See sample in Documents Room in SPED 421 files). During the visit each student will again practice effective communication strategies when speaking with the community member e.g., director, and when reporting back to the class.

Lastly, a parent and family panel is brought together for one 3 hour class period. This is a powerful activity where candidates as a group actively listen to each family member's story and practice their verbal questioning techniques which reflect both sensitivity to the situation at hand and elicit important family information. Often times this activity helps candidates identify family needs, priorities and concerns for their infant, toddler or preschooler with a disability.
In the practices and procedures class (SPED 462) the candidates again practice developing both an IFSP and IEP which are family focused and culturally responsive to the specific case studies. Finally, the candidates in both infants, toddlers student teaching/competency check (SPED 489C), and preschooler student teaching/competency check (SPED 489D) develop instructional programs based on their knowledge of the family system theory which also includes identification and application of families’ informal and formal supports.

A culturally competent strategy in working with families whose culture or language differs from their own is imbedded in all of the above named courses.

Several activities are infused throughout the SPED 421, 462 and 489C/D classes and seminars. Specifically, in the SPED 421 family class, candidates analyze different family stories and vignettes in terms of diverse cultural, linguistic and socio-economic backgrounds, and discuss the implications of these in terms of programming for the families. For example, the Crowder family story is a case that represents special considerations in terms of their socio-economic status and the Sanchez family in terms of their diverse cultural and linguistic factors. In addition, the parent panel interview that is held each semester is a representation of diverse types of family structures from different cultural backgrounds with children with a variety of special needs. For example, the panel last semester consisted of a single euro-American mom with a child with Down syndrome, an Asian American couple with a child with autism, a parent from a very high socio-economic class with a child who is visually impaired, an African American mom with a child with severe mental retardation, and a dad with a child with Retts Syndrome. Before the parent panel night, the candidates are taught various verbal and non verbal listening and responding techniques which reflect sensitivity to diverse family backgrounds. They practice these techniques in class and then apply them during the group parent panel, and again when they conduct their home interviews with their selected families. Several other activities developed from the Lynch and Hanson's text, Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families (2005) are also infused in this course.

In addition, in the SPED 489C/D Student Teaching Seminars and SPED 490 Intern seminars, time is spent discussing the nature of the children and the families in the candidates’ program placements, and how to effectively work with the different diversities. In one class activity the candidates preview the video, 10 Keys to Being Culturally Responsive, define various ways (keys) that reflect sensitivity to families and then develop a teaching strategy that incorporates each key.

As indicated previously in this document, SPED 489C requires the candidate to student teach with infants and toddlers. Since so many of our candidates are ECSE interns, we collaborated with a local community center and Santa Ana Unified School District ECSE program to be creative in developing a practicum especially designed for working teachers. Each Saturday morning during the fall, CSU Fullerton Special Education ECSE program collaborates with the Santa Ana Unified School District and the Orange County Therapeutic Arts Community Center, located in downtown Santa Ana for an inclusive typical and nontypical developing children ages birth to three practicum, (there is also a preschool program at the center during the same time). Half of the SPED 489C candidates observe and teach small group lessons under the direction of the co-teachers while CSU Fullerton faculty and supervisors are nearby (first to support, then later in the semester to evaluate). The other half observe and present lessons to the parents and family members; then the candidates switch groups. The process requires the candidates to use culturally competent, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. The program allows all of the candidates to work with parents/families of minority children from...
a very poor area in Santa Ana and to teach children from low income families under the guidance and supervision of a great team. Candidates have indicated that the interaction with families in this setting is a golden opportunity to learn.
STANDARD 22: ECSE: CHILD ASSESSMENT

Each candidate assesses infants and young children utilizing processes, procedures, and instruments that lead to appropriate interventions and reflect an understanding of the range of appropriate assessment and evaluation approaches, the impact of cultural and linguistic differences, the influence of specific disabilities on development and performance, and the role of the transdisciplinary team.

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In both the assessment/method's class for infant/toddlers (SPED 514) and the assessment/method's class for preschool age children with special needs (SPED 515), the candidates are presented with a multidisciplinary model for assessment that is culturally responsive and collaborative with families, team members, and interagency staff. In SPED 514, the candidates learn about the characteristics of measurement strategies such as validity and reliability via lecture and comparing and contrasting the different types of tools. The candidates in both the SPED 514 and 515 learn a variety of formal and informal assessments including the purpose of the different types of tools i.e., screening, criterion-referenced, curriculum-based, eligibility, activity-based, and play-based ones via practice in the class with other classmates and in their student teaching fieldwork settings with children with special needs ages birth through five years. They are ultimately able to identify which type of tool is appropriate for the evaluation purpose at hand. Candidates learn that assessment for early intervention is not test based! Early childhood assessment is a flexible, collaborative decision making process. Teams of parents/family members and professionals repeatedly revise their judgments and reach consensus about the changing developmental, educational, medical, and mental health service needs of young children and their families. Candidates are expected to practice and apply all the different types of observations techniques i.e., time-interval, duration, etc. in the classroom and with children in their student teaching field work settings (SPED 489C/D). The candidates actually spend a minimum of two weeks in each student teaching setting solely practicing all the different types of observation techniques and evaluating their data. Additionally, there is one class meeting for SPED 514 and one for SPED 515 where the instructor brings in 25+ assessments appropriate to either infant and toddler (SPED 514) or preschool (SPED 515) and the candidates participate in a structured group walk around designed to familiarize them with the assessments.

Both SPED 514 and SPED 515 courses provide instruction in traditional and alternative assessment techniques and require a case study including a report of the assessment results and recommendations according to the procedures recommended in the California Department of Education Handbook on Assessment and Evaluation in Early Childhood Special Education Programs (2000). Due to the fact that assessment and methods are provided in an age specific format together in each class, candidates have multiple opportunities to directly connect assessment findings to the development of goals and objectives for the children involved in the case study assignment. For example in SPED 514 candidates are asked to go to http://www.ectac.org/topics/earlyid/screeneval.asp and read the NECTAC statement on Screening, Evaluation, and Assessment. They are then directed to click on the technical assistance paper link from the Early Head Start National Research Center and read it. Under the Screening heading, candidates click on the link, developmental screening. They read the Overview
and click on the link to Developmental Screening Tools. Candidates are encouraged to print out the tools for future reference. Candidates are encouraged to feel free to continue to explore this site (I found the links to Developmental Milestones especially helpful!). Back on the NECTAC page, under the Evaluation and Assessment heading, they are asked to explore the links and read the NASP Position Statement on Early Childhood Assessment. Then to explore the resources under the link to Family-Directed Child Evaluation and identify those that they may find helpful or interesting. Once candidates have completed the readings and exploration of this site, they are instructed to go to the Discussion Board section of Blackboard and enter the Discussion under the identified Homework Assignment. A similar assignment in SPED 515 directs them to the NAEYC/DEC DAP Assessment Standards and the impact of cultural and linguistic differences, the influence of specific disabilities on development and performance, and the role of the transdisciplinary team. The cultural and linguistic component is strongly emphasized in the SPED 434 course. This is a new course for all candidates in the program; the course was added when our EL authorization was approved in Spring, 2007.

The candidates become particularly competent with informal types of evaluation techniques. One case study is administered to an infant/toddler during the SPED 514 class by using a child/family in their student teaching situation and the other one is conducted with a preschool age child during their SPED 515 class and student teaching preschool experience. Candidates are shown a variety of authentic assessment and program evaluation components for ECSE including natural observations in everyday settings and routines versus contrived testing, convergent, multisource data from caregivers across settings, curriculum-based measures linked to program goals, content and benchmarks and intra-individual child progress and inter-individual normative comparisons.

Lastly, the candidates interpret and identify appropriate educational programs based on the analysis and integration of all their findings including a family report. The candidates identify and practice adaptations during their assessments. That is, experts on the assessment of children with low incidence disabilities (e.g., Blind Children’s Learning Center) served as guest presenters in both SPED 514 and SPED 515 classes. This includes professionals in the areas of the orthopedically impaired, visually impaired and hearing impaired who discuss and demonstrate different types of considerations and accommodations for these young children. In SPED 522 the candidates will administer several functional assessments, interpret the data and develop a positive intervention plan based on the data for preschool age children with challenging behaviors. Again they practice these techniques in class and apply them in their preschool student teaching situation.

All of the above competencies are also applied to the ECSE intern program. However, often during intern seminars the intern director brings in past ECSE interns to demonstrate how they used various assessments to provide student outcome data for IFSP and IEP meetings and/or to record weekly progress.
**STANDARD 23: ECSE: INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) PROCESS**

*Each candidate demonstrates an understanding of the IFSP process and participates with the family and other members of the team in the development and implementation of the IFSP and the coordination of services.*

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In the families course (SPED 421) the candidates learn effective components of IFSP meeting via role play and actually apply this knowledge in their infant assessment and intervention class (SPED 514) and student teaching situation with infants/toddlers and their families (SPED 489C). Additionally, in SPED 421 they demonstrate skills in soliciting family members concerns, priorities and needs via their semi-structured interviews in the home environment (See Course Objectives- SPED 421).

Furthermore, they practice in both the SPED 421 classes how to effectively and sensitively provide information to families about their child's developmental skills and appropriate program planning (SPED 489C). They role play how to perform the service coordinator position. In SPED 462 they learn the practices and legal procedures involved in the development of the IFSP and actually write family outcomes, goals and objectives and develop an IFSP a case study (See Course Objectives- SPED 462). The candidates again practice developing an IFSP in the SPED 514 class, where they actually synthesize their assessment data (family report and child assessment) and develop appropriate outcomes and objectives that reflect this data (See Course Objectives-1.4 SPED 514). The course custodian of SPED 514 has collected videotapes of group IFSP mock meetings (created by past students) and these are used each semester in class demonstrations and discussions of appropriate educator behavior during meetings (i.e. be on time, set time limits, do not eat or drink during the meeting etc).

*Interns meet this standard as described above.*
**STANDARD 24: ECSE: CURRICULUM-BIRTH THROUGH PRE-KINDERGARTEN**

*Each candidate designs and implements a curriculum that addresses each child's specific, disability-based learning needs, is developmentally appropriate, and is relevant to the family's concerns and priorities.*

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SPED 436 is focused solely on emergent literacy from birth to age five. Candidates enrolled in the Early Childhood Special Education credential program learn the basic principles of and teaching techniques for emergent literacy in reading, writing, and verbal and non-verbal communication for children with disabilities birth to age 5. The course is designed to support the candidates knowledge base for a linguistic and cognitive basis for reading, knowledge and comprehension of current California State Department of Education guidelines for Preschool Language and Literacy as well as federal and state special education guidelines (including Desired Results). SPED 436 has a heavy emphasis on the comprehension of research on effective teaching of infants, toddlers and preschool literacy and verbal and nonverbal communication skills in Early Childhood Special Education and the ability to apply this research in classroom situations to address each child’s specific, disability-based learning need. The goal is for each Early Childhood Special Education candidate to be able to plan and organize a naturalistic environment in a home, center or classroom environment which promotes literacy and communication development for students receiving services in Early Childhood Special Education.

The supplemental text for SPED 400 is *Children with Special Needs in Early Childhood Settings: Identification/Intervention/Inclusion* (Paasche, Gorrill, & Strom 2004). This text was added because if covers 67 disability categories and provides a Developmental sequence chart for observation and formulation of individualized program plans for IFSP or IEP’s. This is a wonderful way to make certain that curriculum is designed to address the child’s specific, disability based learning needs. The chart encourages the candidate to begin with the child and add various developmentally appropriate strategies related to physical, speech and language, cognitive, self-help skills, social, emotional and/or gross and fine motor. This can then be shared with family and other team members who support the child.

In both the speech and language development (HCOM 407) and the early intervention (SPED 514/515) classes the candidates learn about the different types of methodologies that promote positive development in young children with disabilities. In the HCOM 407 they specifically learn about language strategies that facilitate speech and language development in young children ages birth through eight years of age (See Course Objectives- HCOM 407). The Early Childhood Special Education candidates are in the same classroom side-by-side with persons taking courses to become Speech and Language Therapist, Nurses, Psychologists or other support persons for Early Childhood. In SPED 514/515, the instructor emphasizes the theoretical perspectives and research that relate to the methods currently being used in ECSE. There is a particular focus on strategies families use in the early years with their children ages birth through three years in the naturalistic environment. For example, in one activity, students actually observe and code videotapes of caregiver-child interactions and discuss this in terms of its efficacy and current Best Practice in ECSE.

For the most part, the methodologies for working with young children in birth through pre-kindergarten settings are presented and practiced in the SPED 514 (infant/toddler), and SPED
515 (preschooler) classes and the student teaching experiences (SPED 489C/D). The candidates examine and apply Best Practices in terms of methodologies included in Division for Early Childhood (DEC) Recommended Practices in Early Intervention/Early Childhood Special Education (Sandall, McLean, & Smith, 2001) and NAEYC’s Developmentally Appropriate Practices in Early Childhood Programs, Revised Edition (Bredekamp & Copple, 1997). The candidates also utilize handbooks published by the California Department of Education including Prekindergarten Learning and Development Guidelines (CDE, 2000) and the Handbook on Developing and Implementing Early Childhood Special Education Programs and Services (CDE, 2001). The candidates select and practice with materials, activities and strategies that are appropriate to specific outcomes and goals as identified by the transdisciplinary team members. The candidates practice play and activity-based approaches in both student teaching settings and become masters of integrating individualized goals and outcomes of a heterogeneous group of young children with special needs into the daily routines and activities in both settings (Refer to Course Objectives- SPED 514, SPED 515, and SPED 489C/D).

In SPED 515 candidates complete an instructional plan to address the goals and objectives developed from the assessment assignment. In this assignment, candidates are required to complete a Goal-by-Activity matrix which includes the daily schedule and routines, materials required for activities and modifications of activities, staffing, and the type of instruction that will be utilized during the relevant activities of the day when specific goals and objectives are addressed through embedding within activities or through more direct instructional opportunities. With the recent introduction of Desired Results, the SPED 515 has included a component of how to use Desired Results and how to connect practice in the classroom with standards based theory and application. The focus is always on the infant, child and/or preschool child’s outcomes.

*Interns meet the competency the same way as stated above.*
**STANDARD 25: ECSE: INTERVENTION AND INSTRUCTIONAL STRATEGIES**

*Each candidate applies a broad repertoire of validated intervention strategies, adaptations, and assistive technologies that minimize the effects of the child's disability, maximize the child's learning potential, and are developmentally appropriate.*

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The majority of this standard appears to be subsumed in Standard 24; however, again the candidates analyze several theoretical perspectives i.e., Piaget, Vygotsky, Skinner and social learning models in the beginning class (SPED 400) and again in the infant/toddler assessment and intervention (SPED 514) and preschool assessment and intervention (SPED 515). They also analyze the efficacy studies to evaluate the different theoretical approaches to intervention in terms of the specific areas of development.

In infant assessment (SPED 514) and preschool assessment (SPED 515), the candidates demonstrate methods that are deemed Best Practice in ECSE and practice a broad repertoire of strategies in class with role playing and demonstrations. Each candidate develops and presents to their respective SPED 514 or 515 class an entire day of methods and curriculum. That is, in the SPED 514 they present methods to implement a daily routine in an infant/toddler home and center day program, and in the SPED 515 they will also present methods for a daily routine and program in a preschool environment (Refer to Course Objectives - SPED 514 & SPED 515). Additionally, SPED 514 and SPED 489c align with the practicum component related to infant/toddler, as all candidates must submit their naturalistic lesson plans to the 514 instructor prior to the Saturday experience with children and families.

In the candidates fieldwork experiences (SPED 489 C/D), they are directly applying the various teaching strategies as learned in their classes and those modeled by their master teachers. Subsequently, by the end of the ECSE Level 1 program candidates have used a variety of teaching strategies including adapted technologies with children with a full range of mild, moderate, and severe disabilities both in the schools and in the home environments (SPED 514 & SPED 515). The focus of instructional strategies as advocated by the California Department of Education is Developmentally Appropriate Practices (DAP) as well as empirically validated intervention strategies for promoting communication skills, self-help skills, gross motor skills, fine motor skills, and social skills.

*All of the above also relates to interns. However, the interns have seminars (during SPED 490) where they are provided hands-on examples of curriculum and interventions. For example, this year the Early Childhood Special Education Interns heard from a speaker who discussed how to use manipulatives for mathematics basic concepts and another speaker who shared how to use fingerplays, flannelboard stories and puppets to enhance curriculum.*
STANDARD 26: ECSE: LEARNING ENVIRONMENTS

Each candidate demonstrates the ability to create learning environments that support positive initiations and social interactions of children with disabilities in a wide range of settings such as homes, child care and development settings, or other community environments.

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<th>SPED 400</th>
<th>SPED 482C/D</th>
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<th>SPED 514</th>
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The positive behavior support class (SPED 522) is specifically designed to teach the candidates how to collect data based information on children's behaviors (e.g., challenging) and develop a positive and functional intervention approach as one solution to intervention in an inclusive environment (Refer to Course Objectives- SPED 522). Throughout one entire year the candidates take their infant assessment (SPED 514) and preschool assessment (SPED 515) classes and are involved in their student teaching experiences. During this time, they are exposed to children's various learning environments i.e., home, school, center and community-based environments, and practice strategies that establish positive learning climates for both children and their families. Such experiences include teaching and working in the homes of the infants and toddlers with their master teachers for an entire semester in student teaching (SPED 489C).

In addition, all the candidates demonstrate inclusive types of strategies in their preschool student teaching setting. For example, they are expected to plan activities with the general preschool children on their school campuses. Lastly, in SPED 462 candidates plan a new classroom which includes a physical design of both infant/toddler and preschool classrooms that would support good developmental outcomes and positive social interactions in a heterogeneous group of young children. They will also have to plan which types of materials, curriculums, assessments tools, etc. will be essential when setting up new programs for both groups of children. Candidates are required to present and support their decisions to the class.

The standards in this competency are met the same way as described above, except when interns are working full time, they sign up for the Saturday section of SPED 489C where they participate in a community based inclusive program for children and families.
STANDARD 27: ECSE: INTERDISCIPLINARY TEAMING

Each candidate demonstrates the ability to participate and collaborate as a member of an interdisciplinary team in providing services to infants and young children with disabilities and their families.

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<tr>
<th>SPED 400</th>
<th>SPED 421</th>
<th>SPED 482C/D</th>
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This standard is addressed among standards 28, 30, 31 and 32; however, in addition to these narratives, it should be noted that the candidates go through the ECSE training in cohorts. This allows the instructors to utilize this team structure in the Families (SPED 421), Practices and Procedures (SPED 462), Infant assessment and Intervention (SPED 514) and Preschool Assessment and Intervention (SPED 515) classes when simulating various interdisciplinary and transdisciplinary activities. Thus, the candidates often process their learning as a team and consequently, practice effective communication and collaboration skills when doing so.

In SPED 400, students are introduced to the various models of team interaction including multi-disciplinary and trans-disciplinary models. They discuss the advantages and disadvantages of each model. In SPED 514 and 515, the final presentation of the Assessment Report and Instructional Plan are done as a group project in an IFSP (SPED 514) or IEP (SPED 515) format. Each member of the group presents information related to the case study subject as if they were a different member of the trans-disciplinary team with the rest of the class in the role of parents. As the nature of interdisciplinary collaboration is so important when developing effective ECSE programs, the candidates do practice and demonstrate the important skill of being a team leader and are evaluated in their student teaching experiences on these competencies.

The content of this standard is the same for intern except as an ECSE intern, the candidates get to participate in interdisciplinary teams on a regular basis and have time in intern seminars (SPED) to share experiences in the job alike groups.
STANDARD 28: ECSE: SERVICE COORDINATION AND INTERAGENCY COLLABORATION

Each candidate demonstrates the ability to collaborate with various agencies and the family in advocating for and coordinating services to infants and young children with disabilities and their families.

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The Exceptional Individual class (SPED 371) provides a fieldwork component whereby candidates must keep a journal record of daily activities and reactions. They are asked to look for examples of where someone was or was not an advocate for a young child and record their reactions to the situation. Each candidate receives a complete overview of the referral process as part of the SPED 371 competencies.

This standard is addressed by the candidates learning concurrently in both their SPED 421 and SPED 462 the practices and procedures for conducting effective meeting with members of the transdisciplinary team which include the family members, related service providers and often times members from other agencies i.e., Regional Center. While they are developing and practicing effective communication skills in the SPED 421 class (see Standard 31 for exact activities), they are observing and role playing in cooperative learning groups both IEP and IFSP meetings in the SPED 462 class (Refer to Course Objectives SPED 421 & SPED 462). They are given several opportunities to practice the role of service coordinator throughout their applied coursework and in their field work experiences. They will be given opportunities to observe master teachers as service coordinators and will plan and assist them at various IFSP and IEP meetings throughout their student teaching experiences (See assignments in Student Teacher Handbook in Standard 32, p.22).

The content of this standard is the same for intern except as an ECSE intern, the candidates get to participate in interdisciplinary teams on a regular basis and have time in intern seminars (SPED) to share experiences in the job alike groups.
STANDARD 29: ECSE: LOW INCIDENCE DISABILITIES

Each candidate demonstrates knowledge of child characteristics that reflect low incidence disabilities, skill in implementing curricular and other adaptations appropriate to the child’s needs, the ability to locate and use other resources, and collaborate with professionals specific to low incidence disabilities to facilitate and prioritize specialized services that assist and support families.

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<th>SPED 371</th>
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There are several activities throughout the various courses and fieldwork experiences that present the characteristics of children with visual, hearing and orthopedic impairments. Each candidate in SPED 371 is involved in a wide variety of field experiences which will include visiting and observing young children with low incidence disabilities i.e., Blind Children's Learning Center. Additionally, they are exposed to the etiologies and characteristics of low incidence disabilities via lectures, videos and guest speakers. The instructors for SPED 371 often invite graduates from our program, for example a high school RSP teacher in Santa Ana who has Cerebral Palsy and significant Speech Involvement, comes and shares her life story which incidentally promotes inclusionary practices. Over the past five years several of the regular instructors for SPED 371 have disabilities themselves and are able to share their personal stories with the class. In the HCOM 407 class the candidates learn about the etiologies and characteristics of young children with hearing impairments and those whom are deaf-blind via lectures and videos.

In the SPED 400 class, the candidates receive an in-depth coverage of the etiologies and characteristics of young children with visual impairments, hearing impairments, Deaf-Blind and those who are orthopedically impaired. The candidates visit the Blind Children’s Learning Center where they observe both the nature of the children and the techniques the VI and OM teachers use with them. The candidates write up a report and also present this information to the entire class. In addition, an expert guest speaker in the area of visual impairment presents characteristics of both blind and deaf-blind children and also simulates a functional assessment. The students then practice this type of assessment at the end of the program in their student teaching placements.

In the SPED 515 class, guest speakers (staff and family member) from the California Children’s Learning Center organization come and discuss the various types of community resources available to teachers of young children with low incidence disabilities. They also demonstrate different effective strategies when assessing and working with young children with these types of children. The candidates observe in the field, for example, at John Tynes Elementary School in Placentia a State of the Art medically fragile classroom that serves young children who are severely impaired due to serious medical conditions. A lecture is presented by a Pediatric expert in premature and medically fragile infants and during SPED 489C candidates visit a hospital setting (Children’s Hospital Neonatal care unit). The instructor or a guest lecturer with medical background discusses the characteristics of various low incidence disabilities and demonstrates all the different types of medical procedures and adaptive and technologies that are used on a daily basis in hospital settings (Refer to Course Objectives).

The focus in the SPED 514 infant/toddler method’s course is techniques to promote sucking, swallowing, feeding, along with positioning strategies, etc. The focus in the SPED 515 preschool
method’s class is strategies to promote fine-motor development and prewriting skills. They also present various types of assistive technologies to use with children with severe motor problems. The SPED 514 and SPED 515 instructor also uses information and techniques from Chen’s handbook, *Effective Practices in Early Intervention: Infants whose Multiple Disabilities include both Vision and Hearing Loss* throughout the two courses, and the student teachers apply these strategies in their student teaching placements.

All of the student teachers are placed in programs that promote the Best Practice of transdisciplinary assessment and planning. This assures that they participate in all team assessments and work with the various team members i.e., VI specialist, OT, PT’s, etc. By the time the student teachers complete their second field placement they have learned specific assessment and teaching techniques with young children with low incidence disabilities. All of the student teachers are placed in programs where the nature of the children is heterogeneous and this includes children with low incidence problems. For example, one typical infant/toddler student teaching placement in Orange County has 10 children five of whom are hearing impaired, one is visually impaired and the other children have cerebral palsy and mental retardation. In sum, by the time the students complete their ECSE program, they have developed a comprehensive knowledge base in low incidence and are prepared to work with these types of children in their classrooms.

*There is no differentiation for interns with this standard (their visitations are on weekends or after work).*
**STANDARD 30: ECSE: TRANSITIONS**

*Each candidate demonstrates the ability to facilitate the successful transition of the child and family to subsequent early childhood or school settings.*

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The candidates understand the timelines and procedures for planning and conducting effective transition plans for three years olds into preschool programs and for preschoolers into kindergarten programs. During SPED 489, candidates observe and participate in interagency meetings. They are introduced to the transition concept in SPED 371 and 400 and complete a transition project in the SPED 462 class (Refer to Course Objectives SPED 371 & SPED 462). They actually attend interagency transition meetings in both their student teaching situations and observe their master teachers model effective plans. They also participate in the planning of these meetings. The candidates purchase a transition handbook, “The Transition Sourcebook: A Practical Guide for Early Intervention” that they use as a reference throughout their training program to assist them in their planning for the different types of transitions in programs. Additionally, Early Start of California provides many wonderful materials for infants and toddlers, including a fabulous pamphlet on transition from IFSP to IEP and transition from home/community based care to preschool. These are ordered each year for all members of the SPED 514 class and distributed in SPED 515 as well.

*Interns meet this standard as described above.*
**STANDARD 31: ECSE: COMMUNICATION AND INTERPERSONAL SKILLS**

*Each candidate demonstrates the ability to build supportive relationships through effective communication and interpersonal skills with families, children, professional colleagues, and community members.*

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Throughout the SPED 421 class, candidates receive training in effective interpersonal communication skills using both verbal and nonverbal strategies when working with families, transdisciplinary team members, interagency staff and other professionals in the field. They are initially introduced to Turnbull and Turnbull's (2006) family system theory which will include a discussion of the grieving cycle and how to effectively respond to family members in each grieving state. For example, when a parent is expressing sadness about their child with a disability, the teacher needs to display empathetic reflective listening and verbally respond with encouragement. The candidates will practice and learn both **verbal** and **nonverbal** skills during classroom activities, with members of a parent panel and during their interview with parents in the home. Specific verbal strategies will include paraphrasing, clarification, responding to affect, open ended questioning, summarizing skills, and problem solving skills. Some of the nonverbal skills will include appropriate techniques such as reflective listening, effective eye contact, smiling, nodding and body posture which are culturally sensitive to the person(s) at hand.

For one assignment the candidates design a semi-structured questionnaire using open-ended questioning techniques to elicit various types of information about the family and the child. It is conducted in the home or school of a family with a child with a disability. The interview is audio-taped or video-taped so that both the student and professor can critically evaluate the student's questioning and responding techniques with the family. A grade is determined by both the professor's critique and candidates self-critique.

Another important assignment in the SPED 421 is the Resource Project. That is, each student will **identify** a community resource for families of children with disabilities, e.g., Regional Center, **visit** the resource (e.g., agency) and **report** back to the class both verbally and in writing different aspects and constraints of it. A Resource Book is compiled and developed with each class that represents a directory of all the community visits for that semester. During the visit each student again practices effective communication strategies when speaking with the community member e.g., director, and when reporting back to the class. Candidates are required to use the internet for this assignment; however, they must view the sites and summarize the site contents.

Lastly, a parent and family panel is brought together for one 3 hour class period during SPED 421. This is a powerful activity where candidates as a class actively listen to the each family member's story and practice their verbal questioning techniques that reflect both sensitivity to the situation at hand and elicit important family information. Often times this activity helps candidates identify families’ needs, priorities, and concerns for their child with a disability.

In both the SPED 489C (infant/toddler student teaching) and 489D (preschool student teaching), students practice and apply their communication skills by attending IFSP and IEP meetings with their master teachers and conducting two informal family assessments with a specific family identified in each of their case studies.

*Interns meet this standard as described above.*
STANDARD 32: ECSE: FIELD EXPERIENCE

Each candidate has at least two in-depth field experiences, one in a program for infants and toddlers and their families and one in a preschool program that includes children with disabilities. Field experience is completed in a preschool program where young children with special needs are served and another community program for infants and toddlers.

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Each candidate is involved in a wide variety of field experiences which initially includes 30 hours of observing several different types of early intervention programs across a continuum of settings in the SPED 371 class. In the SPED 400 class candidates will observe characteristics of young children at risk and those with disabilities and record the different types of instructional and behavioral strategies used by teachers in infant/toddler, preschool and kindergarten settings. In SPED 421 the candidates will be conducting a semi-structured interview in the home environment with family members to obtain information about the child with disabilities and the family’s needs, concerns, and educational priorities. Additionally, in the SPED 421 class they will be visiting a community resource for families and children with disabilities and reporting both verbally and in writing to the class (Refer to Course Objectives SPED 421). Candidates who are not employed take SPED 438 and complete 90 hours of fieldwork in a general education kindergarten classroom.

During the final two semesters of the ECSE Level 1 program, the candidates take concurrently their assessment and methods classes for infants, toddlers, and preschoolers (SPED 514 and SPED 515) and are placed in their respective student teaching settings with master teachers (SPED 489C and SPED 489D). That is, during the Fall semester candidates (with all the prerequisite courses) take their SPED 514 Infant/Toddler Assessment and Method's class in late afternoon and are placed in their respective student teaching program for children birth through three years of age at risk or those with disabilities (SPED 489C). Often these are community or home placements. Thus, the candidates are able to practice and apply the skills they learn at the University in their own student teaching situation, concurrently. Similarly, the following Spring semester, candidates take concurrently the SPED 515 preschool assessment and methods class be placed in their preschool student teaching situation (SPED 489D). In SPED 430 the candidates learn what the typical goals of a regular kindergarten class are, and understand the academic skills required of children at this age. This enables the student teacher to better plan and thus teach the necessary readiness skills that will ensure the child's successful transition to kindergarten. During both semesters, the candidates are also attending a seminar following an assessment/methods class where they will share and discuss issues in their student teaching situation. A Student Teaching Handbook has been developed and includes guidelines for Master Teachers, University Supervisors, Administrators, and Student Teachers. In addition, field work assignments, time schedules, forms, etc. are included in the handbook. Each student teacher will be spending 60 hours observing, participating and teaching in their Infant/Toddler setting, and 150 hours observing, participating and teaching in their Preschool setting. The total clock hours spent in the field are @210 hours. (note: This is less than the Mild/Moderate and Moderate/Severe programs due to the limited available class time in traditional infant, toddler and preschool classes. Most programs are run only from 9:00 to 1:00 or the child is only on site two days a week). Lastly, during the last semester while the candidates are involved in their preschool experience, they also
take at CSUF the SPED 522 class. In this class they will learn about positive behavior support and conducting functional assessment at night and planning data-based interventions with children in their preschool classroom during the day.

The candidates are introduced to portfolio development in SPED 400 and develop a professional teaching portfolio throughout their Level 1 program with its completion as one of the final requirements for SPED 489. Each candidate then utilizes their portfolio during job interviews or other professional meetings to share their ECSE philosophy, teaching methodologies, assessment techniques, etc. The content of the portfolio includes statement of philosophy (Best Practices in ECSE), resume, family interview report, case studies of infant/toddler and preschooler, student teaching experiences, curriculum project, and other meaningful documentation of their competencies i.e., certificates. The guidelines for developing a portfolio have been outlined in a document that each candidate receives at the onset of the program (Refer to Student Teaching Handbook in Appendix). This portfolio is expanded upon in Level II and finalized in SPED 533 (last class in level II).

As indicated previously in this document, SPED 489C requires the candidate to student teach with infants and toddlers. Since so many of our candidates are ECSE interns, we collaborated with a local community center and Santa Ana Unified School District ECSE program to be creative in developing a practicum especially designed for working teachers. Each Saturday morning during the fall, CSU Fullerton Special Education ECSE program collaborates with the Santa Ana Unified School District and the Orange County Therapeutic Arts Community Center, located in downtown Santa Ana for an inclusive typical and nontypical developing children ages birth to three practicum, (there is also a preschool program at the center during the same time). Half of the SPED 489C candidates observe and teach small group lessons under the direction of the co-teachers while CSU Fullerton faculty and supervisors are nearby (first to support, then later in the semester to evaluate). The other half observe and present lessons to the parents and family members; then the candidates switch groups. The process requires the candidates to use culturally competent, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. The program allows all of the candidates to work with parents/families of minority children from a very poor area in Santa Ana and to teach children from low income families under the guidance and supervision of a great team.
CATEGORY I
PROGRAM DESIGN AND CANDIDATE COMPETENCE:
CORE STANDARDS FOR ALL LEVEL II SPECIALIST TEACHING CREDENTIAL PROGRAMS

STANDARD 9: LEVEL II: DESIGN OF THE PROFESSIONAL EDUCATION SPECIALIST PROGRAM

The candidate, the university advisor and the employer’s representative(s) work together to develop a Level II professional credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The curriculum for the university and non-university components of the Education Specialist Credential program addresses the candidate’s goals, building upon the foundations established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

The Level II professional induction plan builds on each candidate’s assessed needs and outlines specific activities for facilitating professional development. Chapter 12 of the Education Specialist Credential Programs Handbook outlines the Level II Program.

The plan includes the following CSU Fullerton academic courses:
- SPED 529: Collaboration and Consultation Seminar (taken first in the series)
- SPED 504: Advanced Proficiency in Educational Technologies
- SPED 584: Transitions, Vocations and Careers
- SPED 496: Senior Educational Practicum (non-university experiences)
- HESC 558: Health for Teachers
- SPED 551: Bilingual Multicultural Education
- SPED 531/532/535: Advanced Seminar: Moderate/Severe Disabilities, Mild/Moderate Disabilities, or Early Childhood Special Education
- SPED 533: Issues and Trends in Collaborative Consultation (taken last in the series)

Total of 24 units

Candidates have the option of substituting district, county office, or SELPA sponsored inservices (not to exceed 25% of required level II units) for part of the coursework in SPED 532, 531, 535, 529, 496, and/or 584. Candidates select their specific emphasis in their disability specific advanced seminar (SPED 531/532/535) and draft the Induction Plan in Collaborative & Consultative Seminar (SPED 529). Candidates meet with their discipline advisor and/or the induction advisor, and the district Support Provider to design the Induction Plan during Collaborative and Consultative Seminar (SPED 529). During SPED 529, the candidates participate in several needs assessment activities to help them identify strengths and evaluate areas to work on and to develop expertise in their chosen specific emphasis.

The induction plan highlights individualized studies and consultations to address the candidate’s needs as a new teacher. Although the Level II course work is 24 units this does not mean the candidate will be in the traditional 3 unit class at the University for the content/competencies of these courses. The program is designed to allow for flexibility and self-
management of induction design. Candidates select from a combination of university and non-university curricular offerings. The curriculum for the university and non-university components of the Education Specialist Credential program addresses the candidate’s goals, building upon the foundations established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

Designing the Induction Plan as part of the competencies for the Collaborative & Consultative Seminar (SPED 529) the employer designated Support Provider (e.g. mentor teacher, literacy coach etc.), the course instructor, and the induction advisor collaboratively work together to design the induction plan. Specific strategies are implemented as part of the course in order to ensure that each candidate is properly mentored and developing professionally (e.g., member of professional organizations). Then in SPED 533 the induction implementation is verified and a self-evaluation is conducted.

A unique feature of the Level II design at CSU Fullerton is the professional leadership course (SPED 496). This is a series of 1-3 unit course offerings candidates may take, and or create, to enhance their areas of specific emphasis. At the beginning of the program candidates had the freedom to design all three units. At that time the class was a SPED 599 (independent study), however, in Fall, 2006 when the level II program was redesigned to align with the new EL authorization, SPED 496 (senior practicum) was added as a way to clarify non-university time and also attain some of the critical “beginning teacher philosophical and theoretical skills and research connections needed to effectively use research based teaching practices. Additionally, with the emphasis on technology (and with the CSU survey showing a need for us to implement more technology), we now require (as of fall, 2007) every candidate to take SPED 504. This class is cross-listed with secondary education. (Meaning it is the same advanced technology the secondary teachers take.

The entire Level II program is available online. We have candidates from Northern California and the desert in our program. A traditional campus program is also available.

*The Intern program at CSU Fullerton is unique in that it combines level I and II in the 24 month period of the Intern contract. The Interns take the three prerequisite classes and the four preservice courses prior to gaining entrance to the intern program. The program study plan then combines level I and II.*

**SPED 533: ADVANCED ISSUES AND TRENDS IN COLLABORATIVE CONSULTATION**

All candidates take the Advanced Issues and Trends in Collaborative Consultation (SPED 533). Students continue implementation of specific emphasis and developed their own projects for the class around the emphasis theme. As indicated in the final Self Evaluation of SPED 533 candidates appreciated the self-directed learning and collaborative research focus. SPED 533 is the “final” class in the Level II program.

**ENGLISH LEARNERS**

Level II courses relevant to English learner instruction are SPED 529 Collaboration and Consultation Seminar, SPED 533 Issues and Trends, and SPED 551 Bilingual/Multicultural Special Education. These courses provide Level II candidates with multiple opportunities to build on the knowledge, skills and abilities to teach English learners, including instructional programs,
access to core curriculum, collaborating with school personnel and the community, and working with families -- all to enhance learning and success for English learners.

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<th>Course Number &amp; Units</th>
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<td>SPED 529 (3)</td>
<td>Collaborative &amp; Consultative Seminar</td>
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<td>SPED 533 (3)</td>
<td>Issues &amp; Trends in Collaborative/Consultative Services</td>
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<td>SPED 551</td>
<td>Bilingual/Multicultural Special Education</td>
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<td>SPED 490</td>
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**Final Evaluation**

During the Final course of the Level II program, Collaboration and Consultation Seminar, (SPED 533) candidates participate in Seminar sessions designed to present a forum in which professionals evaluate on-going program management and service delivery programs, new research findings, and emerging legal, family, and ethical issues as they relate to working with individuals with disabilities within the public school system. A major goal of this seminar is to provide awareness that program completion does not bring closure to the need for reflective practice and personal and professional development. Candidates finalize their Level II portfolio and evaluate their induction goals to assure success and design a professional growth plan for future years once the candidate leaves the university.

Interns. All information described above refers to Interns. The CSU Fullerton Intern Program combines Levels I and II and candidates exit with a clear specialist credential. This is why it is so critical our Interns have taken the preprogram courses prior to becoming Interns. SPED 529 is taken during the Intern’s first year. They have a special benefit that many of the other candidates do not have in that they have already have appointed and worked with a Support Provider. Additionally, Intern Support Providers are invited to development workshops and provided release days through the Intern Grant Program.
STANDARD 10: LEVEL II: SUPPORT ACTIVITIES AND SUPPORT PROVIDER QUALIFICATIONS

The Level II professional credential induction plan includes provisions for a Support Provider and activities that facilitate the professional development and effective performance for each new special education teacher. Individuals selected as Support Providers are qualified, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

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Effective induction requires a deliberate evolutionary process embraced by candidate and Support Providers to recognize the attributes of effective teaching that impact student learning. The Support Provider is the link for the candidate to align with the school district, explore the school vision and goals, and examine his/her own teaching as part of an evolutionary change process. Careful attention is paid to ensuring match between the Support Provider’s background experience, and area of specialization with the candidate’s area of specialization and specific emphasis. In *The Concerns-Based Adoption Model* Hord, Rutherford, Huling-Austin and Hall (1987) discuss one framework for managing change is the principle that *change is a process not an event.*

It is every educator’s task to refine skills, inquire into practice, and construct craft knowledge while working with colleagues (National Staff Development Council, 1997). Staff Development should be viewed as an on-going job-embedded examination and development of new methods as related to change.

The candidate’s Professional Induction Plan includes consultations with the university induction advisor, in collaboration with their discipline advisor and their district Support Provider to review class plans, discuss effective instructional practices, brainstorm additional growth areas to decide on ways to apply and evaluate and enhance the principles the candidate learned in the Level I preparation program. The Induction Plan is found with Chapter 12 of the *Education Specialist Credential Programs* Handbook.

Candidates keep an interactive journal and a support log designed to share information with the Support Provider and university induction advisor. They visit each others classrooms and meet periodically for ongoing assessment and assure the completion of the individual induction plan. It is estimated that the candidates make at least 2 contacts per month with the Support Provider (and hopefully more!). In some cases a candidate may be fortunate to have two district Support Providers, for example: If a candidate is working with children from lower incidence populations at least one individual whose credential authorization is specific to low incidence will serve as a Support Provider.

As indicated in the common standards, the school districts in Orange County are very supportive of their collaborative relations with CSU Fullerton Department of Special Education. *Districts are asked to provide substitutes and release time for Support Providers to attend training and coaching sessions.* It is highly feasible that the on-site peer buddies from the Internship Program also become Support Providers. We have attained 2 years of funding to provide training for these persons. It stands to reason that the investments made to train teachers
On-site Peer Support Provider. Working with an experienced professional can be among the most helpful of all induction experiences for a new teacher” (Yopp-Edwards & Young, 1996, pg. 9). An on-site peer Support Provider is assigned by the school district to each Intern. This person is responsible for providing day-to-day support. All on-site peer Support Providers are teachers at the same school site as the Intern. When possible this person teaches the same subjects as their assigned Intern. Sometimes this is challenging for special education teachers, because some schools only have one special educator at a site. Whenever possible Interns are
placed at a school where they are working with other special educators, and ideally with district appointed mentor special education teachers. When that is not possible a general education teacher located at the same site is assigned. In several cases, the on-site peer Support Provider is a person who has been trained to provide support through the Beginning Teacher Support and Assessment Program. Every on-site peer Support Provider is required to attend a training session. Substitute teachers for the training session will be in-kind from the school districts. The trainings of Support Providers are important to the success of the assistance and guidance that is provided to the interns. The Support Provider trainings are modeled after a coaching program developed by Karge & Cegelka (1995). An intensive training is conducted to assist the district coaches with skills needed to be successful. The trainings include observations, documentation comparisons, site visits, reviews of effective teaching techniques and skills in cognitive coaching. In collaboration with our colleagues in general education, the CSU Fullerton Intern program 07-08 will provide a support book giving information on how to be an effective Support Provider and what the duties of the Support Provider are. (Much of the information is taken from the BTSA materials). Support Providers are expected to work with the Intern to document support in support logs and provide guidance for the professional portfolio. Support Providers receive invitations to attend special events with their Intern (for example this year we hosted Dr. Kent Gerlach, National expert in Paraprofessional supports and Dr. Don Deshler, expert in Strategy Intervention Model). Each year the Support Providers are expected to attend a final evaluation meeting/reception. The intern grant covers these special events and receptions.

- **University Intern Support Faculty.** University Intern Support Faculty collaborate to conduct the Intern Seminars. They bring innovative strategies and ideas directly to the teacher. The University Intern support includes a commitment that faculty make contact with each Intern at least once a week either in seminar or in their classroom. Each Intern keeps an ongoing practicum journal (as a component of their competency sign-off). The Support faculty (often the university supervisors) respond to the journal and offer suggestions. Support faculty help students set up their classroom, plan lessons, review curriculum and will bring in samples of assessments/curriculum for the Intern to experiment with. When an intern signs up for a competency check they are assigned a University Supervisor. The Support faculty and/or University Supervisor are available to teach model/demonstration lessons, consult with Interns etc. Support faculty and University Supervisors visit the Interns by-weekly and conduct follow-up conferences aimed at discussion the observation and establishing goals for improvement. While out at the school sites, when possible, the University faculty visit the Support Providers on site.

- **University Project Director.** The Intern Program Director provides support to the Interns and oversees the entire program and works with the other Intern faculty to coordinate the Saturday cohort meetings and teach the final Induction courses and provide significant input to the survival class. The faculty team-teach the intern seminar each semester to demonstrate learning communities, collaboration and co-teaching.

- **Intern Support Persons.** The intern support person mans our 24/7 hotline and refers calls as appropriate. Additional faculty provide hands-on assistance to interns immediately upon hire. They are contracted on a daily basis to go out to intern
classrooms and provide specific support (setting up a reading program, organizing the classroom environment, problem solving when behavior issues are present etc).

- **Release Time.** Four days release time is given to each Intern and each Support Provider each year. The purpose of this time is to improve the Intern’s knowledge base by providing them with opportunities to visit exemplary teachers’ classrooms and/or conference with their support colleagues. Since Interns do not have a Master teacher, it is critical they observe experienced teachers. Often they visit their Support Provider’s classroom or go on visits with the Support Provider to particular exemplary sites. We send Interns and their Support Providers to Professional Development Sites where expert teachers familiar with the CSU Fullerton program teach demo lessons and debrief with Interns and Support Providers. The grant supports substitute days for the demo teachers to work with Interns and monies to the Professional Development Schools for supporting their efforts. Additionally, due to the new English Learner requirements, the interns and their Support Providers have the opportunity to spend time at several schools in Santa Ana that have expressed an interest in “model practice observations” (e.g. Garfield Elementary, Madison Elementary).

- **Site-based Instruction.** An added support feature added during the 06-07 year was a Saturday student teaching for Early Childhood Special Education and Moderate/Severe Interns. Working collaboratively with Santa Ana Unified School District and the Orange County Therapeutic Center for the Arts, we provide a Saturday program for fieldwork with infants, toddlers and preschoolers. The grant funds the teachers for their Saturday work day and the supervisors hired to observe during the center time. Support Providers were invited to attend as well.

- **Summer school.** The survival preservice courses (SPED 434, 430, 421 and 462) are offered prior to the beginning of the school year and during intercession if need arises. The courses are designed to address the most pressing concerns that Interns have prior to beginning their first year as a special education teacher. Last year during a Support Provider focus session, Support Providers had the opportunity to provide input to the content of these survival classes.

Every district assigns an Intern coordinator. This person facilitates the administration elements of the program and either provides classroom support or delegates a program specialist or appropriate district Support Provider to provide classroom support. This person can help the Intern understand District curriculum requirements, testing procedures and due process procedures. Beyond this the selection procedures and the training for the Support Providers/coaches is as diverse as the 46 districts we work with. We have some districts that have full time Support Providers that have been trained by BTSA/Induction and we have others that merely appoint someone for the intern support. We have other districts that have said that their BTSA/Induction persons can not support the Interns!

The tables that follow this paragraph come directly from an intern survey.

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Education Specialist Credential Programs, California State University, Fullerton, EL Response 133
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<td>Assisting-classroom setup</td>
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STANDARD 11: LEVEL II: NATURE AND INCLUSION OF NON-UNIVERSITY ACTIVITIES

The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the Level II professional credential induction plan for each candidate. These activities are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Non-university activities included in a candidate’s Level II professional credential induction plan reflect an instructional design that is sequential, developmental and based upon a conceptual framework.

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<th>SPED 490 (Interns only)</th>
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The specific non-university option is included on the Induction Plan and approved by the district Support Provider, the induction advisor and the discipline advisor. We believe it is critical for the candidate to have a say in the types of non-university activities they select therefore as indicated in Standard 9-I, there are two types of acceptable non-university activities. The first is more structured and easier to monitor than the second.

1. Candidates will have the opportunity to build non-university activities into the course content for SPED 496, (previously identified as 599 until Fall, 2006), 584, 529 and 533.
2. Candidates select at least two of the following “Non-University” options. The selection must relate to their specific area of emphasis and must be included in the Specific Emphasis section of the Induction Plan.

As indicated on the Induction plan specific goals, strategies for achieving goals, expected learning that will occur as a result of these activities, and a timeline must appear on the induction plan. The candidate, the employer’s representative and the university advisor indicate a support and an approval for non-university activities by signing the induction plan. The candidate is to use the induction plan to document expected learning. The Induction Plan (complete with non-university activities) must be approved by all parties involved by 120 days after the candidate accepts employment or immediately if they complete Level I with CSU Fullerton and are already employed.

We are allowing high quality state and district entities to offer quality non-university activities to our candidates. We provide the unit support for the candidate by allowing them to build non-university activities into the course content for SPED 496, 584, 529 and 533.

Each entity offering a non-university activity must maintain an ongoing system of program evaluation which involves presenters, participants and employers of participants. CSU Fullerton will request (in writing) this information from each participating entity offering non-university activities. Additionally we will ask program graduates to evaluate the non-university activities they attended at the end of their program.

In fulfillment of the requirements for the Level II credential, candidates will provide evidence that they have participated in three non-university activities. This may include attendance at a
conference or workshop. Evidence should include workshop/conference materials such as handouts and a schedule of conference settings. Each piece of evidence should be accompanied by a personal reflection that describes new knowledge and skills acquired and how they will be used. They use the L2-NAU form to document their experiences.

Non-University Options:
- Beginning Teacher Support and Assessment (BTSA) activities
- California Education Innovative Institute
- Comprehensive System of Personnel Development
- Courses at other accredited Universities or in other departments; for example, our candidates enjoy the READ 508 class taken in our CSU Fullerton Reading Department.
- Staff development sessions offered by districts or County Office of Education
- Summer American Teacher Education Institute
- Training programs offered by Regional Centers
- Short courses offered at professional conferences, sponsored locally, state or nationally by:
  1. International Reading Association
  2. Council for Learning Disabilities
  3. Learning Disabilities Association
  5. American Association of Colleges and Universities
  6. National Staff Development Association
  7. Association for Persons with Severe Disabilities
  8. Council for Exceptional Children
  9. California Association of Resource Specialist
  10. University of Kansas Center for Research on Learning
  11. International Dyslexia Society
- Year long inservice programs offered by County Offices, SELPAs, or districts
- Training collaboratively planned by the Center for Collaboration for Children
- And other faculty approved similar support activities.

Candidates are kept aware of current offerings of workshops, and conferences, and are encouraged to attend. The faculty are very active in the field, frequently making presentations at national state and local conferences, modeling professional growth and activity for the candidates. When possible, candidate and faculty teams attend conferences together.

A unique and more enhanced focus is provided to Interns. Interns take SPED 490 every semester in the program. This is an Intern seminar specifically designed to support the Intern in their new job and to help the Intern know where to look for help in their district. The SPED 490 only meets three Saturdays during the semester and the rest is online. This is so the interns can receive credit for their classroom teaching and non-university based teaching activities. As indicated in standard 10, Support Providers are asked to take an active roll in intern choices of non-university related activities. The districts in our area provide excellent staff development opportunities for first year teachers. During the Intern seminar candidates are given guidance as to what district sponsored workshops might be helpful for them.
**STANDARD 12: LEVEL II: ASSESSMENT OF CANDIDATE COMPETENCE**

Prior to recommending each candidate for a professional credential, the university advisor and a qualified assessor from a local education agency use an authentic, fair assessment process and verify that the candidate has met the Level II performance standards and other expectations for candidate performance as outlined in the professional credential induction plan. Qualified assessors are professional practitioners who are thoroughly prepared for their assessment responsibilities.

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The authentic fair assessment process is both summative and formative. The induction plan is developed as part of the competencies for the Collaborative and Consultative Seminar (SPED 529). An ongoing portfolio provides a meaningful profile of candidate achievement. Candidates are provided with the competency checklist, and interview directions during SPED 529. Candidates are asked to design their induction plan to include all of the competencies on the checklist and to include a format for the portfolio. In some cases, candidates may have a working portfolio from Level I designed around the California Standards for the Teaching Profession (CSTP). In these cases, candidates will be encouraged to establish a baseline then add to the portfolio during the Level II induction.

Prior to recommending each candidate for a Level II credential, the district Support Provider, the candidate and the discipline advisor and/or Induction advisor determine, on the basis of thorough documentation in the candidates portfolio and written verification by at least one district person and one institutional supervisor, that the candidate has satisfied each professional competency. Combined with the portfolio, the final competency checklist is a reflection of the candidate’s success in the program. Formal written checklists are used to provide candidates with evaluative feedback and to determine overall competence for the Department’s recommendation to the State. Verification of Level II performance standards are completed when the competency checklist has been validated by the Support Provider and turned into the SPED 533 instructor.

All Support Providers attend a training to provide supplemental preparation and knowledge in assessing the skills and knowledge necessary to evaluate professional competence. In our original document we wrote, “during one of the first training meetings the attendees will work to develop a systematic format (or rubric) for scoring the portfolio, oral interview, and competency checklist and assessing skills and knowledge. The rationale is to include district support persons in the development of this plan as they are the ones who will have to be partners in sign-offs.” Both in our trainer-of-trainers meetings and in subsequent meetings Support Providers have voiced a concern that assessment remain simple and not replicate competencies already signed off during Level I . Field supervisors reminded us that according to district bargaining unit agreements Support Providers are not to be “assessors” or “evaluators”. Therefore, at both our Intern advisory meeting and our department advisory meetings, district representatives wanted the university to conduct the final evaluation with input from the Support Providers and principal or site administrators as key partners. Many candidates choose to focus on English Learners as their specific emphasis. For this reason, SPED 551 includes a strong component on both instruction and assessment.
Both the university and the districts believe a Support Provider is the “qualified assessor from a local education agency.” However, to fulfill both CTC regulations and bargaining unit agreements, the decision was made to have the candidate use the Level II sign-off competencies related to staff development, leadership and advanced skills as a self evaluation. The candidates self evaluate their abilities and the Support Providers sign indicating they had discussed the self evaluation with the candidates. This form then becomes part of the final portfolio candidates turn in during the SPED 533 capstone course. Support Providers were instructed not to sign unless they agree with the self evaluation. If there is not a Support Provider signature on the final self-evaluation competency checklist, the instructor of SPED 533 will call the site administrator at the site for a formal assessment from the local education agency. All parties (Support Providers, principals, personnel directors believe this is a strong collaborative example of how we work together. The Support Providers have open communications with the principals and site administrators. All involved know early on if a candidate is experiencing challenges and this open communication allows for this unique interpretation of this standard. Chapter 12 of the Education Specialist Credential Programs Handbook provides additional information on the Level II Program.

The content in this standard is the same for interns, additionally, Senate Bill 2042 (Chapter 548, Statutes of 1998), signed by the governor in 1998, requires all multiple and single subject preliminary credential candidates attending fifth year, intern, or blended teacher preparation programs in California to pass a Teaching Performance Assessment (TPA). This assessment is designed to give preservice teachers the opportunity to develop, refine, and demonstrate their teaching knowledge, skills, and abilities during their teacher preparation program. The TPA is imbedded in coursework and is designed to be both formative and summative in its usage. It is also linked to the California state-adopted academic content standards for students, the California Standards for the Teaching Profession, and the California Frameworks. The TPA is part of a three-year preparation cycle of growth and development for teachers. All teacher candidates in general education must take and pass the TPA in order to be recommended for a Preliminary Teaching Credential. After receiving the Preliminary Credential, and upon employment within a California classroom, preservice teachers will participate in an approved induction program leading to a Professional Credential. The results of the TPA will inform their Individual Induction Plan (IIP). Our program candidates are all special education teachers; however, we have agreed to attend the TPA trainings with our colleagues in elementary and secondary education and to work with them to integrate the TPAs into our program. A number of our faculty have been trained on several tasks in either the form of a speaker on the topic or faculty trainer of training supports.
**CATEGORY II: ADVANCED CURRICULUM CONTENT: CREDENTIAL-SPECIFIC STANDARDS FOR PROFESSIONAL LEVEL II CREDENTIAL PROGRAMS**

MILD/MODERATE DISABILITIES

**STANDARD 13: LEVEL II: DATA-BASED DECISION MAKING**

*Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.*

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The candidates ability to demonstrate the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student is actually taught in Level I. Specifically during assessment (SPED 520 and/or SPED 514, 515), positive behavior support (SPED 522) and advanced methods (SPED 482a/b, and/or SPED 514/515).

The final methods courses in Level I, SPED 482b for moderate/severe, SPED 482a for mild/moderate, and SPED 514/515 for early childhood special education) require the candidate to learn about and when possible conduct in-depth research in methodology and assessment in his/her specific area. This is the beginning research writing class that then leads to more advanced skills in SPED 531/532/535 and 496. In the cases of those candidates attaining a master’s degree, the SPED 597 or 598 component serves as the culminating experience for data-based decision making.

The research courses (SPED 531/532/535) are designed to enhance the candidate’s ability to understand and appreciate the full spectrum of research especially as it is applied in the context of classroom teaching and evaluation. There is a focus on descriptive statistics and statistical inferences in educational research and understanding the significance of research as it is related to the overall efficacy of evaluation and assessment. Representative research papers will be reviewed and the basic principles of research design will be carried out with hands on experiences and written exercises.

Both the advanced seminars (SPED 531/532/535) and Non-University field component (SPED 496) are designed to help candidates to be consumers of research. They learn the principles of research design and how to prepare papers using research findings. Candidates continue to explore the link between effective teaching and good quality research. Each candidate is required to review and critique scholarly articles related to his/her chosen specific emphasis.
area. Each candidate will write research related papers or professional development summaries utilizing APA format. The document room provides examples of SPED 599 (now SPED 496) and 496 papers in which candidates have attended various professional development events as non-university credit hours and they researched the topic and included the APA citations and research in their write ups for the 599/496 requirements.

During SPED 533 (final course in the program) there is a course requirement where each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student in the "student outcome" section of their portfolio. Additionally, each semester, the Intern program offers an online module on action research and a seminar (also available to traditional students as part of their 496). This has been a struggle for us to get this information from our candidates. Even though this is part of the employment contact for all districts; sometimes our candidates do not see the seriousness of following and analysis of assessment and performance data. We continue to experiment with different presentation formats.
STANDARD 14: LEVEL II: ADVANCED BEHAVIORAL, EMOTIONAL, AND ENVIRONMENTAL SUPPORTS

Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

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We are fortunate at CSU Fullerton to have three full-time faculty members who are experts in Positive Behavior Supports. They are working with several schools to develop model training sites where Level II candidates can go observe and work with children with severe behaviors. Candidates have already been introduced to and required to master the concepts associated with proactive teaching, and creating a positive environment in the classroom and the community. Specifically, candidates use the knowledge and skills acquired in SPED 522 during their Level I experience and generalize that knowledge and those skills to a broad variety of settings, students and people.

Candidates are prepared to implement and disseminate these principles and techniques when working with parents, other professionals, and other agency personnel. In other words, the competencies met from Level I Standards 24 and 25 and then advanced to address higher order competencies. The research component is addressed in SPED 531/532/535. If candidates so choose, they can add a one unit course related to this issue. The practical areas are covered in SPED 529 and SPED 533. Candidates are prepared to achieve the following goals and objectives:

- Understand 5 CCR SS 3001 and 3052 and legal issues related to positive behavior intervention.
- Demonstrate importance of building self-advocacy skills in students with disabilities and transition planning at age 16 and up.
- Demonstrate knowledge of the importance of identifying quality of life factors and enhancing the lifestyles of individuals with disabilities.
- Understand and demonstrate the importance of team collaboration in the support of individuals with challenging behaviors by creating a team with target student as focus. Team would be composed of the teacher/candidate, the target student’s parents, the general education teacher, the school psychologist, other itinerant personnel, and the site administrator.
- Understand and demonstrate a knowledge of advanced behavioral principles.
- Understand the legal, ethical and administrative issues related to positive behavior intervention.
- Understand and have the ability to conduct a functional analysis of behavior.
- Understand the requirements of functional assessment.
- Understand the relationship of functional assessment to the dynamics of the classroom setting, curriculum, individuals involved, medical considerations, etc.
- Demonstrate the ability to determine the communicative intent of the behavior.
- Understand and demonstrate the ability to practice collaborative communication skills.
- Collect descriptive antecedent, behavior, consequences (A-B-C) data across contexts and analyze patterns to generate initial hypotheses.
- Conduct functional assessments using variety of strategies and sources of information including interview, checklists-rating scales and observations.
- Complete functional assessment including historical perspective information, communicative function, medical perspective, ecological considerations, curriculum consideration, and motivational analysis.
- Determine process/format and collect baseline data.
- Hypothesis development.
- Interpreting assessment results and generating hypotheses regarding communicative intent.
- Strategies for testing hypotheses.
- Determination of functional equivalence/ competing behaviors.
- Understand and generate hypotheses as related to the function(s) of behavior and communicative intent.
- Understand the theory and practice of functional equivalence and zero compatibility of possible replacement behaviors.
- Understand, implement instructional strategies that relate to teaching enduring replacement behaviors.
- Demonstrate the ability to design effective plans to change/support behavior that identifies and operationally defines the behavior, identifies environmental stimulus change that may be used to control behavior, includes long-range and short-term goals that are specific, functional and lead to independence, relates to baseline data and specifies positive programming strategies that are integrated into the IEP.
- Demonstrate the ability to analyze the results of various assessments completed.
- Demonstrate the ability to determine effectiveness of program implementation.
- Demonstrate the ability to record manageable, clear and useful data.
- Understand the difference between crisis and intervention management procedures and describe.

Additionally, candidates review the educational terminology and definitions of students with emotional/behavior disorders including the identification criteria and labeling controversies, utilizing professional accepted classification systems, and current incidence and prevalence figures. They evaluate the processes involved in providing advanced behavioral and emotional supports.

Various strategies and mnemonic research articles are read, discussed, analyzed and explored for implementation to the classroom ideas.

Another assignment from the Collaborative Seminar (SPED 533) involves candidates being assigned to a child with a disability and going through various empathy building activities to enhance parent-teacher relationships. Many of the disabilities assigned will relate to behavior, emotion, medical areas. This assignment is course long and expands candidate knowledge related to parent interactions, resources and characteristics (see Standard 20 for details).

Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex
behavioral and emotional needs as a component of their final portfolio, implemented in all 8 level II courses and finalized in SPED 533.

*Interns are required to fulfill all of the same competencies as traditional level II students.*
STANDARD 15: LEVEL II: CURRENT AND EMERGING RESEARCH AND PRACTICES

Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theories, legislation, policy and practice.

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The research courses (SPED 531/532/535) are designed to enhance the candidate’s ability to understand and appreciate the full spectrum of research especially as it is applied in the context of classroom teaching and evaluation. There is a focus on descriptive statistics and statistical inferences in educational research and understanding the significance of research as it relates to the overall efficacy of evaluation and assessment. Representative research papers are reviewed and the basic principles of research design is carried out with hands on experiences and written exercises.

Both the Advanced Seminar (SPED 531/532/535) and the Non-University seminar component (SPED 496) are designed to help candidates to be consumers of research. However it is critical to note that every class in the program does this to an extent! The faculty feel strongly that understanding research-based teaching and how it is linked to practice is critical for consumers of research. Candidates explore the link between effective teaching and good quality research. Each candidate is required to review and critique scholarly articles related to their chosen specific emphasis area. Each candidate in 531/532/535 compiles a research related paper utilizing APA format. Candidates receive a suggested bibliography for research and a partial list of special education professional journals to assist them in their research efforts.

Furthermore, additional skill development includes the ability to:
- Identify appropriate data collection system applicable to curricula.
- Collect ongoing data (daily, weekly, monthly; including input from alternative sources such as families, peers, other faculty) to evaluate existing curricula.
- Continually use data to evaluate effectiveness of teaching to determine success or failure.
- Perform error analysis to determine precisely where failure occurs; and
- Make necessary modifications (e.g. instructional, curricular, motivational) based on outcome data in programs to ensure further success.
- Conduct an outcome driven educational program including actively collecting, analyzing and synthesizing input from colleagues, families, students, performance data and observations to adjust curricula, instruction and/or daily routines for the efficient and effective learning environment
- Use informal and formal assessments
- Apply APA format; the use of primary and secondary sources
- Use various sources for attaining information including web-based sources.

As described in Standard II-19, the candidate participates actively (during SPED 496) within his/her school district and/or local community to facilitate the acquisition of empirically based curriculum materials. Within the school district and/or local community, develop policies and practices that reflect current information and legislation. This is then reviewed and documented in SPED 533.
By the completion of the Level II program the candidates are able to produce written products to demonstrate research knowledge in the form of critical literature reviews and apply current and emerging research to design curricula for their classrooms that are based on current and emerging best practices (see candidate sample in Document Room). Candidates learn to use current research to design their own applied research investigation to extend the literature. In some cases a candidate’s exemplary research study may be submitted for publication or be used for further studies, including the master’s degree.

In summary candidates are skilled in application of effective research based strategies, have knowledge of federal, state and local legal mandates, use technology, recognize transition needs, understand various characteristics of children with disabilities, promote self advocacy and foster collaborations among parents, colleagues and community members as a component of the Level II program.

*Interns are required to fulfill the same competencies described above.*
**STANDARD 16: LEVEL II: TRANSITION AND TRANSITION PLANNING**

*Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.*

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In keeping with the CSU’s Memorandum of Understanding between the agencies designed to promote more effective transition services for California youth with disabilities, the CSU Fullerton Department of Special Education faculty believe this standard is critical to proper candidate development and training. The Transition, Vocation, and Careers over the Lifespan course (SPED 584) was developed specifically to meet this objective. This course provides for specific focus on competencies related to community services, transitional planning, vocational and career education and family life skills and competencies. The course stresses the critical nature of community life and life-skills continuum which transcend the academic/educational world of special education from preschool to college years and beyond. The focus is on the development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood.

Basic knowledge and skills introduced to candidates during Level I curricula are expanded upon in order for the candidate to be fully prepared to address the life span needs of their students, regardless of disability and regardless of age level. The need for preparation for future life activities, specifically getting and keeping a job, developing a circle of friends, living in the community, are emphasized as being equally critical for the very young learner as well as the student about to graduate from high school. Candidates recognize the need for early intervention in term of preparing their students for the best quality of life possible. The following specific objectives and activities are included in their coursework:

- Designs transition activities for all potential transition events across the life span. These transitions should include but not be limited to: home to preschool, transitions within preschool, preschool to kindergarten, transition within kindergarten period to period, day to day, class to class, segregation to integration, kindergarten to higher grades, elementary to junior or middle school, to high school, to adulthood, community college, university or work.
- Collaborates with educators and related service personnel, families, and agencies to develop transition plans and benchmarks across life span.
- Infuses opportunities for choice-making, throughout curriculum.
- In response to the IEP team’s recommendations, designs plans for accommodations such as personal attendants, supported living arrangements, and assistive technology in the least restrictive way.
• Learn a Self-Advocacy Strategy to teach students with disabilities to inventory their strengths, weaknesses and needs, set goals, both academic and vocational, and to actively participate in their own IEP and Transition meetings.
• Candidates will design a Job Analysis report as a final project in this course.

Recently this course was added to the Intern program – they now are required to complete all competencies discussed above (prior to Fall 06 we integrated into Intern seminars) however the decision was made by the faculty to require it for ALL level II candidates (including Interns). The interns appreciate the class and recommend it to others.
STANDARD 17: LEVEL II: DEVELOPMENT OF SPECIFIC EMPHASIS

The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

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SPECIFIC EMPHASIS

Candidates select their specific emphasis in the seminar specific course (SPED 531/532/535) and design the Induction plan in Collaborative & Consultative Seminar (SPED 529). Candidates meet with their discipline advisor, the induction advisor, and/or the district Support Provider to design the Induction Plan. During Collaborative and Consultative Seminar (SPED 529) the candidates participate in several needs assessment activities to help them evaluate areas they would like to work on as a specific emphasis.

As part of the competencies for the Collaborative & Consultative Seminar (SPED 529) the employer and the induction advisor collaboratively work together to design an induction plan. Specific strategies and techniques have been planned in order to ensure that each candidate is properly mentored and developing professionally (e.g., member of professional organizations).

Candidates use the specific emphasis as a baseline to all activities during the Level II program. During SPED 529 and 533 they research how curriculum and instruction relates to the emphasis. During Transition Over the Lifespan (SPED 545) candidates explore how the particular area of emphasis effects transition, vocation and career over the Lifespan. Candidates work with their induction advisor and discipline advisor to design several units of SPED 496: Development of Professional Leadership to enhance their leadership skills in the area of emphasis are discussed and implemented in SPED 533. Candidates relate Technology (SPED 504) to the emphasis and incorporate a technology based curriculum and design project into their final portfolio.

Interns are required to meet this standard in the same format described above.
STANDARD 18: LEVEL II: M/M ASSESSMENT OF STUDENTS

The program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of the individual student.

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The Level II program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students. The experienced teacher must demonstrate skills in planning, conducting, reporting, and utilizing a variety of assessment and evaluations that pertain to student learning. The teacher must demonstrate an understanding of assessment bias and the research, law, and policies and procedures pertaining to conducting, interpreting, and utilizing assessments. Advanced knowledge and skills in these areas are developed in Level II based upon the knowledge and skills developed in Level I.

Candidates in the special education specialist credential program are exposed to the full spectrum of assessment throughout both Level I and Level II. Level I includes Measurement in Special Education, (SPED 520) as a formal course dedicated to the omnibus process of testing and assessment. Candidates are introduced to both formal and informal aspects of assessment in every class including the fieldwork and observation components of the program. The very nature of assessment itself warrants that it be an active component of teaching in general. Generic classroom assessment procedures are introduced in SPED 462 and expanded upon in SPED 520 and tightly focused upon in the area of behavioral assessment in SPED 522. Data collection and analysis skills are further developed and refined in Level II.

At the Level II segment of the program, students are once again formally exposed to assessment in:

- SPED 531/532/535: Advanced Study of Specific area (Moderate/Severe, Mild/Moderate, Early Childhood Special Education)
- SPED 496: Senior Educational Seminar (Non-University Component)
- SPED 529: Collaboration and Consultation Seminar
- SPED 551: Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction
- SPED 533: Advanced Collaborative Consultative Skills

Each of these courses provide an in depth examination of specific issues related to the overall nature of assessment, from research design variables to qualitative and quantitative analytic techniques. By definition, the program itself is philosophically tethered to the causal relationship between assessment and pedagogy/intervention. At the pedagogical level the program predicates
assessment as grass predicates greenness. The relationship between assessment and appropriate pedagogy/intervention is implicit throughout the program. Every course posits the relationship between assessment and pedagogy as fundamental to overall special educational efficacy.

These Level II courses build upon facts, concepts, skills, experiences, and schemata established as foundational throughout the Level I phase of the program. Greater depth of specific assessment related attributes are stressed and reinforced throughout Level II with a specific focus on the construction of assessment knowledge through the integration of facts, concepts and skills tempered by continued experiences. Seminar type courses (500 level classes) provide for refinement and in depth discussion of assessment issues with a hands-on pragmatic orientation. Each candidate's demonstration of mastery of the range of assessment related issues includes the following:

A. Developing and implementing individualized assessment plans that provide for non-biased, nondiscriminatory assessment of students with mild and moderate disabilities in order to evaluate student performance, learning environments, and teacher performance;
B. Selecting, designing, administering, and interpreting informal assessments, including anecdotal records; questionnaires, direct behavioral observations, performance graphs, work samples, portfolio assessment, and student records;
C. Identifying and utilizing strategies for promoting non-biased assessment of students from culturally diverse backgrounds;
D. Writing assessment reports that include background information, results of current assessment, conclusions and recommendations for instruction;
E. Effectively communicating assessment results and their implications for general classroom teachers, parents, and other educational professionals;
F. Demonstrating knowledge of research, issues, laws, policies and procedures, related to non-biased and nondiscriminatory screenings and referral assessments for students with mild and moderate disabilities;
G. Utilizing performance data and teacher input to make or suggest appropriate modifications in learning environments;
H. Using various types of assessment procedures, such as, norm–referenced and curriculum–based assessments, work samples, observations, and task analysis, appropriate to students with mild and moderate disabilities;;
I. Demonstrating skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socio-economic, cultural, and linguistic and other considerations of relevance to students with mild and moderate disabilities
J. Demonstrating skill in designing an assessment measure to collect data for a specific purpose (e.g., survey attitudes, checklist of behaviors, demonstration of learning before and after intervention).

*Interns are required to meet this standard in the same format described above.*
STANDARD 19: LEVEL II: CURRICULUM AND INSTRUCTION

The program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.

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Educational specialists preparing to work with students who have mild to moderate disabilities and ECSE young children must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments, such as academic, vocational, social, and community. This includes access to core curriculum, now emphasized in state and federal regulations or IEP mandates, specialized curricula, learning and transition strategies, and the use of current adaptive technologies.

The Level I program offered opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities. This opportunity will be again revisited and expanded. For example, candidates may chose an area of Curriculum and Instruction for their specific emphasis area or candidates can select SPED 496 1 unit courses to expand the curriculum and instruction focus. Additionally, all candidates take the Bilingual and Multicultural Issues course (SPED 551).

Advanced issues in specific specialist areas (SPED 531/532/535) critically examine philosophical, social, economical, and educational issues which underlie decision-making with respect to curriculum and methods in special education. Candidates participate in an exploration of psychological constructs underlying curriculum decisions and a realization of the role of ethics in the establishment of curricular decision making. A key feature of this course is the investigation of contemporary issues versus fads in education and how to adequately use research during the investigation process.

During SPED 551, candidates understand the critical components of multicultural assessment and how it relates to intervention and student evaluation. They also are able to read and discuss research findings on best practices (e.g., delivery of services, instruction, consultation, staff development). This includes describing theoretical models and developing activities that emphasize meta-cognitive learning strategies, the interrelationship of listening, speaking and writing in meaningful contexts, and describing the psychological, sociological and linguistic factors that influence language, reading, and writing growth for first and second language learners.

Additionally in SPED 551, candidates demonstrate knowledge of the structure of language including phonology, morphology, syntax, semantics, discourse, and pragmatics). Furthermore candidates will identify and develop specific classroom organizational and learning environments that support language and literacy development for linguistically diverse learners. Included in this is not only direct instruction of students with disabilities, but also the provision of services such as collaboration, consultation, staff development, intensive parent networking, and program coordination. (See Standard 20). Additionally it is critical to teach candidates to evaluate their instructional environment at an advanced level.
Candidates will have the option of substituting district, county office or SELPA sponsored inservices for part of the coursework in SPED 496 and 584. A unique feature of the Level II design at CSU Fullerton is the professional leadership course (SPED 496).

Technology: SPED 504 is cross listed with Secondary Education. The emphasis has been designed to go beyond the basic understanding of the applications of technology to enable candidates to become technology curriculum and instruction specialists who will guide the interaction of technology in the school curriculum, instruction of students with disabilities and the application of technology to instructionally related activities. Candidates need to design a unit of instruction which incorporates some level of technology (e.g. web-based, assistive). Candidates are required to attend several Orange County Office of Education sponsored integrated technology inservices and a technology related conference (for example the Technology for Disabilities conference held yearly and sponsored by CSU Northridge).

In SPED 533 technology is used in the form of a discussion thread on blackboard, for example the thread says:

The Influence of Curriculum in School Wide System Change Read Friend and Bursuck Chapters Four - Nine. (Note this text was an optional purchase). These chapters focus on curriculum adaptations, modifications, accommodations and supplements. Go to the Curriculum Module under the Course Information section. Read the materials and view the PowerPoint. What curriculum changes have you made to support children with disabilities? How do you demonstrate ability to appropriately use adopted instructional materials and strategies for English learners, based on students’ assessed proficiency in English, and in their first language? Be as detailed as possible. You must post one original idea and respond to three peers. (Due: _____, 200___ - 3 points).

Interns are required to meet this standard in the same format described above.
STANDARD 20: LEVEL II: COLLABORATION AND CONSULTATION

The program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

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The Collaborative and Consultative Seminar (SPED 529) was originally designed to help participants continue to build skills needed to fulfill the role of the Resource Specialist. When the original document was written in 1997, after polling our recent graduates, we decided this course would stay very similar under the newly revised credential structure. However the content would be expanded to go beyond just a resource specialist, to look at models of consultation, case problem solving, crisis intervention and staff development training as they relate to any interdisciplinary or transdisciplinary team member. A key feature of this course is the development of the Induction Plan. The plan is implemented throughout the level II program and finalized in Special Education 533, an advanced graduate seminar in Collaboration. The course provides the candidate with an in-depth view of the theory and process of multidisciplinary collaboration.

DEVELOPMENT COMMUNICATION SKILLS

The candidates in Collaborative & Consultative Seminar (SPED 529) practice and apply advanced skills in interpersonal communication beyond those learned in their SPED 421 class in the Level I program. Some of these advanced skills include conflict management and resolution, negotiation, staff and parent development, program evaluation, supervision of paraprofessionals and community collaboration. The candidates develop these skills via activities such as role playing different vignettes that present conflict i.e., problem with paraprofessional, family members, agency staff members, etc. They first identify the nature of the problem and then develop a resolution plan where the goal is a win-win situation for both parties. Candidates also understand the current local, state and federal guidelines and legislation in the areas of Special Education and Child Development and relate this information to other team members, families and others impacted. The candidates share and demonstrate various types of informal and formal strategies they used to communicate with family members (newsletters), agencies or other team members (e.g., e-mail).

Additionally, candidates learn the Collaborative Problem Solving (University of Kansas) strategy. This strategy outlines the communication skills necessary for establishing a cooperative relationship between two parties and then shows how to incorporate these skills within a problem-solving process that can be used to structure meetings between professionals, or between...
professionals and parents or students. This is especially useful for professionals who are consulting with teachers about problems they are having in their classrooms.

**WORKING WITH FAMILIES**

During the Advanced Collaboration Seminar (SPED 533) candidates develop advanced strategies for working collaboratively with parents and teachers from initial due process procedures to final outcomes. They develop a resource file of materials related to cultural background and identification problems and practices, family attitudes toward special education labels, legal issues in special education, best practice research findings, etc. Parent Education and Collaboration as it pertains to the Parent and Professional Partnership mandated by Public Laws is a focus in SPED 533. Candidates explore issues relating to and development of skills for working with parents and school staff to develop skills and competencies needed to optimize the educational progress of students with disabilities. Particular emphasis is placed on the development of cross-cultural communication skills.

The parent education component is designed to help professionals foster professional and family relationships that are meaningful, cooperative, collaborative, and beneficial to all participating parties. Candidates evaluate communication skills with students, parents, and other school colleagues and establish a personal plan of action to improve existing competencies and develop new skills. In SPED 533 candidates are assigned a child with a disability and will go through various parent building activities to enhance parent-teacher relationships. Candidates give "give birth/adopt" a child with exceptional needs. They receive the birth announcement in class and are required to give the child a name and begin researching the characteristics of the child. (Each birth announcement tells the type of disability the child has or will acquire during the lifetime). The list of disabilities is very broad, including many medically focused areas that many times candidates do not hear much about for example Prader Willi. At different benchmarks during the class the child gets older, The "parent" (candidate) decides if the child will go to a general education preschool or a special education preschool etc. At another class meeting the child is six years old and enrolling in first grade. The candidate will bring to class a sample of a parent-teacher correspondence their child brought home. When the child is nine the parents have joined a support group (they are to actually go to one in the community) and must bring a handout that tells about what professionals/agencies they dealt with and what services are available in Southern California for children with characteristics the same as their adopted child. Then there is a class meeting where the child is 18 years old. Candidates are asked to bring a handout providing an outline of the child's characteristics and/or special needs. Each of the handouts (parent letter, resource, characteristic) are photocopied for every member in the class. What is nice is the advanced level of content each candidate attains. These handouts are great additions to the candidate’s resource files. Additionally the rich discussion related to the generic letter teachers send, the frustration getting hold of some of the “parent resource” agencies and the difficulty getting information on specific characteristics of children with special needs is eye opening for these professionals. Not to mention the impact having a child with a disability places! Having to walk in someone else’s shoes certainly develops an appreciation for parents and helps candidates understand why parents often seem distracted, frustrated or just plain tired!

The candidates also implement a program evaluation tool in their current classrooms where they will be measuring family satisfaction, input from the transdisciplinary team members, implementation of developmentally appropriate practices, etc. With this data they will become change agents in their program and then continue the ongoing evaluation overtime.
**Staff Development**

In SPED 529, the candidates develop professional development (inservice skills) where they will work in groups and present to the class a workshop or inservice on topics such as professional growth, skills for paraprofessionals, family-centered practices and other training topics deemed important in their programs. Topics will be determined by candidates conducting a needs assessment or analyzing program evaluation data as presented by Dettmer, Dyck and Thurston (2001) in their *Consultation, Collaboration, and Teamwork* text used in SPED 529. Therefore, candidates spend sometime in class developing questions that will elicit the inservice needs of staff, parents, other professionals. The staff development inservices are videotaped and each group will critique and analyze their presentations based on such criteria as organization, effective language and tone of presenters, achievement of purpose, and timeliness. The instructor of the class also evaluates each group on these criteria.

One of the faculty at CSU Fullerton has been trained to use Disney’s Education Marketing research. During SPED 533, candidates will be introduced to the “Disney way” i.e. how is it that Disney is “the happiest place on earth?” What makes this motto seem correct to most people? Candidates will watch a short Disney film then talk about staff appearance, manners, pride and how this can be incorporated into the school site. *How to Promote Your School* (Warner, 1995) will be used as an resource to provide research based marketing techniques that educators across the country have used to market their schools. Candidates will be involved in a discussion of schools as systems and staffs as unique cultures that the inductee will encounter at different schools and will have to be aware of.

Education faculty at CSU Fullerton are being trained to be part of the Strategies Intervention Model (SIM) Training Network and candidates participate in multiple “trainings” throughout the Level I and II programs (i.e. these trainings are integrated in at least one class session for most courses in the program). In SPED 533 candidates will discuss the benefit of SIM and identify the variety of strategies they were introduced to in the program.

**Collaboration and Co-teaching**

Candidates receive many opportunities to enhance the knowledge gained in Level I and enhance their collaboration and coteaching skills. Recently the department has experimented with a co-teaching training program with Brea-Olinda and Fullerton school districts. Teams of General Education and Special Education teachers get together and explore methods of co-teaching. These methods include Marilyn Friend and Lynne Cook’s work on Co-Teaching and Collaborative Problem Solving (University of Kansas). Each candidate will pair with a general education peer at his/her school site and try some of the co-teaching models (station teaching). Additionally candidates will discuss and brainstorm solutions for issues related to working with difficult people and some of the key barriers to effective collaboration. Bruner’s recent book *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children’s Services* (1991, updated 2004) is used to help candidates think beyond the classroom and explore other collaborative ventures and why they may or may not be successful and what we can learn from them.

Additionally, both SPED 529 and SPED 533 have blackboard discussion threads in which candidates discuss their learnings in collaboration and co-teaching. For example one thread in SPED 533 is:
**What does it mean to Collaborate?** The term collaboration is used frequently in special education. In your own words, describe collaboration (do this before you read everyone else’s definition on the discussion board). Paste your definition under the question on the discussion board, then look at other classmate’s responses and respond to what they posted. Respond to at least three classmates. (Due: ____-200_ - 3 points). After you have completed this discussion, take a look at Chapter Nine in Fiedler and read how the experts define collaboration. (You might also want to revisit your notes from SpEd 529 where you learned about basic collaborations).

**INDUCTION**

As part of the competencies for the Collaborative & Consultative Seminar (SPED 529) the employer designated Support Provider, the candidate and the induction advisor will collaboratively work together to design an induction plan. Specific strategies are planned in order to ensure that each candidate is properly mentored and developing professionally (e.g., member of professional organizations). During the final course of the Level II program (SPED 533), candidates participate in seminar sessions designed to present a forum in which professionals evaluate on-going program management and service delivery programs, new research findings, and emerging legal and ethical issues as they relate to working with individuals with disabilities within the public school system.

A major goal of this seminar is to provide awareness that program completion does not bring closure to the need for reflective practice and personal and professional development. Candidates finalize their Level II portfolio and evaluate their induction goals to assure success and design a professional growth plan for future years once the candidate leaves the university. The Document room contains a Notebook of samples of Induction Plans of candidates who have graduated from the program.

*The interns are required to meet this standard in the format described above.*
CATEGORY II: ADVANCED CURRICULUM CONTENT: CREDENTIAL-SPECIFIC STANDARDS FOR PROFESSIONAL LEVEL II CREDENTIAL PROGRAMS

MODERATE/SEVERE DISABILITIES

STANDARD 18: LEVEL II: M/S: ADVANCED COMMUNICATION SKILLS

Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members.

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Candidate uses active listening techniques when interacting with university professors or supervisors, when interacting with: colleagues, field site staff, families, or external agency personnel. The candidate:

- Engages in effective, active listening practices, reflective listening, collaborative decision making in the university classroom under guided practice;
- Completes the Significant Other Inventory (SOI) for all students in the field site; meets with paraprofessionals from the field site at least once per week;
- Attends faculty meetings for the regular education department of the field site;
- Attends IEP meetings;
- Attends BIP meetings; and
- Attends ITP meetings.

The candidate forms family partnerships, using effective cross-cultural communication skills with families and develops a home/school communication system that is effective in informing parents of progress of students in the field site. In addition, the candidate participates in team activities and contributes equally to achieve a common goal. The candidate also works with the team to help to develop MAPS and to help to develop the Individualized Education Plan, the Behavior Intervention Plan and the Individualized Transition Plan. Candidates have the opportunity to train other teachers and learn staff development techniques and skills.

Since the last accreditation visit, CSU Fullerton SpEd Intern program has contracted with Dr. Kent Gerlach, national expert in paraprofessional research and communication in 2002, 2004 and 2006. He is again contracted as a consultant this year to provide professional development training to our level II and intern candidates.
STANDARD 19: LEVEL II: LEADERSHIP AND MANAGEMENT SKILLS

Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. Each candidate demonstrates the availability to work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.

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At this advanced level of learning, candidates are in a position to potentially effect change at their site. Candidates are supported to impact their classroom and school community so that it reflects best practice activities with inclusive education as the ultimate goal. If not already in an inclusive setting, candidates are encouraged to gain exposure to a broad variety of inclusive practices and integrated service delivery models. Candidates are exposed to the most current extant research in this area. References include Rainforth, York & Macdonald who address integrated service delivery models; Sailor, Anderson, Halvorsen, Doering, Filler, & Goetz, experts in the field of integration and full inclusion, who provide a valuable model school restructuring and reform, and Stainback & Stainback who provide the tools for creating optimal learning environments for all children.

Candidates will design extensive ability awareness practices for their campuses that reflect dignity and respect for all children. And candidates are prepared to be actively involved in staff development practices that reflect best practices with emphasis on inclusive education.

During the final course, SPED 533, a threaded discussion includes leadership:

**Implementation of School Wide System Change.** Read Fiedler Chapter Seven, *Knowledge of School Change: Issues and Strategies*. Then go to the System Change module under the Course Information. Read the materials and view the video on Corey Elementary School in Buena Park. What do you believe are the keys to their successful system change? Why do you believe their school wide collaboration effort has been so successful? What role did leadership have in the school wide change factors? Answer both of these questions yourself and respond to at least three of your colleagues. Take special note of how the teachers demonstrate the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers. (Due: _____, 200____- 3 points)
CATEGORY II:
ADVANCED CURRICULUM CONTENT: CREDENTIAL-SPECIFIC STANDARDS FOR PROFESSIONAL LEVEL II CREDENTIAL PROGRAMS

EARLY CHILDHOOD SPECIAL EDUCATION

STANDARD 13: LEVEL II ECSE: PARENT AND STAFF DEVELOPMENT AND EDUCATION

Each Level II candidate demonstrates the ability to promote, coordinate, present, and evaluate staff and parent development and education activities.

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The candidates in SPED 529 practice and apply advanced skills in interpersonal communication beyond those learned in their SPED 421 class in the Level 1 program (Refer to Course Objectives SPED 529 & 421). Some of these advanced skills include conflict management and resolution, negotiation, and staff and parent development. The candidates develop in-service skills where they work in groups and present to the class a workshop or in-service on topics such as professional growth, skills for paraprofessionals, family-centered practices and other training topics deemed important in their programs. Topics are determined by candidates conducting a needs assessment or analyzing program evaluation data. Therefore, candidates spend sometime in class developing questions that will elicit the in-service needs of staff, parents, and other professionals. The professional development in-services are videotaped and each group critiques and analyzes their presentations based on such criteria as organization, effective language and tone of presenters, achievement of purpose, and timeliness. The instructor of the class also evaluates each group on these criteria. The candidates also share and demonstrate various types of informal and formal strategies they use to communicate with family members (newsletters), agencies or other team members (e.g., e-mail).

SPED 529 has been deemed the course where each Level II candidates develop their two year Induction Plan. The plan will be coordinated by the professor that coordinates the ECSE teacher training program with the candidate, a district representative, and the Induction Advisor. Specific strategies are planned in order to ensure that each candidate is properly mentored and developing professionally (e.g., member of professional organizations).

WORKING WITH FAMILIES

During the Advanced Collaboration Seminar (SPED 533) candidates develop advanced strategies for working collaboratively with parents and teachers from initial due process procedures to final outcomes. They develop a resource file of materials related to cultural background and identification problems and practices, family attitudes toward special education labels, legal issues in special education, best practices research findings, etc. Parent Education and Collaboration as it pertains to the Parent and Professional Partnership mandated by Public
Laws is a focal point of SPED 533. Candidates explore issues relating to and development of skills for working with parents and school staff to develop skills and competencies needed to optimize the educational progress of students with disabilities. Particular emphasis is placed on the development of cross-cultural communication skills.

The family education component is designed to help professionals foster professional and family relationships that are meaningful, cooperative, collaborative, and beneficial to all participating parties. Candidates evaluate communication skills with students, parents, and other school colleagues and establish a personal plan of action to improve existing competencies and develop new skills. Candidates are assigned a child with a disability and will go through various parent building activities to enhance parent-teacher relationships. This assignment is originally from Michelle Britten-Bass at the University of Santa Barbara. We have adopted the assignment to meet our needs. Candidates give "give birth/adopt" a child with exceptional needs. They receive the birth announcement in class and are required to give the child a name and begin researching the characteristics of the child. (Each birth announcement tells the type of disability the child has or will acquire during the lifetime). The list of disabilities is very broad, including many medically focused areas that many times candidates do not hear much about for example Prader Willi. At different benchmarks during the class the child gets older. The “parent” (candidate) decides if the child will go to a general education preschool or a special education preschool etc. At another class meeting the child is six years old and enrolling in first grade. The candidate will bring to class a sample of a parent-teacher correspondence their child brought home. When the child is nine the parents have joined a support group (they are to actually go to one in the community) and must bring a handout that tells about what professionals/agencies they dealt with and what services are available in Southern California for children with characteristics the same as their adopted child. Then there is a class meeting where the child is 18 years old. Candidates are asked to bring a handout providing an outline of the child's characteristics and/or special needs. Each of the handouts (parent letter, resource, characteristic) is photocopied for every member in the class. What is nice is the advanced level of content each candidate attains. These handouts are great additions to the candidate’s resource files. Additionally the rich discussion related to the generic letter teachers send, the frustration getting hold of some of the “parent resource” agencies and the difficulty getting information on specific characteristics of children with special needs is eye opening for these professionals. Not to mention the impact having a child with a disability places! Having to walk in someone else’s shoes certainly develops an appreciation for parents and helps candidates understand why parents often seem distracted, frustrated or just plain tired!

The candidates also implement a program evaluation tool in their current classrooms where they measure family satisfaction, input from the transdisciplinary team members, implementation of developmentally appropriate practices, etc. With this data they will become change agents in their program and then continue the ongoing evaluation overtime.

During Special Education 535 candidates demonstrate the ability to promote, coordinate, present, and evaluate staff and family development and education activities by participating in several discussions of how they personally implemented these activities and what the result of implementation was. This collaborative sharing has proven invaluable!

ECSE interns meet this competency as described above.

Education Specialist Credential Programs, California State University, Fullerton, EL Response
STANDARD 14: LEVEL II ECSE: MANAGEMENT AND LEADERSHIP

Each Level II candidate demonstrates knowledge and skills in the areas of program philosophy and goals, legal and professional guidelines, supervision of paraprofessionals, funding resources, program monitoring and evaluation, and community collaboration.

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The candidates in the collaborative and consultative seminar (SPED 529) practice and apply advanced skills in interpersonal communication beyond those learned in their families (SPED 421) class in the Level 1 program. Some of the these advanced skills include conflict management and resolution, negotiation, staff and parent development, program evaluation, supervision of paraprofessionals and community collaboration. The candidates develop these skills via activities such as role playing different vignettes that present conflict i.e., problems with paraprofessionals, family members, agency staff members, etc. They first identify the nature of the problem and then develop a resolution plan where the goal is a win-win situation for both parties. The candidates also implement a program evaluation tool in their current classrooms where they will be measuring family satisfaction, input from the transdisciplinary team members, implementation of developmentally appropriate practices, etc. With this data they become change agents in their program and then continue the ongoing evaluation overtime. The candidates also develop in-service skills where they will work in groups and present to the class or their school a workshop or in-service on topics such as professional growth, skills for paraprofessionals, family-centered practices and other training topics deemed important in their programs. Topics will be determined by candidates conducting a needs assessment or analyzing program evaluation data as presented by Dettmer, Dyck and Thurston (2001) in their “Consultation, Collaboration, and Teamwork” text used in SPED 529. Candidates will also understand the current local, state and federal guidelines and legislation in the areas of ECSE and Child Development (e.g., child care centers) and relate this information to other team members, families and others impacted.

STAFF DEVELOPMENT

The candidates develop in-service skills where they will work in groups and present to the class a workshop or in-service on topics such as professional growth, skills for paraprofessionals, family-centered practices and other training topics deemed important in their programs. Topics are determined by candidates conducting a needs assessment or analyzing program evaluation data as presented by Dettmer, Dyck and Thurston (2001) in their Consultation, Collaboration, and Teamwork text used in SPED 529. Therefore, candidates spend sometime in class developing questions that will elicit the in-service needs of staff, parents, and other professionals. The staff development in-services are videotaped and each group will critique and analyze their presentations based on such criteria as organization, effective language and tone of presenters, achievement of purpose, and timeliness. The instructor of the class also evaluates each group on these criteria.

One of the faculty members at CSU Fullerton has been trained to use Disney’s Education Marketing research. During SPED 533, candidates will be introduced to the “Disney way” i.e. how is it that Disney is “the happiest place on earth?” What makes this motto seem correct to
most people? Candidates will watch a short Disney film then talk about staff appearance, manners, pride and how this can be incorporated into the school site. How to Promote Your School (Warner, 1995) is used as a resource to provide research based marketing techniques that educators across the country have used to market their schools.

**COLLABORATION AND CO-TEACHING**

Candidates receive many opportunities to enhance the knowledge gained in Level I and enhance their collaboration and co-teaching skills. Recently the department has experiment with a co-teaching training program with Brea-Olinda school district. Teams of General Education and Special Education teachers get together and explore methods of co-teaching. These methods include Marilyn Friend and Lynne Cook’s work on Co-Teaching. Candidate pairs with a general education peer at their school site and try some of the co-teaching models (station teaching). Additionally candidates discuss and brainstorm solutions for issues related to working with difficult people and some of the key barriers to effective collaboration. Bruner’s recent book Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children’s Services (1991) are used to help candidates think beyond the classroom and explore other collaborative ventures and why they may or may not be successful and what we can learn from them.

Additionally of the areas of program philosophy and goals, legal and professional guidelines, supervision of paraprofessionals, funding resources, program monitoring and evaluation, and community collaboration are discussed and shared in SPED 535.

*ECSE interns meet this competency as described above.*
STANDARD 15: LEVEL II ECSE: ADVANCED STUDIES AND SPECIAL TOPICS

Each Level II candidate demonstrates knowledge and skills in advanced applications of Preliminary Level I content, emerging theory and practices, and other relevant topics of importance to the field of early childhood special education.

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In the SPED 535 class the candidates will demonstrate knowledge of new emerging theoretical perspectives and practices and apply these in their programs. For one of the activities, the candidate will complete a project about a new state of the art or Best Practice in the field of ECSE and present this information to the class via demonstration and lecture formats. Additionally, the candidates will also be encouraged to attend local, state or national conferences in ECSE and report back to the class a summary of what new ideas and perspectives they learned at the conference. They will be given credit to participate in such professional development activities.

At this advanced level of learning, candidates are in a position to potentially effect change at their site. Candidates are supported to impact their classroom and the community so that it reflects best practice activities with inclusive education as the ultimate goal. If not already in an inclusive setting, candidates are encouraged to gain exposure to a broad variety of inclusive practices and integrated service delivery models. Candidates are exposed to the most current extant research in this area. References include Rainforth, York & Macdonald who address integrated service delivery models; Sailor, Anderson, Halvorsen, Doering, Filler, & Goetz experts in the field of integration and full inclusion, who provide a valuable model school restructuring and reform, and Stainback & Stainback who provide the tools for creating optimal learning environments for all children.

Candidates will design extensive ability awareness practices for their campuses and communities that reflect dignity and respect for all children. And candidates are prepared to be actively involved in staff development practices that reflect best practices with emphasis on inclusive education.

INDUCTION

As part of the competencies for the Collaborative & Consultative Seminar (SPED 529) the employer designated Support Provider, the candidate and the induction advisor will collaboratively work together to design an induction plan. Specific strategies will be planned in order to ensure that each candidate is properly mentored and developing professionally (e.g., member of professional organizations). During the final course of the Level II program (SPED 533) candidates will participate in seminar sessions designed to present a forum in which professionals evaluate on-going program management and service delivery programs, new research findings, and emerging legal and ethical issues as they relate to working with individuals with disabilities within the public school system.

A major goal of this seminar is to provide awareness that program completion does not bring closure to the need for reflective practice and personal and professional development. Candidates
will finalize their Level II portfolio and evaluate their induction goals to assure success and design a professional growth plan for future years once the candidate leaves the university.

**FINAL EVALUATION**

During the Final course of the Level II program, Collaboration and Consultation Seminar, (SPED 533) candidates will participate in Seminar sessions designed to present a forum in which professionals evaluate on-going program management and service delivery programs, new research findings, and emerging legal and ethical issues as they relate to working with individuals with disabilities within the public school system. A major goal of this seminar is to provide awareness that program completion does not bring closure to the need for reflective practice and personal and professional development. Candidates finalize their Level II portfolio and evaluate their induction goals to assure success and design a professional growth plan for future years once the candidate leaves the university.

*ECSE interns meet this competency as described above.*
EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATE PROGRAM

STANDARD 1:  ECSE:  TYPICAL AND ATYPICAL CHILD DEVELOPMENT: BIRTH THROUGH AGE FIVE

Each candidate uses knowledge of typical and atypical child development to determine assessment approaches and strategies, modify curriculum and other interventions, design appropriate settings and environments, and monitor individual programs for infants and young children with disabilities within the context of the family system.

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Two of the prerequisites for admission to the certificate program are knowledge of typical child development demonstrated via coursework on transcripts and documented fieldwork experience with young typically developing children. Thus, it is assumed that the candidates entering the program have been introduced to typical developmental milestones, and are now ready to learn more about it by comparing and contrasting it to atypical development.

The candidates in SPED 400 receives a review of typical development in all the developmental domains (e.g., cognition, motor, etc.), and is introduced to all the characteristics of children at risk and those with disabilities. Essentially, this is the course where they receive the majority of atypical knowledge. The information is acquired via lecture, cooperative learning groups, DVD/Videotape presentations, podcast, observation in ECSE programs and a characteristics paper. By the end of the course the candidates are able to explain the etiologies and understand the nature (i.e., developmental characteristics) of most significant disabilities and risk factors (i.e., prematurity, drug exposure) for infants, toddlers and preschoolers.

In SPED 514 and SPED 515, the candidates will plan, conduct and interpret assessment findings for young children at risk successfully, in part, due to their knowledge of typical developmental milestones and expectations for infants, toddlers and preschoolers learned previously. In SPED 514 assessment/methods class, the candidates focus on applying their typical and atypical knowledge specifically to infants and toddlers or young children ages birth through three years of age. They learn and apply assessment practices such as warm up strategies, culturally sensitive approaches, transdisciplinary practices and family-centered strategies via a comprehensive case study. The child they assess is identified in their student teaching infant/toddler setting. They also learn how to interpret the data by comparing it to developmental norms and program plan for the child's individual differences and families priorities by developing an Individual Family Service Plan (IFSP) (See attached case study format). In the SPED 515 assessment/methods, the candidates focus on applying their typical and atypical knowledge specifically to preschoolers or children in pre-kindergarten settings. Again, they essentially select and utilize assessment strategies and tools, interpret the findings and plan an appropriate Individualized Educational Plan (IEP) via a comprehensive case study for a preschooler. Basically, they use the same case study format with the exception of working with a preschool age child and developing an IEP instead of an IFSP. Lastly, the candidates will develop and present a curriculum project based on their interpretation and synthesis of each of their case studies for both courses. In the SPED 522 course the candidates perform a functional assessment (i.e., Scatter Plot) of a challenging behavior and design behavior strategies based on the interpretation of this data. This requires knowledge of typical and atypical behavior.
STANDARD 2: ECSE: FAMILY SYSTEMS AND FAMILY/PROFESSIONAL COLLABORATION

Each candidate uses family systems theory as the framework for interactions with parents and other family members, engages families as collaborative partners, and uses culturally competent, family centered approaches in all components of early intervention and education for infants and young children with disabilities.

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The SPED 421 is a course where a Family System theory and all its components (i.e., characteristics, subsystems, functions, etc.) are introduced, practiced and applied by the candidates. Within this family system framework, they also learn how to establish collaborative family-professional partnerships via effective interpersonal communication techniques. Specifically, they receive training in effective interpersonal communication skills using both verbal and nonverbal strategies when working with families, transdisciplinary team members, interagency staff and other professionals in the field. They are initially introduced to Turnbull and Turnbull's family system theory and a discussion of the grieving cycle and how to effectively respond to family members in each grieving state. For example, when a parent is expressing sadness about their child with a disability, the teacher needs to display empathetic reflective listening and verbally respond with encouragement. The candidates practice and learn both verbal and nonverbal skills during classroom activities, with members of a parent panel and during their interview with parents in the home. Specific verbal strategies include paraphrasing, clarification, responding to affect, summarizing skills, and problem-solving skills. Some of the nonverbal skills include appropriate techniques such as reflective listening, effective eye contact, smiling, nodding, and body posture which are culturally sensitive to the person(s) at hand.

For one assignment, the candidates design a semi-structured questionnaire using open-ended questioning techniques to elicit various types of information about the family and the child. It is conducted in the home of a family with a child with a disability. The interview is audio-taped so that both the candidate and professor can critically evaluate the candidate's questioning and responding techniques with the family. A grade will be determined by both the professor's critique and the candidate's self-critique.

Another important assignment in the SPED 421 is the Resource Project. That is, each student identifies a community resource to families of children with disabilities, e.g., Regional Center, visit the resource (e.g., agency) and report back to the class both verbally and in writing different aspects and constraints of it. A Resource Book is compiled and developed with each class that represents a directory of all the community visits for that semester (See sample in document room). During the visit each student again practices effective communication strategies when speaking with the community member e.g., director, and when reporting back to the class.

Lastly, a parent and family panel is brought together for one 3 hour class period. This is a powerful activity where candidates as a group actively listen to each family member's story and practice their verbal questioning techniques which reflect both sensitivity to the situation at hand and elicit important family information. Often times this activity helps candidates identify family needs, priorities, and concerns for their child with a disability.

In the Practices and Procedures (SPED 514 and SPED 515) classes the candidates again practice developing both an IFSP and IEP which are family focused and culturally responsive to
the specific case studies. Finally, the candidates in both their student teacher situations (SPED 489C/D) for infants, toddlers, and preschoolers develop instructional programs based on their knowledge of the family system theory which also includes identification and application of families informal and formal supports.
STANDARD 3: ECSE: CHILD ASSESSMENT

Each candidate assesses infants and young children utilizing processes, procedures, and instruments that lead to appropriate interventions and reflect an understanding of the range of appropriate assessment and evaluation approaches, the impact of cultural and linguistic differences, the influence of specific disabilities on development and performance, and the role of the transdisciplinary team.

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In both the assessment/method's class for infant/toddlers (SPED 514) and the assessment/method's class for preschool age children with special needs (SPED 515), the candidates are presented with a transdisciplinary model for assessment that is culturally responsive and collaborative with families, team members, and interagency staff. In SPED 514 the candidates learn about the characteristics of measurement strategies such as validity and reliability via lecture and comparing and contrasting the different types of tools. The candidates in both the SPED 514 and 515 learn a variety of formal and informal assessments including the purpose of the different types of tools i.e., screening, criterion-referenced, curriculum-based, eligibility, activity-based, hom-based and play-based ones via practice in the class with other classmates and in their student teaching fieldwork settings with children with special needs ages birth through five years. Considerable time is spent discussing naturalist environment for the assessment/intervention of young children. The candidate ultimately is able to identify which type of tool is appropriate for the evaluation purpose at hand. They also practice and apply all the different types of observations techniques i.e., time-interval, duration, etc. in the classroom and with children in their student teaching field work settings (SPED 489C/D).

The candidates actually spend a minimum of two weeks in each student teaching setting solely practicing all the different types of observation techniques and evaluating their data. The candidates become particularly competent with informal types of evaluation techniques. The assessment tools developed by Diane Bricker's and colleagues (1996), "Assessment, Evaluation, and Programming System (AEPS) for Birth through Three Years," and the preschool version of the AEPS have been adopted by the department as the one of the main training tools in the ECSE program. Both assessment tools for the infants, toddlers and preschoolers are primarily curriculum-based and also contain a family report form conducted via an interview in the home.

The candidates are able to apply many assessment practices with children ages birth through five years and their families by conducting two different case studies using Bricker's tools and the tools being used in their student teaching situations (e.g., Callier-Azuza, Denver, Michigan, Brigance). One case study is administered to an infant/toddler during the SPED 514 class by using a child/family in their student teaching situation and the other one is conducted with a preschool age child during their SPED 515 class and student teaching preschool experience. Lastly, the candidates interpret and identify appropriate educational programs based on the analysis and integration of all their findings including a family report. The candidates identify and practice adaptations during their assessments. That is, experts on the assessment of children with low incidence disabilities (e.g., California Services for the Deaf-Blind) are guest presenters in both SPED 514 and SPED 515 classes. This includes professionals in the areas of the
orthopedically impaired, visually impaired and hearing impaired who discuss and demonstrate different types of considerations and accommodations for these young children. In SPED 522 the candidates also administer several functional assessments, interpret the data and develop a positive intervention plan based on the data for preschool age children with challenging behaviors. Again they practice these techniques in class and apply them in their preschool student teaching situation.
STANDARD 4: ECSE: INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) PROCESS

Each candidate demonstrates an understanding of the IFSP process and participates with the family and other members of the team in the development and implementation of the IFSP and the coordination of services.

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In SPED 421 the candidates learn effective ways to conduct an IFSP meeting via role play and actually apply this knowledge in their SPED 514 and student teaching situation with infants/toddlers and their families (SPED 489C). Additionally, in SPED 421 they demonstrate skills in soliciting family members concerns, priorities and needs via their semi-structured interviews in the home environment. They practice in both the SPED 421 and SPED 489C classes how to effectively and sensitively provide information to families about their child's developmental skills and appropriate program planning. The candidates again practice developing and IFSP in the SPED 514 class, where they actually synthesize their assessment data (family report and child assessment) and develop appropriate outcomes and objectives that reflect this data. Additionally, a numbered heads activity is used to firm-up candidate knowledge of the state handbook on IFSP (each candidate downloads and brings to class for the activity).
**STANDARD 5: ECSE: CURRICULUM: BIRTH THROUGH PRE-KINDERGARTEN**

*Each candidate designs and implements curriculum that addresses the child’s specific, disability-based learning needs, is developmentally appropriate, and relevant to the families concerns and priorities.*

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For the most part, the methodologies for working with young children in birth through pre-kindergarten settings are presented and practiced in the SPED 514 (infant/toddler), and SPED 515 (preschooler) classes and the student teaching experiences (SPED C/D). The candidates examine and apply Best Practices in terms of methodologies as articulated by Cook, Tessier, Klein (1992) "Adapting Early Childhood Curricula for Children with Special Needs," and Bricker and colleagues APES Curriculum for Infants and Toddlers (1993) and Preschoolers (1996). The candidates select and practice with materials, activities and strategies that are appropriate to specific outcomes and goals as identified by the transdisciplinary team members. The candidates practice play and activity-based approaches in both student teaching settings and become masters of integrating individualized goals and outcomes of a heterogeneous group of young children with special needs into the daily routines and activities in both settings.

In the SPED 535 classes the candidates learn about the different types of methodologies that promote positive development in young children with disabilities. In the SPED 482C/D, the instructor emphasizes the theoretical perspectives and research that relate to the methods currently being used in ECSE. There is a particular focus on strategies families use in the early years with their children ages birth through three years. For example, in the one activity, the candidates actually observe and code videotapes of caregiver-child interactions and discuss this in terms of its efficacy and current Best Practice in ECSE. During SPED 489C and SPED 489D (student teaching) candidate designs and implements curriculum that addresses the child’s specific, disability-based learning needs, is developmentally appropriate, and relevant to the families concerns and priorities. This is documented in the candidate required portfolio and reviewed by the ECSE coordinator prior to ECSE certificate application.
STANDARD 6: ECSE: INTERVENTION AND INSTRUCTIONAL STRATEGIES

Each candidate applies a broad repertoire of validated intervention strategies, adaptations, and assistive technologies that minimize the effects of the child’s disability, maximize the child’s learning potential, and are developmentally appropriate.

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The majority of this standard is subsumed in Standard 5; however, again the candidates analyze several theoretical perspectives i.e., Piaget, Vygotsky, Skinner and social learning models in the SPED 535 by coding observational data and then discussing which models and theories are more appropriate with the different types of children and their specific needs. For example, a child who is nonverbal and noncompliant might require a behavioral or teacher-directed approach to learn; whereas, a child who needs support in the social areas might require a more child-initiated play-based approach to learning these types of skills. The candidate is also able to analyze the efficacy studies to evaluate the different theoretical approaches to intervention in terms of the specific areas of development.

In the SPED 514 and SPED 515, the candidates demonstrate methods that are deemed Best Practice in ECSE and practice a broad repertoire of strategies from different theoretical perspectives in class with role playing and demonstrations. Each candidate develops and present to their respective SPED 514 or 515 class an entire day of methods and curriculum. That is, in the SPED 514 they will present methods to implement a daily routine in an infant/toddler home and center day program, and in the SPED 515 they will also present methods for a daily routine and program in a preschool environment. In the candidates fieldwork experiences (SPED 489C/D), they are directly applying the various teaching strategies as learned in their classes and those modeled by their master teachers. Subsequently, by the end of the ECSE Certificate program they will have used a variety of teaching strategies including adapted and assistive technologies with children with a full range of mild, moderate, and severe disabilities both in the schools and in the home environments (SPED 514/514 & SPED 489C/D).
STANDARD 7: ECSE: LEARNING ENVIRONMENTS

Each candidate demonstrates the ability to create learning environments that support positive initiations and social interactions of children with disabilities in a wide range of natural settings such as homes, child care and development settings, or other community environments.

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The SPED 522 class is specifically designed to teach the candidates how to collect data based information on children's challenging behaviors and develop a positive and functional intervention approach as one solution to intervention in an inclusive environment. Throughout one entire year the candidates will be taking their SPED 514 and SPED 515 classes and involved in their student teaching experiences. During this time, they will be exposed to children's various learning environments i.e., home, school, center and community-based environments, and will practice strategies that establish positive learning climates for both children and their families. Such experiences include teaching and working in the homes of the infants and toddlers with their master teachers for an entire semester. In addition, all the candidates demonstrate inclusive types of strategies in their preschool student teaching setting. For example, they are expected to plan activities with the typical preschool children on their school campuses. Lastly, the final project in both the SPED 514 (infant/toddler) and SPED 515 (Preschool) class requires the students to plan a new classroom which includes a physical design of both infant/toddler and preschool classrooms that would support good developmental outcomes and positive social interactions in an heterogeneous group of young children. They also have to plan which types of materials, curriculums, assessments tools, etc. will be essential when setting up new programs for both groups of children.
STANDARD 8: ECSE: FIELD EXPERIENCE

Each candidate has at least two in-depth field experiences, one in a program for infants and toddlers and their families and one in a preschool program that includes children with disabilities. Field experiences include a regular preschool program and another community program for infants, toddlers, or preschoolers.

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In the SPED 400 class candidates will observe characteristics of young children at risk and those with disabilities and record the different types of instructional and behavioral strategies used by teachers in infant/toddler, preschool and kindergarten settings. In the SPED 421 the candidates conduct a semi-structured interview in the home environment with family members to obtain information about the child with disabilities and the families needs, concerns and educational priorities. Additionally, in the SPED 421 class they visit a community resource for families and children with disabilities and reporting both verbally and in writing to the class.

During the final two semesters of the certificate program, the candidates take concurrently their assessment and methods classes for infants, toddlers, and preschoolers (SPED 514 and SPED 515) and are placed in their respective student teaching settings with master teachers (SPED 489C and SPED 489D). That is, during the Fall semester candidates (with all the prerequisite courses) are taking their SPED 514 Infant/Toddler Assessment and Method's class at night and be placed in their respective student teaching program for children birth through three years of age at risk or those with disabilities (SPED 489C). Thus, the candidates are able to practice and apply the skills they learn at the University in their own student teaching situation, concurrently. Similarly, candidates the following Spring semester will be taking concurrently the SPED 515 preschool assessment and methods class be placed in their preschool student teaching situation (SPED 489D). This preschool experience also includes time spent in a regular kindergarten class where student teachers will observe the academic skills of typical children in this grade. This enables the student teacher to better plan and thus teach the necessary readiness skills that will ensure the child’s successful transition to kindergarten. During both semesters, the candidates are also attending student teaching seminars following each assessment/methods class where they share and problem solve issues in their student teaching situation. A Student Teaching Handbook has been developed and includes guidelines for Master Teachers, University Supervisors, Administrators, and Student Teachers. In addition, field work assignments, time schedules, forms, etc. are included in the handbook (see documents room. Each student teacher will be spending @90 hours observing, participating and teaching in their Infant/Toddler setting, and @210 hours observing, participating and teaching in their Preschool setting. Lastly, during the last semester while the candidates are involved in their preschool experience, they will also be taking at CSUF the SPED 522 class. In this class they learn about positive behavior support and conduct functional assessment at night and planning data-based interventions with children in their preschool classroom during the day. At CSU Fullerton, there are many quality field experiences with infants, toddlers and preschoolers that are required of the certificate candidate.
EL RESPONSE TO STANDARDS 7, 13 AND 19
FOR EDUCATION SPECIALIST CREDENTIALS IN THE AREAS OF MILD/MODERATE, MODERATE/SEVERE AND EARLY CHILDHOOD SPECIAL EDUCATION

The Education Specialist credential programs provide rich, varied, and multiple opportunities for candidates to become knowledgeable and able to address the learning needs of English learners. Our programs require candidates to demonstrate understanding of the philosophy, design, goals, and characteristics of school-based structures that impact English learners. There are also multiple opportunities for candidates to learn about legislation and assessment pertaining to English learners, and multiple ways that candidates learn and practice strategies and approaches to improve educational outcomes for English learners (EL).

It is important to note that the LEVEL I Education Specialist credential programs at CSU Fullerton share 18 common units of courses with the Multiple Subject credential program. As such, responses to standards 7 and 13 draw in large measure from the Multiple Subject Credential Program approved program responses. Additions are made as appropriate to further explain the learning experiences that Education Specialist credential candidates have in preparing them to teach English learners.

This document addresses three emphases: Mild/Moderate, Moderate/Severe, and Early Childhood Special Education at Level I (Preliminary) and Level II. (Professional).

The charts below are a complete listing of courses for both the Education Specialist Credentials for Level I and Level II courses that contain learning experiences relevant to EL. These courses will be referred to throughout this response. The course syllabi are found in the appendices.

**LEVEL I**

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; UNITS</th>
<th>TITLE</th>
<th>MILD MODERATE</th>
<th>MODERATE SEVERE</th>
<th>EARLY CHILDHOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td></td>
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<tr>
<td>EDEL 315 (3) OR EDSC 310(3)</td>
<td>Intro to Elem Teaching; The Teaching Experience</td>
<td>Intro to Elem Teaching; The Teaching Experience</td>
<td>Intro to Elem Teaching; The Teaching Experience</td>
<td>Intro to Elem Teaching; The Teaching Experience</td>
</tr>
<tr>
<td>EDEL 325 (3) OR EDSC 340(3)</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
<td>Cultural Pluralism in Elem Schools; Diversity in Secondary Schools</td>
</tr>
<tr>
<td><strong>Credential Courses</strong></td>
<td></td>
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<td></td>
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<tr>
<td>EDEL/SPED 430 (3)</td>
<td>Foundations</td>
<td>Foundations</td>
<td>Foundations</td>
<td>Foundations</td>
</tr>
<tr>
<td>EDEL/SPED 433 (3)</td>
<td>Language Arts &amp; Reading Instruction</td>
<td>Language Arts &amp; Reading Instruction</td>
<td>Language Arts &amp; Reading Instruction</td>
<td>SPED 436 (3) Literacy for ECE</td>
</tr>
<tr>
<td>EDEL/SPED 434 (2)</td>
<td>Methods and Inquire for Teaching English Learners</td>
<td>Methods and Inquire for Teaching English Learners</td>
<td>Methods and Inquire for Teaching English Learners</td>
<td>Methods and Inquire for Teaching English Learners</td>
</tr>
</tbody>
</table>
LEVEL II

Level II courses relevant to English learner instruction are SPED 529 Collaboration and Consultation Seminar, SPED 533 Issues and Trends, and SPED 551 Bilingual/Multicultural Special Education. These courses provide Level II candidates with multiple opportunities to build on the knowledge, skills and abilities to teach English learners, including instructional programs, access to core curriculum, collaborating with school personnel and the community, and working with families -- all to enhance learning and success for English learners.

<table>
<thead>
<tr>
<th>Course Number &amp; Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 529 (3)</td>
<td>Collaborative &amp; Consultative Seminar</td>
</tr>
<tr>
<td>SPED 533 (3)</td>
<td>Issues &amp; Trends in Collaborative/Consultative Services</td>
</tr>
<tr>
<td>SPED 551</td>
<td>Bilingual/Multicultural Special Education</td>
</tr>
<tr>
<td>SPED 489</td>
<td>Intern Teaching</td>
</tr>
</tbody>
</table>
STANDARD 7-A: MULTIPLE SUBJECT READING, WRITING AND RELATED LANGUAGE INSTRUCTION IN ENGLISH

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

The faculty is committed to preparing candidates to deliver balanced, linguistically and culturally sensitive, comprehensive instruction in reading, writing and related language arts. Our program stresses the importance of explicit, systematic instruction in basic skills such as phonemic awareness, phonics and other decoding strategies, and spelling and teaches candidates to use effective comprehension strategies, guide students’ independent reading and build oral and written language skills.

Because the program is structured so that candidates complete fieldwork during their reading methods courses and before assuming full-time student teaching responsibilities, instructors are able to ensure that foundational information is presented and in many cases, applied before the onset of full-time student teaching. The cohort structure allows faculty to carefully monitor candidates’ progress and to design learning experiences that build over the entire length of candidates’ program. This ensures that candidates demonstrate increasing levels of skill in planning, instruction, and assessment in reading, writing and related language arts.

Supportive evidence for Standard 7A is addressed in the following sections:
- Sequence of Experiences
- Expected Levels of Mastery
- Course Components (including assigned readings, lectures and discussions, modeling and assignments)
- Meeting the Cultural and Linguistic Needs of Diverse Student Populations
- Ongoing Program Development

SEQUENCE OF EXPERIENCES

All candidates take one reading methods course. EDEL/SPED 433 is cross-listed with general education and is the same course that all Multiple Subject candidates complete. EDEL/SPED 433 includes an overview of principles of reading instruction and elements of the language arts
program including literature-based reading, content area reading, the role of phonics, emergent literacy and diagnosis of reading problems. The content of this course includes literacy instruction relevant to English learners -- beginning reading, comprehension, and assessment and selection of material that is relevant to English learners.

SPED 482A, SPED 482B, and SPED 436 are other courses that focus on instructional methods, strategies, and materials that supports student access to the core curriculum, including strategies and approaches for English learners. (The specific course that a candidate takes depends on the credential emphasis. Please see Level I course chart above).

Field and student teaching experiences for candidates allow for opportunities to apply and practice knowledge gained in methods courses.

**EXPECTED LEVELS OF MASTERY**

Upon entry to the Education Specialist Program, program competency requirements in reading and related language are identified. Throughout the program, instructors, supervisors and master teachers use multiple assessments to measure candidate progress. During the reading methods course, for example, candidates must pass a structural analysis/phonics test for teachers with a score of 80% or better. Candidates also complete reading logs, course assignments, tests and other assessments that provide information about their growing competence.

Evaluations measure candidate progress in both course and field settings. The Field Competencies, for example, assess candidates’ knowledge of, and ability to work with, culturally and linguistically diverse student groups.

Candidates also receive information about their competence in reading and related language arts through extensive feedback given on course assignments, midterm evaluations, and individual conferences held by supervisor at mid-semester and end of semester conferences. In addition, candidates are asked to self-evaluate their performance using reflective writings, portfolios and check sheets throughout each course. Finally, supervisors and master teachers write a detailed evaluation of each candidate’s performance at the end of the student teaching semester.

**COURSE COMPONENTS**

To ensure that all sections of program reading courses meet current statutory and regulatory requirements in reading instruction, all reading faculty include the following elements in their course:

- Phonemic awareness instruction
- Systematic, explicit phonics instruction
- Decoding instruction and the diagnosis of a pupil’s ability to decode
- Word attack skills instruction
- Spelling and vocabulary instruction
- Effective classroom and school wide intervention for low-performing readers
- Research on how reading skills are acquired
- Effective reading instruction for English learners
- Structure of the English language
- Effective integration of listening, speaking, reading and writing
- Planning and delivery of appropriate reading instruction based on assessment and evaluation
- Explicit instruction of comprehension and higher order reading skills
- Ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and non-fiction
- Text handling and strategic reading strategies for text use across the curriculum for a variety of purposes

These elements are listed on the syllabus for each section of EDEL/SPED 433. The course objectives, topics and assignments reflect the importance of these elements in a comprehensive, balanced reading program.

EDEL/SPED 433 Language Arts and Reading Instruction in the Public Schools (3 Units) is the first reading course taken in the program sequence. It provides an overview of principles of reading instruction and the elements of the language arts program. It places special emphasis on those elements that address beginning reading, comprehension, assessment and the special needs of English learners and students with special needs.

The second course in the sequence is the Education Specialist methods course (SPED 482A, 482B, or 436 depending on the credential emphasis. These courses provide additional study of elementary curriculum with emphasis on integrated instruction across the curriculum. These courses aid candidates in developing the competencies needed to provide reading instruction based on research and current knowledge of strong instruction for all students. The following is a partial list of researchers and other experts in reading whose work has been used in developing the content of these courses:

- Adams, M. J.  
  Beginning reading, fluent reading
- Au, K.  
  Multicultural education
- Atwell, N.  
  Writing, grouping, assessment
- Barr, R.  
  Grouping
- Banks, J.  
  Multicultural education
- Chomsky, N.  
  Language development, syntax
- Clay, M.  
  Emergent literacy, early reading, assessment
- Cummins, J.  
  Bilingualism
- Cunningham, P.  
  Phonics, word recognition and spelling
- Foorman, B.  
  Orthographic analysis / phonics
- Graves, M.  
  Writing
- Juel, C.  
  Word recognition / phonics instruction
- Heinemann, A.  
  Phonics
- Heath, S.  
  Language differences
- Henderson, E.  
  Spelling
- Manzo, A.  
  Content area reading, comprehension instruction
- Mastropieri, M. A.  
  Comprehension and fluency instruction
- Moats, L.  
  Decoding
- Pearson, P. D.  
  Comprehension instruction
- Pressley, M.  
  Comprehension instruction
- Readence, J.  
  Comprehension instruction
- Snow, C.  Language development, emergent literacy
- Stanovich, K.  Word recognition, Matthew effects
- Sulzby, E.  Storybook reading, emergent literacy
- Templeton, S.  Spelling
- Yopp, H.  Phonemic awareness
- Yopp, H. & Yopp, R.  Literature-based reading

In these courses, candidates develop knowledge, skills and abilities in reading instruction that are based on current knowledge and research on the best instructional practices. Particular emphasis is given to strategies that provide equal learning opportunities for all students. Assigned readings, lectures, classroom discussions, modeling, observations and assignments all play a role in developing candidates’ competence.

**ASSIGNED READINGS**

Specific information on assigned readings can be found in the sample syllabi. In general, candidates read material from multiple sources, including textbooks, current journal articles, book chapters, district curriculum guides, and state publications. These readings cover a wide range of topics in reading and literacy education and cover elements A-N.

All instructors use a comprehensive text to provide candidates with a broad understanding of current literacy approaches, methods and materials. This text is supplemented with other texts that deal with specific topics in reading instruction such as phonics and word recognition, literature-based reading, diagnosis of reading problems and English language learners. In addition, candidates make extensive use of state frameworks and other publications in reading and reading related areas. These resources are coordinated with school district curriculum guides and reading programs.

Instructors often assign readings from journals such as the *Reading Teacher* and *Exceptional Children*. These articles serve two purposes: they provide candidates with research-based knowledge about current understandings, methods, and approaches in reading and literacy and they introduce students to professional organizations and resources that they can use to continue their professional development after they leave the program.

Finally, the College of Education funds a Professional Activity Center which houses school district curriculum guides, commercial reading programs, videos and other materials for candidates’ use. The Professional Activity Center is located in the University library, where its holdings are enhanced by those of the University’s Curriculum Center.

**LECTURES AND DISCUSSIONS**

An examination of the course syllabi for EDEL/SPED 433 and SPED 482A, 482B, AND SPED 436 identifies the major topics addressed in the classes. Each syllabus illustrates comprehensive skill development for each candidate. This skill development is facilitated, in part, by the use of lectures and discussions. Faculty often present key information through lectures, readings, online modules, and videos and then use small group discussions, think-write-pair-share, Socratic seminars, quadrant partners and cooperative learning groups to reinforce and refine important points. Other uses of cooperative learning strategies allow candidates to provide each
other with crucial information from course readings and classroom applications. Out-of-class assignments typically provide an additional opportunity for candidates to apply and extend newly mastered information.

**MODELING**

The faculty consider modeling as an essential element of the instructional program and they use it in a variety of ways. The faculty demonstrates techniques and model lessons for candidates. These models include lessons in how to present explicit instruction in basic reading skills and comprehension and how to modify instruction. For example, an instructor may have candidates view a video of a young student engaged in a reading lesson. As candidates observe, they assess the student’s reading skills. Later the class discusses what they observed in order to build their own ability to diagnose. They also analyze the actions and decisions of the teacher.

Candidates also serve as models. They model strong reading practices to their peers in many method courses. For example, many candidates are required to develop units that build comprehension skills, and then they present a portion of those units to their peers during the class. The faculty provides feedback on the quality of candidates’ modeling.

Many candidates also witness demonstration lessons by master/veteran teachers in the field who are teaching in classrooms other than the students’ fieldwork placement. Faculty arrange for candidates to attend demonstration lessons conducted by strong teachers at participating sites, thus allowing candidates to observe students in a variety of grade level placements and who are participating in a wide range of reading activities such as phonics, comprehension, literature-based reading, writing and integrated language arts activities. Candidates must demonstrate their understanding of the model lessons they have observed by developing and presenting lesson in those areas.

**MEETING THE CULTURAL AND LINGUISTIC NEEDS OF DIVERSE STUDENT POPULATIONS**

Key to effective instruction for English learners is that language must be comprehensible, meaningful and relevant. A three-way approach prepares candidates to promote literacy development for English learners.

First, all candidates are required to take three methods courses focusing on reading and the language arts, and language development for English learners. These courses, described earlier, are as follows:

- EDEL/SPED 433 Language Arts and Reading Instruction in the Public Schools (3 units)
- SPED 482A or 482B or SPED436 Methods (3 units)
- EDEL/SPED 434 Methods and Inquiry for Teaching English Learners (2 units)

These courses help candidates learn how to develop a balanced, comprehensive reading/language arts program for all students, including English learners. Instruction for English learners is integrated with all A-N elements. For example, course material on phonemic awareness includes reading material and discussion of why and how to promote phonemic awareness with English learners. Assigned readings and follow-up discussion demonstrate how English learners rely on graphophonic, syntactic and semantic cueing systems in learning to become strategic readers in English. Candidates understand the difference between language learning and language acquisition as well as positive transfer of skills from first and/or additional languages to
English. Candidates get to know their students on an individual basis to determine learning styles. Candidates explore family backgrounds including social and cultural customs so as to improve communication not only with students but also their families. Students focus not only on developing content vocabulary, but also academic vocabulary.

Because we are committed to responding to the needs of the service area and of the children of the State of California, faculty place clear emphasis on the needs of linguistically and culturally diverse children. Some faculty themselves are bilingual; some faculty have a record of scholarship related to issues of learner diversity.

This emphasis on the needs of diverse learners is reflected throughout the Program. All faculty provide information about appropriate instruction for linguistically and culturally diverse students. Examination of course syllabi illustrate integration of information related to diverse learners into instruction. Instructors require a text that deals specifically with topics of linguistic and cultural diversity. Faculty also elects to use strategies that are consistent with their particular strengths. For example, bilingual faculty provides lessons delivered in a language other than English in order to model strategies for candidates and to provide them with an experience in which instruction is being given in an unfamiliar language. Upon exit, candidates must demonstrate familiarity with high quality literature with multicultural themes and they must demonstrate their ability to provide appropriate instruction for children who are from diverse backgrounds.

Second, because our Program incorporates field experiences with methods courses, candidates observe how master teachers implement literacy instruction with English learners. Candidates engage in fieldwork during their reading methods course where they serve as observers and assistants to their master teachers, with responsibilities increasing as the fieldwork progresses. This early experience provides the opportunity for candidates to observe carefully and to discuss during their reading methods courses the practices they have observed in the schools. Student teaching provides similar opportunities because candidates attend a weekly seminar and, after completion of their first semester student teaching assignment, they return to the university for a second set of methods course work. One of candidates’ two student teaching experiences must be in a culturally and linguistically diverse placement. This experience gives candidates the opportunity to develop sensitivity, to practice specific strategies for diverse learners, and to extend their competence in providing appropriate instruction for all learners.

Third, candidates develop and implement lessons with English learners that are anchored in theory, research and best practice as discussed in their methods courses. These are carried out under the guidance of a field supervisor or master teacher, followed by discussion and feedback from observers such as the master teacher and the university supervisor. Candidates are evaluated in their ability to address cross-cultural issues through the Reading/Language Arts Performance Objectives and Field Competencies that must be signed by university personnel, master teacher and student teacher.

In summary, through coursework, fieldwork and lesson preparation, candidates are ultimately required to develop a comprehensive literacy program for English learners.

Sample Texts for Working with English Learners include the following:


**ONGOING PROGRAM DEVELOPMENT**

CSU Fullerton faculty actively pursue professional development and work continuously to ensure that the Education Specialist Credential Programs evolves as the community changes and as the knowledge base that underlies classroom practice develops. Reading methods instructors meet at least once per semester in order to revise evaluation instruments and to further strengthen reading instruction across all programs.

As a result of these efforts, the instructors collect and continue to update entries for a resource packet of articles, book chapters, and instructional materials that address the RICA Content Specifications and elements A-N. To help ensure that candidates have equal opportunities to acquire the competencies on the RICA, faculty (including part-time and new faculty) are given a copy of the Resource packet to use in their instruction.

Additionally, the Department of Special Education developed a Bilingual Special Education committee. The work of this committee was to find ways to infuse more EL information into existing Special Education courses. The committee sought support and development ideas from colleagues in other education departments with established CLAD courses. Additionally, the committee developed a new course that now forms a part of the Level II. (SPED 551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction).

Program development is further facilitated by the “course custodian” system. Each course is directed by a course custodian – or instructor of record. This individual’s role is two-fold: 1) facilitate biannual meetings of course instructors and 2) update and disseminate curricular and instructional materials and policy matters on an ongoing basis.

The Level I (preliminary) credential program is structured so that candidates complete fieldwork during their reading methods courses and before assuming full-time student teaching responsibilities. This structure allows instructors to present key information as candidates witness reading and language arts instruction in the field. It also allows candidates opportunities to analyze current reading instruction practices and programs before they enter full-time student teaching, where they further refine their own reading instruction under the guidance of school and university personnel.

Faculty members work with local school administrators and teachers to establish shared expectations and commitment to the thorough preparation of candidates. Faculty and school
personnel arrange placements so that candidates will have an opportunity to observe and provide instruction in classrooms with a balanced, comprehensive program of instruction.

The included matrix provides the course number and sample activities where this element is addressed.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

In EDEL/SPED 433, a variety of methods are used to ensure that candidates receive support for instruction and experience in developing students’ comprehension skills, incorporation of strong literature, strategies that promote and guide students’ independent reading, and instructional approaches to promote the development of reading, writing, listening, and speaking for all learners, including English learners. Textbooks, assigned readings, modeled lessons, and other materials are chosen that present an interactive model of reading which emphasizes the active nature of the reader in comprehending text and the importance of engaging students with high-quality literature. Candidates are exposed to principles for guiding comprehension instruction that include the following:

- Use techniques that help guide the interaction between the reader and the text.
- Use comprehension strategies (e.g., questioning, summarizing, questioning and connecting) to actively engage readers in the comprehension process.
- Use of questions that require a full range of cognitive functions.
- Create opportunities for peer discussion and student-teacher dialogue.
- Teach strategies that students can use independently in reading and learning by encouraging metacognitive awareness of skills and strategies.

Candidate’s knowledge of quality literature to broaden students’ knowledge and comprehension strategies is developed by professional readings, in-class modeling of lessons, and assignments (see Matrix specific activities).

The knowledge and experiences that candidates acquire in EDEL/SPED 433 are used as the basis for learning opportunities in SPED 482A, 482B OR SPED 436. A major assignment in both SPED 433 and SPED 482A OR SPED 436 requires students to develop a unit that integrates reading and the related language arts (listening, speaking, and writing) with links to other content area. This assignment provides candidates with the opportunity to develop long-term lesson plans that incorporate novels, biographies, fables, tall tales and other genres into the curriculum. One of the objectives of this assignment is for candidates to demonstrate their ability to plan instruction that will help students develop the strategies they need to comprehend multiple sources of information and to synthesize it to create new understandings. In designing this unit, candidates must include instructional strategies and curricular decisions that ensure that English learners develop their knowledge of the content as well as their abilities to work with all forms of language (reading, writing, listening, and speaking). In SPED 482B (Moderate/Severe Methods) similar components of information are taught.
In EDEL/SPED 433, a variety of methods are used to ensure that candidates acquire knowledge about a wide range of literature, including expository texts and literature with multicultural themes. Textbooks and state publications contain extensive lists of quality literature, including literature with multicultural themes, from a variety of genres. Texts such as Yopp and Yopp’s *Literature based reading activities* are employed to assist candidates in gaining skill at using literature in teacher-supported and independent-reading contexts. Through EDEL/SPED 433, candidates also have opportunities to apply their knowledge of different genres to their classroom reading instruction. Candidate’s knowledge of quality literature to broaden students’ knowledge and comprehension strategies is developed by professional readings, in-class modeling of lessons and assignments.

In addition to the integrated unit assignment, there are other opportunities in EDEL/SPED 433 and SPED 482A, 482B or SPED 436 for candidates to acquire knowledge about a wide range of texts and to have opportunities to apply this knowledge in their instruction during fieldwork (EDEL/SPED 430 EDEL/SPED 438) and student teaching (EDEL/SPED 439 AND SPED 489).

Candidates’ competence at making effective use of a variety of texts is addressed through the Reading/Language Arts Performance Objectives form that must be signed by the university instructor, the master teacher and the candidate. This program document requires assessment from multiple observers, including university instructors and supervisors, master teachers, and the candidates themselves. It provides evidence of candidates’ preparation to instruct English language learners.

(i) **Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.**

In EDEL/SPED 433, instructors use a variety of methods to ensure that candidates receive support for instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning and making inferences. Textbooks, assigned readings and other materials are chosen to present an interactive model of reading which emphasizes the importance of both word recognition and prior knowledge and experience in comprehending text. In the area of comprehension, candidates are exposed to principles for guiding comprehension instruction that include the following:

- Use techniques that build or activate prior knowledge, including potentially difficult vocabulary, before reading.
- Use techniques that help guide the interaction between the reader and the text.
- Use questions that require a full range of cognitive function.
- Exploration of different points of view
- Create opportunities for instructional conversations.
- Teach strategies that students can use independently in reading and learning.

Department files contain copies of syllabi, textbook tables of content and other materials, including the resource packet where these and other comprehension principles are addressed.
These sources also provide documentation that candidates have exposure to a wide range of specific techniques and strategies in comprehension.

As previously noted, the knowledge and experiences that candidates acquire in EDEL/SPED 433 are used as the basis for learning opportunities in SPED 482A, 482B or SPED 436. The course requires students to develop a unit that integrates reading and the related language arts into the content areas. This assignment provides candidates with the opportunity to develop long-term lesson plans that incorporate expository text, novels, biographies, fables, tall tales and other genres into the curriculum. One of the objectives of this assignment is for candidates to demonstrate their ability to plan instruction that will help students develop the strategies they need to comprehend multiple sources of information and to synthesize it to create new understandings. This assignment is described in course syllabi.

In addition to the integrated unit assignment, there are other opportunities in SPED 482A, 482B or SPED 436 for candidates to acquire information that will support the development of students’ comprehension ability. For example, candidates are required to write lesson plans that specifically deal with the comprehension of expository texts. Reading and language arts methods instructors work closely with other cohort faculty to emphasize reading in the content areas. For students with more significant needs (Moderate/Severe classification), functional reading is taught. This means that the candidate is instructed on how to integrate literacy through adaptations and modifications in the general education reading curriculum.

The Matrix lists the course number and sample activities where this element is addressed.

(ii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.

In both SPED 433 and SPED 436, candidates receive instruction on how to promote oral language development from a young age. In addition, in all language arts courses, candidates receive experience in methods to promote the use of oral language in a variety of formal and informal methods. Textbooks, assigned readings and other materials are chosen that present learning as a being socially constructed. In such views, opportunities for using oral language are essential. Candidates are presented with a variety of approaches and activities that encourage the use of oral language. Examples include cooperative learning, buddy learning, brainstorming, role-playing, predicting, questioning and into, through, and beyond lessons that promote conversations about text. Some examples of class assignments and activities that provide experiences with promoting the use of oral language are provided in the matrix. Others can be found in the course syllabi and other course materials.

The knowledge and experiences that candidates acquire in EDEL/SPED 433 are extended in SPED 482A, 482B, or SPED 436. These courses focuses on the interrelatedness of reading, writing, listening and speaking and the development of approaches and activities that promote the integration of the language arts as related to the specific credential area the candidate is working toward (SPED 482A, 482B for Mild/Moderate, or SPED 436 for Early Childhood Special Education). There are numerous opportunities in SPED 482A, 482B or SPED 436 for candidates to acquire knowledge and experience in promoting the use of oral language.

(iv) Instruction and experience in writing instruction, including writing strategies, writing applications and written and oral English language conventions.
While the importance of writing in the curriculum is a part of EDEL/SPED 433, the writing process is addressed more thoroughly in SPED 482A or SPED 436. Texts and other materials are chosen that stress the importance of each of the stages of the writing process and that provide candidates with approaches and strategies for teaching writing in the K-12 classroom. These include strategies from beginning communication in print to the teaching of writing for a variety of purposes. Sample activities are located in the Matrix. In SPED 482B, candidates are taught levels of functional output – oral and written - for students with significant disabilities and may include use of keyboarding, sequencing pictures to create a sentence and/or expressing ideas with vocal output devices, and resources provided in commercial curriculum programs.

**7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography, and extensive practice in reading and writing.**

Six semester units of instruction in reading and related language arts methods provide the forum to address reading skills. The organized and systematic teaching of reading skills are taught in both EDEL/SPED 433(Language Arts and Reading Instruction in the Public Schools) and SPED 482A, 482B or SPED 436. These courses provide foundational knowledge and a forum for discussion of current practices witnessed and honed during field experiences.

EDEL/SPED 433, the first reading course taken in the program sequence, provide an overview of principles of reading instruction. One area of special emphasis is on those elements that address beginning reading, including phonemic awareness, systematic phonics instruction and other word recognition skills. Spelling is addressed in SPED 482A, 482B or SPED 436, especially as it relates to phonics instruction, spelling patterns and developing a store of high frequency words that are needed for fluent reading.

EDEL/SPED 433 focuses particular attention on helping candidates acquire knowledge and experience in teaching organized explicit skills that promote fluent reading and writing, including: phonemic awareness; direct, systematic, explicit phonics; and decoding skills and extensive practice in reading and writing connected text. Textbooks, assigned readings and other materials are chosen that present an interactive model of reading which emphasizes the importance of both automatic word processing and prior knowledge and experience in comprehending text. In the area of word recognition, candidates are exposed to principles for guiding word recognition instruction that include the following:

- Word recognition is a complex process.
- Phonemic awareness appears to be a prerequisite to learning to read.
- Reading requires an understanding of the alphabetic principle.
- Decoding words requires knowledge of letter/sound relationships and blending.
- Spelling and writing complement reading.
- Fluent reading requires extensive practice.

Candidates have exposure to a wide range of specific techniques and strategies for teaching explicit, systematic decoding and other word recognition skills and strategies for promoting extensive reading opportunities. Some examples of class assignments and activities are provided
in the matrix. Others can be found in the course materials, including tables of contents and the resource packet located in the department files.

The second course, SPED 482A, 482B or SPED 436, also addresses students’ development of sound/symbol relationships, especially as it relates to early writing development. Systematic spelling instruction is also addressed in SPED 482A and SPED 436 as it relates to writing and writing instruction.

In SPED 482B, symbolic representation of communicative intervention assists the candidate as they learn to support the student with connections of the output with the consequences.

In SPED 482A, 482B or SPED 436, candidates further develop their understanding of spelling development from the perspective of learning to write, including the role of invented spelling and approaches for developing systematic instruction in spelling. All candidates utilize a resource packet of research-based articles and techniques to support their classroom learning.

**FIELDWORK**

Candidates are required to have field experiences in the K-12 classroom that include the following:

- Knowledge of the relationship of phonemic awareness to phonics and spelling and the ability to develop instruction that reflects this knowledge.
- Ability to develop systematic, explicit instruction in phonics, decoding and word attack skills, including structural elements.
- Ability to develop explicit instruction in spelling that includes a logical sequence of word knowledge, orthographic patterns and frequently used words.

Candidates’ competence at providing explicit, systematic instruction is assessed by two master teachers (or other site personnel for interns), by university supervisors for both placements and by their reading/language arts instructor. The Reading/Language Arts Performance Objectives form is relevant to candidates’ ability to teach word recognition skills to all students, including diverse learner populations. The evidence in support of instruction and experience with explicit skills that promote fluent reading and writing are located in the matrix

7A(e) *For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques*

Courses in the credential program are designed to prepare candidates to teach to English learners. As a result of the infusion of instruction for English learners, candidates are prepared to manage their classrooms so that all learners are appreciated, respected and embraced for their differences. This philosophy is thematically aligned with how we view all diversity including ability and linguistic and cultural diversity. Our credential programs do not differentiate cultural, linguistic, and ethnic diversity from physical, emotional, and intellectual diversity.

EDEL/SPED 433 and SPED 482A, 482B or SPED 436 provide opportunities for candidates to acquire knowledge and skills related to important aspects of literacy instruction. Both courses are based on current understanding and research on exemplary instructional strategies that provide equal access to learning opportunities for all students. This is accomplished through assigned
readings, lectures, classroom discussions, modeling, observations and assignments. Concurrent fieldwork and carefully supervised student teaching provide for richer development of candidates’ ability to assess students’ reading, to provide early intervention and to include the home and community in reading instruction.

EDEL/SPED 433 (Language Arts in the Elementary School) provides special emphasis on those elements that address beginning reading, including knowledge of the roles that home and community literacy practices have on school learning. The course also addresses a variety of assessment measures that can be used to identify students’ strengths and weaknesses and guide instruction.

In EDEL/SPED 433, candidates are exposed to knowledge about the relationship among home, community and school through assigned readings, lectures and discussions. For example, candidates learn about early literacy development and those practices that positively impact school learning. They have opportunities for acquiring knowledge about cultural and language diversity and of the need to be sensitive to and responsive to the needs of students from diverse backgrounds.

In addition, candidates are required to demonstrate through a case study their ability to use a variety of diagnostic measures to assess a student’s reading and writing performance and plan instruction. In general, candidates use some combination of the following to assess their students:

- previous records
- observations
- informal reading inventories (or running records)
- retellings
- concepts about print assessments
- writing samples
- phonemic awareness
- phonics and letter/word recognition

After analyzing the data they have collected, the candidates develop a plan of instruction for their students. Instructors provide thorough corrective feedback to candidates as they practice assessing students and using assessment results to plan instruction.

To further emphasize the need for ongoing assessment of student performance, candidates are strongly encouraged to include an assessment component in all of their lesson plans. They are provided with information about assessment measures such as observations, conferences, work samples, formal and informal tests, journals, and check-sheets. They are shown ways that information from these can be used to plan instruction. SPED 482A, 482B or SPED 436 also addresses the role that home and community literacy practices have on school learning, especially as they relate to oral language, communication and writing, and to the study of content area concepts, particularly social studies. Also addressed in this course are assessment measures that can be used to guide writing development and students’ understanding of content area concepts.

In SPED 482A, 482B or SPED 436, candidates further develop their understanding of the role of the home and community in literacy development through the study of writing and in the development of a unit that integrates the language arts into the content areas. For example, home and community diversity and the ways in which it may impact writing performance are discussed. Many candidates choose to integrate the language arts into social studies, a content area in which home and community beliefs and values can significantly affect understanding.
SPED 520 (Assessment) also further develop candidates understanding of the role of ongoing assessment in planning instruction. Addressed in this course are a variety of assessment measures that can be used to guide writing development and students’ understanding of content area concepts. Examples include the use of peer evaluations, portfolios, writing samples, journals, conferences, and assessment components of lesson plans. For each of these strategies, instructors provide information, model appropriate use of the instruments and then guide candidates’ practice by providing written feedback to candidates.

Candidate’s field experiences provide ongoing opportunities to apply and expend their knowledge related to home-school connections and to ongoing assessment. Master teachers and supervisors guide candidates’ use of various assessment instruments as they provide formal and informal feedback throughout the semester. Candidates’ skills in these areas are assessed in a number of ways. See the evaluation forms completed by both of the candidate’s university supervisors and both master teachers and the Reading/Language Arts Performance Objectives form.

7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties and students who are proficient readers.

Candidates master information related to the process by which children learn to read and related to the structure of the English language through their two reading/language arts methods courses and through their field experiences. Candidates gain experience with English language learners, students with reading difficulties and proficient readers through early field experiences and through two student teaching (or one student teaching, one intern) placements. Field experiences are arranged in consultation with district and site-level personnel and candidates are assigned where they will observe and provide instruction in classrooms that provide a balanced, comprehensive program of instruction. All candidates complete at least one reading related methods course, EDEL/SPED 433, before assuming full-time student teaching.

EDEL/SPED 433 (Language Arts and Reading Instruction in the Public Schools) provides an overview of principles of reading instruction. One area of special emphasis is on those elements that address emergent literacy, including the relationship between oral and written language, including the phonological and morphological structure of the English language. SPED 482A, 482B or SPED 436 also address the phonological and morphological structure of the English language, especially as it relates to writing development.

Through EDEL/SPED 433, candidates are exposed to knowledge of the importance of the phonological/morphological structure of the English language in both learning to speak and learning to read and write. For example, it is important to understand the structure of English in order to understand oral language development, the alphabetic principle, phonemic awareness and phonics and other word recognition strategies. The morphological structure is important both in word recognition and vocabulary development.

In SPED 482A, 482B or SPED 436, candidates further develop their understanding of the structure of English from the perspective of learning to write, including the role of developmental spelling and approaches for developing systematic instruction in spelling. These courses also include instruction in preparing candidates to help English learners develop grade-level achievement in reading and the language arts.
Through K-12 school experiences, candidates are required to build and demonstrate knowledge and ability related to the structure of English language by demonstrating:

- Knowledge of the structure of the English language and the cognitive bases of reading.
- Knowledge of the relationship of phonemic awareness to phonics and spelling and the ability to develop instruction that reflects this knowledge.
- Ability to develop systematic, explicit instruction in phonics, decoding and word attack skills, including structural elements.
- Ability to develop explicit instruction in spelling that includes a logical sequence of word knowledge, orthographic patterns and frequently used words.

The Matrix lists the course number and sample activities where this element is addressed.

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

CSU Fullerton is a comprehensive urban university with an extensive array of institutional resources to support the effective operation of credential preparation activities. The Department of Special Education is committed to providing sufficient resources to fulfill its goal of providing high quality instruction and field support for credential candidates.

Supportive evidence for Standard 7A(g) are addressed in the following sections:

- Faculty Resources
- Material Resources

**FACULTY RESOURCES**

The Department of Special Education currently has 11 full-time, tenure track faculty and 3 full-time, non-tenure track faculty. One fourth of the fulltime faculty comes from non-Anglo backgrounds. By virtue of their graduate school preparation, 5 are qualified to teach reading and language arts courses.

Approximately 400 credential candidates are currently enrolled in CSU Fullerton’s Special Education Credential Program. All of the Education Specialist Credential candidates take EDEL/SPED 433. This class is taught by either a full time faculty member in Special Education or Elementary and Bilingual Education. Occasionally, part-time faculty who have demonstrated a strong preparation and background in reading teach the class. Currently there are three sections of the class offered each semester.

Candidates in Special Education are assigned to specific faculty advisors in the area of their Education Specialist Credential. For example, the Mild/Moderate candidates are assigned to faculty in the Mild/Moderate program. They are provided with a study plan that guides their
program. The SPED 482A, 482B, or SPED 436 class is assigned to the student based on the area of specialty. SPED 482A, 482B is taught by a faculty member with specific training in Mild/Moderate Disabilities including the content of this language arts standard. Similarly, the Early Childhood Special Education candidates take SPED 436 to enhance their early literacy understanding of all the content described in this document. The instructor for this class is typically the same as the EDEL/SPED 433 instructor.

In the spring semester of 2006, field supervisor positions were filled by 8 full-time faculty members and 18 part-time faculty members, creating a ratio of approximately one supervisor for every 6 candidates. This small ratio helps to ensure that candidates receive substantial support from the University while they are in the field. Supervision of student teachers is funded at the rate of 0.5 instructional units per student teacher.

Many of the part-time faculty members have long associations with the General Education and/Education Specialist Credential Program as teachers or principals at school sites where candidates have been placed for student teaching. Some supervisors also teach methods courses in the cohorts which they supervise.

Supervisors are oriented to their role through departmental meetings and through the guidance of cohort leaders. Supervisors of long-standing serve as a tremendous resource for new supervisors. All supervisors attend monthly professional development meetings. They also receive a supervision handbook that contains the program requirements and suggested techniques for corresponding with the candidate and district/school personnel. It also contains advice for establishing and maintaining collaborative relationships with site personnel. Supervisors work with school and district personnel and with university faculty in order to maximize the chances of a successful student teaching experience. Because the department has developed a credential program that integrates course work and fieldwork throughout the preparation program, all of the faculty members spend time in the field. Planning and collaboration with classroom teachers and school administrators is constantly emphasized in the Education Specialist Credential Programs.

We are fortunate to have a strong collaborative relationship with our colleagues in the Elementary and Bilingual Education Department and the Secondary Education Department. Our reading faculty are invited to their reading faculty meetings and support systems are in place at the college level for trainings in TPA, TPE and other instructional strategies and assessments that focus our instruction.

The faculty has been instrumental in assuring candidates from CSU Fullerton receive a representation of research literature and classroom applications pertaining to English Learners, including:

In 2002, the faculty of the Department of Special Education invited Leroy Hamm, compliance officer for the State, to speak to a large group of faculty and students concerning issues of BCLAD and CLAD certification and bilingual special education. Additionally, two faculty members attended a formal day-long training with Dr. Hamm in which these issues were explored in more depth.

**MATERIAL RESOURCES**

Baseline funding for reading and related methods course work and field experiences is sufficient to maintain high quality instruction and to provide adequate resources for field supervision. The College and Department budgets provide for coordinators for each of the three programs. The budget also provides for office assistance in support of program operation. Field supervisors and instructional faculty are reimbursed for their mileage for school visits. Other funds include travel support, office space and funds for professional journals, books and videotapes for the Department’s faculty library. All full-time faculty have office computer systems and laptops that provide Internet access and CD-ROM capabilities. All classrooms at CSU Fullerton are “smart classrooms” that are equipped with the following hi-tech equipment for an enhanced learning experience:

- Ceiling-mounted overhead projection system
- PC connected to a wireless mouse and keyboard
- VCR
- Laptop connectivity
- Mac connectivity
- Video camera/camcorder connectivity
- DVD connectivity
- Ceiling-mounted speaker system

The College of Education sponsors two computer laboratories, one Macintosh and one Personal Computer, for candidates’ use. These labs contain software related to reading and the language arts. Further, the College funds a Personalized Activity Center (PAC) for candidate projects and study. The PAC houses a collection of materials that includes district curriculum guides and commercial reading, phonics, and spelling programs in use in the districts in our service area. The PAC is located in a new wing in the university library, where its holdings are merged with those of the university’s curriculum center. Library personnel and department faculty provide support for the program’s course and field experiences in the area of reading. As an additional rich resource, the elementary schools in our service area offer excellent opportunities for our candidates to have access to district curriculum centers in order to borrow materials to
enhance instruction and to prepare materials such as bulletin board letters or lamination of student work for classroom use. Additionally, the Department of Special Education owns several technology software programs that can be checked out by candidates for use in their student teaching classrooms, e.g. Boardmaker, Intelli Tools and Intelli Keep programs.

Additionally, the Department of Special Education owns several technology software programs that can be checked out by candidates for use in their student teaching classrooms, e.g. Boardmaker, Intelli Tools and Intelli Keep programs.

Additionally, college faculty pursue internal and external funds to support the reading/language arts elements of the program. Examples include intramural grants awarded to expand the collection of reading and writing assessments and to build a videotape collection of demonstration lessons, including those depicting demonstration teachers working with English learners, beginning readers and children working at content area reading. The Intern program and the Beginning Teacher Support and Assessment programs receive external funds that, directly or indirectly, provide support for the pre-service preparation program.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

Supportive evidence for Standard 7A(h) are addressed in the following sections:

- Fieldwork in a Cohort Structure
- Fieldwork Integrated Throughout the Program
- Long-Term Relationships with the Schools

FIELDWORK IN A COHORT STRUCTURE

Upon admission to the program, each candidate is assigned to a “block” or cohort of about 30 candidates. A team of three to four instructors and all candidates in the block stay together for the full length of the program. The course work of the professional preparation program is integrated with work in the field throughout the program, beginning in most cases in the first week of instruction.

The reading methods instructors supervise students in the field or work very closely with those members of the instructional team who do. In addition to screening and selecting the master teachers, the supervisor’s responsibilities include general mentoring, on a weekly basis during student teaching:

- observing the candidate working with children in a variety of settings and subject areas
- conferencing with the student teacher to analyze instructional practices and provide guidance for improvement
- conferencing with the master teacher to communicate about the student teacher’s progress and to discuss the student teachers’ progression of responsibility

In a cohort structure, the same instructional team oversees all field experiences and university course experiences for a cohort of students. By its very nature, this structure facilitates cohesive connections between coursework and practical experience components of the program.
Additionally, the cohort structure allows for faculty to collaborate as they plan the candidates’ experiences. Close collaboration allows instructional faculty to reinforce strategies and concepts across the traditional lines of university course work. For example, in some cohorts the reading/language arts methods instructor and the math instructor plan and deliver training in environmental education that reinforces best practices for reading and the related language arts. Further, the cohort model allows supervisory and instructional faculty to discuss candidates’ progress in a variety of settings and to subsequent experiences that are appropriate for individual candidates.

FIELDWORK INTEGRATED THROUGHOUT THE PROGRAM

Every candidate engages in fieldwork concurrently with methods course instruction. Concurrent fieldwork allows each instructor to give assignments that are conducted in the elementary classroom. The university classroom also, then, provides the opportunity for candidates and their instructors to analyze candidates’ field experiences, currently used instructional materials and practices that candidates view in the classroom.

Fieldwork is also integrated throughout the program in that student teaching occurs in both semesters of the program. Interspersing student teaching throughout the program ensures that important topics related to reading instruction are addressed more than once and in more than one setting. Candidates, then, have many opportunities to build understandings from courses and elementary classrooms and revisit their knowledge and abilities as they become more sophisticated teachers for all children in reading and the related language arts.

Finally, the integrated fieldwork structure provides multiple occasions for cohort faculty and site personnel to guide candidates’ growth in reading and the language arts and to assess candidates. Course evaluations and field experience feedback, including formal and informal evaluations by the university supervisors and master teachers are conducted throughout the program.

LONG-TERM RELATIONSHIPS WITH THE SCHOOLS

A procedure for the faculty in the College of Education to work together with local school administrators and teachers to select training schools and to place student teachers has guided student teacher placement since the inception of the teacher preparation program in 1972. Each cohort has its own list of schools for fieldwork/student teaching placement. By placing candidates at the same schools for a number of years, the supervisors are able to establish a close relationship with the principals and teachers to ensure the best assignment for each candidate in the program. This long-term relationship with practicing teachers allows for communication and collaboration and promotes cohesive connections between practice and course work. An even closer relationship exists with designated professional development schools, of which CSU Fullerton has 12 throughout Orange County.

7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

In the 2005-6 school year, 28% of Orange County’s K-12 students were English learners; 70% were of ethnicities other than Anglo (http://www.ed-data.k12.ca.us/). Thus, while all
credential candidates are required to have at least one supervised field experience in a classroom with students of diverse backgrounds, in fact it is most likely that candidates have two field placements in such a classroom. Per program policy in all our credential programs, one required student teaching placements must be in a diverse classroom with English learners with a master teacher with professional preparation who can serve as a good model for English learn instruction. Lower-grade placements allow candidates to have extended experience with beginning reading instruction. Cohort leaders carefully monitor candidates’ placements to ensure that candidates have a supervised field experience with at least one student who is either culturally or linguistically diverse. In addition, faculty

- Engage candidates in group discussions to reinforce concepts that apply to teaching beginning reading to diverse students.
- Use videos of teachers providing exemplary beginning reading instruction to diverse learners.
- Use some or all of the supervised, early fieldwork experience to include work in classrooms where candidates work with English learners.

7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

In order to maximize the chances of a successful student teaching experience, the process found in the *Education Specialist Credential Programs Handbook* is used in selecting master teachers. Of importance is the fact that university supervisors play an integral role in the selection of master teachers, observing them and conferencing with them prior to placement of student teachers.

In two-semester cohorts, university supervisors place their candidates in the potential master teachers’ classrooms for fieldwork in the first eight weeks of the first semester. Prior to or during the first week of the candidates’ field experience at a site, the supervisors meet with cooperating teachers and the site administrators to provide details about their roles and university expectations. The administrators and the teachers provide the assurance that the candidates are placed in classrooms in which a balanced reading program is being implemented. In addition, during this field experience, the supervisor visits the credential candidate once every other week (per department policy on visitation), observes classroom practices, and has a number of conferences with the cooperating teacher before deciding to keep the credential candidate with the teacher for student teaching in the last eight weeks of the semester. The supervisor verifies during this fieldwork experience that the teacher is using a balanced and comprehensive approach to teaching reading. Also, as candidates discuss reading programs implemented at their sites during their reading methods course on campus, the instructor makes assessments regarding whether fieldwork reading programs are in keeping with current state policy. If it is determined that a fieldwork placement is inappropriate, the supervisor finds an alternate placement for the student.
The Department of Special Education faculty guide the candidate’s field and learning experiences via the Reading/Language Arts Performance Objectives form, which reflects a balanced, comprehensive approach to teaching reading. Achievement of the competencies on this checklist is required of all students in the Multiple Subject and Education Specialist Credential Programs. Master teachers agree to assist student teachers in achieving the competencies and to enable student teachers to have experiences (e.g., conduct lessons, develop and implement units, conduct assessments of student performance) required by the university. Teachers not implementing a balanced program are unlikely to be able to complete the competency checklist. Thus, this serves as a check on the appropriateness of the placements.

As further evidence of the university’s commitment to providing student teachers with placements that are consistent with current research, the university continues to provide in-service opportunities to be certain that practitioners are knowledgeable of and able to apply elements of a balanced reading program. Examples include the aforementioned activities of the Reading Consortium (A Pre-service Reading Partnership) and the professional development in-service training work of several faculty members.
English Learner Mild/Moderate Matrix
Standard 7A: Preparation to Teaching Reading/Language Arts

7 A (a) The program provides intensive instruction in reading and language arts, and is grounded in methodologically sound research, thus it:

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| Provides exposure to instructional programs adopted by State Board of Education for public schools | SPED 430: Week 5: Candidates visit library Curriculum Center to view State adopted state programs for teaching reading and language arts to English Learners, or these are brought to class for candidates to view. Candidates required to download and keep copies of *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* and *(Recommended Literature: *Kindergarten Through Grade Twelve*). | SPED 438: Candidates observe in schools that model best practices for English Learners. 
SPED 439: Lesson implementation that utilizes State adopted texts and programs with critique by self, master teacher (if applicable) and supervisor. |
| Utilizes systematic, explicit, applied instruction in reading           | SPED 430: Week 8 Instructional Strategies introduced include the importance of systematic, explicit applied instruction in reading. Weeks 2 and 4: Candidates see models of explicit instruction in phonemic awareness, phonics, and spelling. | SPED 482A: Assignment 10 Case Study: Candidates assess and teach comprehension strategies for at least 6 weeks to a student from grades 4-6. |
|                                                                         | SPED 433: Week 1: Structure of the Lesson demonstration, This model is applied to each Reading Language Arts Content Area. | SPED 433: Assignment 3: Creative Lesson: Candidates use Carmine text as a guide for systematic, applied instruction, then write and teach to peers a language arts lesson that utilizes systematic, explicit, applied instruction. |
|                                                                         | SPED 434:                                                                 | SPED 482A: Assignment 3: Creative Lesson: Candidates use Carmine text as a guide for systematic, applied instruction, then write and teach to peers a language arts lesson that utilizes systematic, explicit, applied instruction. |

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Recommended Literature: *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* and *(Recommended Literature: *Kindergarten Through Grade Twelve*).
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<td>Assignment 4: Phonics/Structural Analysis Coaching and Examination. Emphasis is placed on the importance of explicit, systematic instruction of phonics, particularly for struggling readers in order to build a strong foundation.</td>
<td>Assignment 7: Micro teaching lesson Assignment 8: Instructional unit must use systematic, explicit, applied instruction. Week 1: Structure of the lesson is reviewed and modeled. Week 2: Critical presentation skills are covered and modeled. Week 4: Direct Instruction techniques are emphasized, particularly in application for to teaching struggling readers. Week 6: Basic Skill Instruction is covered, with emphasis on careful scaffolding and instruction based on frequent assessment.</td>
<td>Assignment 8: Instructional unit must use systematic, explicit, applied instruction. Week 1: Structure of the lesson is reviewed and modeled. Week 2: Critical presentation skills are covered and modeled. Week 4: Direct Instruction techniques are emphasized, particularly in application for to teaching struggling readers. Week 6: Basic Skill Instruction is covered, with emphasis on careful scaffolding and instruction based on frequent assessment.</td>
<td>SPED 438: Candidates observe in schools that model best practices for teaching reading in classrooms that include English Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements.</td>
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<td>Utilizes systematic, explicit, applied instruction in writing</td>
<td>SPED 430: Week 8 Instructional Strategies introduced include the importance of systematic, explicit applied instruction in reading</td>
<td>SPED 433: Instruction Week 1: Structure of the Lesson demonstration, Week 4 Spelling Instruction models and Concept Mastery instruction (from Kansas University, Deshler’s work). Week 7: Written language, writing process etc.</td>
<td>SPED 434:</td>
<td>SPED 482A: Readings for Weeks 6 and 7 Week 2: Teaching The Writing Process Research on the Teaching of Writing Stages of the Writing Process and Issues for English Learners Week 12: module includes systematic explicit applied instruction in writing</td>
<td>SPED 438: Candidates observe in schools classrooms that include English Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading</td>
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<td>Utilizes systematic, explicit, applied instruction in related language arts</td>
<td>SPED 430: Week 4 and 5: Instructional planning that includes strategies that meet the needs of all learners, including English learners and students with special, identified needs such as giftedness and learning disabilities</td>
<td>SPED 433: Week 1: Structure of the Lesson, Week 5: reading comprehension and Week 8: Content Area Reading Assignment 7: Comprehension Application lesson And Assignment 10 Assessment and Instruction: Comprehension Case Study And Assignment 12 Literature Activity: Candidates read quality children’s literature and conduct Book Reviews</td>
<td>SPED 434:</td>
<td>Assignment 7 Micro teaching exam and Assignment 8 teaching unit</td>
<td>and language arts to students in their student teaching placements. SPED 482A: Computer Buddy Project: Candidates conduct a six-week, computer-mediated writing instruction case study with an upper-elementary student.</td>
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<td>Incorporates strategies to</td>
<td>SPED 430: Week 1: Instructor sets stage</td>
<td>SPED 433: Week 1: Instructor sets stage</td>
<td>SPED 434: Week 3: Program models</td>
<td>SPED 482A: Carnine readings Week 1: Structure of the lesson and writing demo Week 2: Critical presentation skills Week 4: Direct Instruction techniques Week 6: Basic Skill Instruction Assignment 7 Micro teaching exam and Assignment 8 teaching unit</td>
<td>SPED 438: Candidates observe in schools classrooms that include English Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements.</td>
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<tr>
<td>support English Language Learners</td>
<td>with introduction of teaching diverse student populations Week 2: Unique instructional needs of English Learners discussed.. Week 6: Candidates learn strategies for vocabulary and oral language development for English Learners. Week 10: Candidates learn more in-depth strategies for helping non-English. Speakers to read and write. Week 9: Short and long-term lesson planning that supports the reading and language arts development of all students Assignment 3: Phonics, Assignment 4:: Phonemic Awareness, Assignment 6: Literacy lesson, Assignment 7: Comprehension lesson, and Assignment 10: case study all require Candidates to write lessons that must incorporate strategies for English Learners, even if the Candidate is not working with an English Learner. .</td>
<td>for English Learners Week 4: ELD lesson presentations Week 5 &amp; 6: Methods, strategies and materials for ELD instruction Week 7: SDAIE strategies Week 8: Peer sharing of instructional units. Assignment 4: English Language Development lesson Assignment 5: Case study of an English Learner and Assignment 6: SDAIE lesson</td>
<td>for English Learners lesson Week 2: critical presentation skills Week 3: Adapt/Modify lessons, use of graphic organizers Week 4: use of examples and non examples Week 5: Infusing multicultural aspects into every part of the curriculum Week 6: Basic and Associated concept strategies for instruction that will enhance EL learners Week 12: Incorporating strategies for Reading, Writing and Spelling Assignment 2: Concept Mastery Assignment 3: Creative Lesson And Assignment 8: Integrated language arts unit - integrates reading, writing, listening and speaking into other content areas and provides strategies to support EL learners.</td>
<td>in schools classrooms that include English Learners.</td>
<td>SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements.</td>
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**Aligns the**

- SPED 430 Week 6:
- SPED 433:
- SPED 434: Assignment 6:
- SPED 482A: Week 3:
- SPED 439:
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<td>Curriculum with state-adopted academic content standards for Language Arts and Reading</td>
<td>Candidates learn to make certain that each lesson aligns with state-adopted content standards</td>
<td>Assignment 7: Comprehension application lesson must show how the candidate aligns the curriculum with state-adopted academic content standards for Language Arts and Reading</td>
<td>SDAIE lesson must list content standards addressed</td>
<td>Candidates practice lessons alignment with state-adopted content standards</td>
<td>Candidates must demonstrate ability to write and teach appropriate lessons based on standards in all areas of reading and language arts to students in their student teaching placements.</td>
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<td>Assignment 6: Effective lesson design. Candidates practice examining standards, planning curriculum, and designing and implementing effective lessons.</td>
<td>Assignment 9: Working with Standards: Candidates download the California Reading/Language Arts Framework and Content Standards and use these to observe to identify how master teachers actualize content standards in their lessons. Assignment 12: Literature Activities Candidates must indicate standards in each lesson.</td>
<td>Assignment 8: The final unit will incorporate the use of narrative and expository text and develop the comprehension and composition skills of EL students.</td>
<td>Assignment 7: Micro-Teaching Exam must include how the lesson aligns with state-adopted standards</td>
<td>Assignment 8: Unit must include lesson alignment with state-adopted standards</td>
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**7A (b)** for each candidate the study of reading and language arts methods includes the following provisions:

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<tr>
<td>Strong preparation for teaching comprehension skills</td>
<td>SPED 430:</td>
<td>SPED 433: Professional readings: Textbook and Journal articles</td>
<td>SPED 434:</td>
<td>SPED 482A: Assignment 8: The final unit will incorporate the use of narrative and expository text and develop the comprehension and composition skills of EL students.</td>
<td>SPED 433: Assignment 10 Case Study: Candidates assess and teach comprehension strategies for at least 6 weeks to a student from</td>
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<td>Assignment 5: Candidates learn about effective comprehension instruction and how to recognize student growth and</td>
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Assignment 10: Case Study: Candidates assess and teach comprehension strategies for at least 6 weeks to a student from...
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<td>development in comprehension. Assignment 7: Comprehension Application Lesson: Candidates practice a sample comprehension lesson with peers.</td>
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<td>grades 4-6.</td>
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<td>SPED 438: Candidates observe in schools classrooms that include English Learners.</td>
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<td>SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements.</td>
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<td>Strong literature component</td>
<td>SPED 430:</td>
<td>SPED 433: Book Talk / Book Reviews: Present a collection of books that represent a genre (e.g., alphabet, predictable, rhymes and poetry, fables, multicultural, expository) to peers and suggest instructional applications—see course outline as they are spread throughout the course. Weeks 2,3,5,6,7, all have examples of literature that the instructor will share.</td>
<td>SPED 434:</td>
<td>SPED 482A: Week 1: Literature incorporated into writing demonstration lesson Week 3: Literature Circles: Candidates learn to conduct literature circles.</td>
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<td>SPED 482A: Computer Buddy Project: Candidates conduct a six-week, computer-mediated writing instruction case study with an upper-</td>
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<td>SPED 439: Candidates demonstrate familiarity with core literature from Recommended Readings in California Literature: Kindergarten through Grade Eight and design lessons that are based on this literature.</td>
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<td><strong>Strategies that promote and guide pupil independent reading</strong></td>
<td>SPED 430:</td>
<td>SPED 433: Week 10: Candidates learn how to promote student independent reading. Candidates learn to determine readability levels of books (independent reading should not be at frustration level etc.), how to establish a classroom library, and how to promote at-home reading.</td>
<td>SPED 434:</td>
<td>482A: Assignment 9: Computer Buddy Project (read a novel with a group of 6th graders) includes strategies to promote independent reading.</td>
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<td><strong>Instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and</strong></td>
<td>SPED 430:</td>
<td>SPED 433: Assignments 6, 7 and 10: Candidates develop and implement lesson plans organized by before, during, and after reading activities that include a variety of strategies and techniques to</td>
<td>SPED 434: Assignment 4: English Language Development Lesson</td>
<td>SPED 482A: Weeks 1, 2, 3: Candidates are exposed to ways of organizing their classrooms that promote interaction among students, including cooperative learning.</td>
<td>SPED 438: Candidates observe in schools classrooms that include English Learners. Assignment 2:</td>
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<td>English learners</td>
<td>develop reading skills. Assignment 10: Unit includes short and long-term lesson planning that supports the development of all students</td>
<td>grouping methods, literature circles and writing workshop approaches. Assignment 8: Unit incorporates opportunities for listening, speaking, reading and writing for speakers of English and English learners</td>
<td>Reflections Candidates observe and analyze instruction at least once weekly and answer questions: What are you observing about English learners? What activities are they engaging in? What concerns do you have? What impresses you?) How did this classroom use Materials that reflect cultural diversity?</td>
<td><strong>SPED 439:</strong> Candidates must demonstrate ability to apply instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners. If no English Learners are in candidate’s</td>
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<td>Instruction and experience with a range of textual, functional and recreational materials including a variety of genres</td>
<td>SPED 430: note at the top of the weekly list it says: Each week the instructor will begin the class by reading a children’s book to help expose the credential candidates to quality literature including a variety of genres. Assignment 6: provides an opportunity to develop long-term lesson plans that incorporate expository text, novels, biographies, fables, tall tales, and other genres into the curriculum. Multicultural literature is widely used in these units</td>
<td>SPED 433: Textbooks and state publications contain extensive lists of quality literature, including literature with multicultural themes, from a variety of genres. Assignment 8c helps the candidate see a large variety of textual, functional and recreational materials.</td>
<td>SPED 434:</td>
<td>SPED 482A: Week 3: Literature Circles: Candidates learn to conduct literature circles.</td>
<td>SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements</td>
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<td>Materials that reflect cultural diversity</td>
<td>SPED 433: Book Talks / Book Reviews Instructors encourage the candidate to choose literature with an emphasis on multicultural literature and literature with</td>
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<td>SPED 438: Assignment 2: Reflections Candidates observe and analyze instruction</td>
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7A(c) Each candidate’s instruction and field experience include (but are not limited to) the following components:
### 7A(c) Each candidate’s instruction and field experience include (but are not limited to) the following components:

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<td>Strategies for students to work in teacher-supported and in independent reading contexts</td>
<td>SPED 430:</td>
<td>SPED 433: Texts such as Yopp and Yopp’s Literature Based Reading Activities are employed to assist candidates in gaining skill at using literature in teacher-supported and independent-reading contexts. Also the consistent modeling instructors of 433 provide by reading rich literature and having</td>
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<td>at least once weekly and answer questions: What are you observing about English learners? What activities are they engaging in? What concerns do you have? What impresses you?) How did this classroom use Materials that reflect cultural diversity?</td>
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SPED 482A: Texts such as Carnine et. Al provides an opportunity for candidates to understand strategies for students to work in teacher-supported and in independent reading contexts (and specific examples of how to do this). Furthermore, the instructors of SPED 482A have numerous demonstration (model)
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<td>students observe demonstration lessons at the school site where the class is taught.</td>
<td>Assignment 12: Literature activities</td>
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<td>lessons built into the content of the class presentations to reinforce strategies for students to work in teacher-supported and in independent reading contexts</td>
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<td>Instruction and experience in developing student background knowledge</td>
<td>SPED 430: Assignment 2: Understanding Your Students' Community Candidates will learn to assess and determine student background knowledge by touring the community the students come from, reviewing the schools report card and conducting initial assessments.</td>
<td>SPED 433: Assignment 10: Six week Reading Case Study candidate will work with one child will provide the instruction and practice developing student background knowledge as a part of the practicum right at the school site where the reading class is offered.</td>
<td>SPED 434: Assignment 5: Case Study Candidate will conduct an assessment of an English learner using the Student Oral Language Observation Matrix (SOLOM).</td>
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<td>Instruction and experience in developing student vocabulary</td>
<td>SPED 430: In preparation for assignment 2: Instructors model instructional strategies that promote the development of vocabulary and background knowledge, for instance, discussion of candidate’s understanding of the community where they work (or are student teaching)</td>
<td>SPED 433: Instructors model instructional strategies that promote the development of vocabulary and background knowledge, for instance, the use of realia and the discussion of candidates’ personal experiences as pre-reading activities. Week 6: Building Vocabulary and Oral Language Skills And Week 7: Structure of the English</td>
<td>SPED 482A: Assignment 6: Observation Candidate is asked to watch two veteran teachers and then comment on how they provide instruction and experience in developing student vocabulary.</td>
<td>SPED 433: Assignment 8e: Observation witnessing the master teacher provides instruction and experience in developing student vocabulary. SPED 482A: Assignment 6: Observation Candidate is asked to watch two veteran teachers and then comment</td>
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<td>Instruction and experience in the use of comprehension strategies such as text structure, summarizing, questioning, and making inferences</td>
<td>Language Assignment 8e: Observation witnessing the master teacher provides instruction and experience in developing student vocabulary.</td>
<td>SPED 433: Assignment 6 Write/Teach/Evaluate literacy lesson Assignment 12: Literature Activities: Candidates will develop and implement lesson plans organized by before, during, and after reading activities that include a variety of strategies and techniques to develop reading skills. Assignment 8c: Book Talks/Book Lists: Candidates select and present books such as alphabet books, predictable books, and books with reoccurring spelling patterns that can be used to introduce and practice word recognition skills. Candidates are provided resources for finding books and other materials that</td>
<td>SPED 434: Assignments 4: English Language Development lesson and Assignment 6: SDAIE lesson Both of these include instruction and experience in the use of comprehension strategies such as text structure, summarizing, questioning, and making inferences</td>
<td>SPED 482A: Week 5 and Week 16 Assignment 8: Unit plan incorporates the use of narrative and expository text and develop the comprehension and composition skills of EL students.</td>
<td>SPED 433: Assignment 7: Comprehension Application Lesson is planned, implemented and reflected on in the student teaching setting under guidance of cooperating teacher. Assignment 10: Case Study provides candidates with the experience of diagnosing word recognition and comprehension skills and to consider the role each plays in the reading process.</td>
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<td>Instruction and experience in promoting the use of oral language in a variety of formal and informal settings</td>
<td>SPED 430: Instructors model the use of approaches that promote oral language by having candidates participate in lessons that require approaches and activities such as discussion, brainstorming, and cooperative learning KWL charts, anticipation guides, and values line-ups. Students integrate strategies to develop oral language in the instructional units. Candidates are asked to reflect on the effectiveness of such approaches.</td>
<td>SPED 433: Candidates receive instruction to promote the use of oral language in a variety of formal and informal methods. Textbooks, assigned readings and other materials are chosen that present learning as a being socially constructed. Candidates are exposed to ways of using oral language to promote writing, including the Language Experience Approach, brainstorming, peer reviews, author’s chair, and others.</td>
<td>SPED 482A: Candidates are exposed to ways of organizing their classrooms that promote interaction among students, including cooperative learning, grouping methods, literature circles and writing workshop approaches. Candidates work in small groups to write units that integrate the language arts into the content areas.</td>
<td>SPED 433: Candidates develop lesson plans that include approaches and activities that promote oral language in Assignments 6, 7 and 10.</td>
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<td>Week 8: Instructional strategies include lesson demonstrations and instructional planning that model the teaching of concept and vocabulary development and oral language and model the promotion of peer discourse to increase conceptual understanding and oral language development.</td>
<td>Week 6: Oral Language competence, examples include cooperative learning, buddy learning, brainstorming, role-playing, predicting, questioning and into, through, and beyond lessons that promote conversations about text. Candidates develop lesson plans that include approaches and activities that promote oral language</td>
<td>Assignment 8: Candidates integrate strategies to develop oral language in their instructional units</td>
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Education Specialist Credential Programs, California State University, Fullerton, EL Response 210
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<td><strong>Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions</strong></td>
<td>SPED 430: Week 4 and Assignment 3c: Technology search requires the candidate to summarize findings using a graphic organizer or main points. Both this activity and the computer search itself will be discussed and applied to how to use with k-12 students.</td>
<td>SPED 433: Week 7 the writing process, writing conferences, shared writing and expository writing will be demonstrated via a language arts lesson aligned with each strategy. Candidates are exposed to workshop approaches and participate in activities that are generally a part of those approaches including peer editing, selecting pieces for publishing and sharing. Read around groups also serve this purpose.</td>
<td>SPED 482A: Week 1 and Week 2: Instructors demonstrate and candidates develop and model lessons that ask students to respond to literature through writing via the computer online writing buddy project in Assignment 9. Also during Week 2: Candidates are exposed to writing workshop approaches and participate in activities that are generally a part of those approaches including peer editing, selecting pieces for publishing and sharing. Read-around groups also serve this purpose. And during Week 12 writing is tied to reading and spelling in demonstration lessons by the instructor.</td>
<td>SPED 433: Assignment 8d: Observation of writing lesson and its connection to reading. SPED 482A: Assignment 9: online literature journaling with 6th grader over six to eight weeks – specific focus on written and oral English language conventions is included in this assignment.</td>
<td>SPED 439: Candidate experiences reflect observing demonstration of knowledge of the stages of the writing process from prewriting to effective assessment and feedback and the ability to develop curriculum that reflects that</td>
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<td><strong>Phonemic awareness</strong></td>
<td>SPED 433: Week 1: Introduced in basic introduction of class. Instructor will share the research base in this area, the reading first literature findings, and the 5 key components of reading (phonemic awareness is one of the 5 key components) Week 2 demonstration and opportunity to assess K level students in basic phonemic awareness Assignment 4: is an in class assignment where candidates work with K or first grade general</td>
<td>SPED 434:</td>
<td>SPED 482A: Week 8: Introduction to supplemental reading programs that are designed to enhance phonemic awareness Week 12: Review of phonemic awareness definition, strategies for teaching and assessment occur in the Reading, Writing and Spelling module.</td>
<td>SPED 438: Candidates observe model lessons and develop, plan, and implement lessons on phonemic awareness in the classroom setting. Candidates assess children’s level of phonemic awareness. SPED 439: Candidates are required to read</td>
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| Direct, systematic, explicit phonics | **SPED 433:**  
  Week 1: Introduced in basic introduction of class. Instructor will share the research base in this area, the reading first literature findings, and the 5 key components of reading (phonics is one of the 5 key components)  
  Week 4:  
  Candidates have exposure to a wide range of specific techniques and strategies for teaching explicit, systematic decoding and other word recognition skills and strategies for promoting extensive reading opportunities throughout the SPED 433 reading class.  
  Assignment 3: Phonics/Structural Analysis Coaching  
  Every candidate demonstrates knowledge of the phonological and morphological structure of English by passing at 80% or better a test of **SPED 434:**  
  Assignment 3: Phonics/Structural Analysis Coaching | **SPED 434:**  
  Assignment 3: Phonics/Structural Analysis Coaching | **SPED 482A:** Candidates have the ability to develop systematic, explicit instruction in phonics, decoding and word attack skills, including structural elements via the many Carnine et al. textbook activities (some done in class, others as homework.  
  Specifically during week 4 the instructor provides a demonstration lesson: Direct, systematic, explicit phonics | **SPED 433:**  
  Assignment 3: Phonics/Structural Analysis Coaching  
  Candidates must pass a phonics examination  
  Assignment 4 is an in-class assignment where candidates work with K or first grade general education students to assess their phonemic awareness and phonics abilities  
  **SPED 438:**  
  Candidates observe model lessons that demonstrate strategies for teaching explicit, systematic phonics. |

- Education students to assess their phonemic awareness and phonics abilities  
- Assignment 8: Mock RICA exam has many questions on Phonemic Awareness  
- Yopp, R. and Yopp, H. (2001). Literature-based Reading Activities and to use several of the activities to promote phonemic awareness in their practicum site.
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<td>phonics and morphology.</td>
<td>Assignment 8: mock RICA exam has many questions on phonics.</td>
<td>Candidates are required to read Heilman, A.E. (2002). Phonics in Proper Perspective in the SPED 433 reading course – the strategies are then reinforced in the fieldwork practicum</td>
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<td>Candidates assess children’s knowledge of phonics. SPED 439:</td>
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<td>Decoding skills including spelling patterns</td>
<td>SPED 433: Week 2 provides the foundations of decoding lecture and demonstration lesson and a discussion of spelling patterns Additionally, the ability to develop explicit instruction in spelling that includes a logical sequence of word knowledge, orthographic patterns and frequently used words is presented</td>
<td>SPED 434:</td>
<td>SPED 482A: Candidates have the ability to develop systematic, explicit instruction in phonics, decoding and word attack skills, including structural elements via the many Carnine et. al. textbook activities (some done in class, others as homework. Week 12 module: Teaching Reading, Writing and Spelling includes several strategies for decoding skills including spelling patterns. Candidates further develop their understanding of spelling development from the perspective of learning to write, including the role of invented spelling and approaches for developing systematic instruction in spelling.</td>
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<td>Orthography addressing sound/symbol codes</td>
<td>SPED 433: Week 4: Discussion of how orthography addressing sound/symbol codes enhances learning to read; demonstration lesson followed by</td>
<td>SPED 434:</td>
<td>SPED 482A: Readings In Carnine et. Al: discuss orthography and how to implement lessons to benefit the learner. This information is highlighted in the module during</td>
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<td>Candidate critique/reflection. Furthermore, knowledge of the relationship of phonemic awareness to phonics and spelling and the ability to develop instruction that reflects this knowledge is examined in detail.</td>
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<tr>
<td><strong>Extensive practice in reading and writing</strong></td>
<td>SPED 433: Extensive practice in reading and writing is experienced by the candidate at each class session. In addition, meeting at a Professional Development School allows the ability for the candidate to have the experience of assessing a K student, teach a 1st grade student phonics lessons, and participate in a 6-week case study provides ample supervised practice during class time. These are all done under the supervision by the reading course instructor and the faculty at the PDS site.</td>
<td>SPED 434:</td>
<td>SPED 482A:</td>
<td>Concurrent fieldwork and carefully supervised student teaching provide for richer development of candidates’ ability to assess students’ reading and to provide early intervention. See the Reading/Language Arts Performance Objectives form that must be signed by the university instructor, the master teacher and the candidate, and also the Field Competencies Checklist for evidence of preparation to instruct English language learners and students from diverse cultural backgrounds.</td>
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NOTE:
Six semester units of instruction in reading and related language arts methods provide the forum to address reading and writing skills.
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<td>Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies</td>
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</table>

### 7A (e and f) For each candidate, the study of reading and language arts includes:

#### Elements E and F

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<tr>
<th>Knowledge of the home and community literacy practices</th>
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<td>SPED 430: Week 2: Understanding your student’s community: Candidates research the community surrounding their school or fieldwork placement. Assignment 2: Understanding Your Students' Community...Candidates individually compose a description of the school’s community. They are encouraged to tell a cogent story about the neighborhood that indicates the community's strengths from which they can draw as an educator.</td>
<td>SPED 433: Candidates learn about the critical influence of students’ home language and family literacy practices on reading and writing achievement in school. They also conduct a case study that must include a description of student background factors such as home language, culture, or family structure that may affect progress in reading and recommendations for instruction. Candidates learn about the relationship among home, community and school</td>
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<td><strong>Elements E and F</strong></td>
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<td>through assigned readings, lectures and discussions. For example, candidates learn about early literacy development and those practices that positively impact school learning. They have opportunities for acquiring knowledge about cultural and language diversity and the need to be sensitive to and responsive to the needs of students from diverse backgrounds.</td>
<td>Assignment 10: When writing their case study, candidates place the student in the context of the school and community by providing a brief description of both.</td>
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<td><strong>Instructional uses of ongoing diagnostic strategies that guide teaching and assessment</strong></td>
<td>SPED 433: Week 3: Candidates learn how to conduct ongoing assessment of reading development and how this links to instruction. Assignment 4 and 10 provide examples of hands-on practice for candidates to interpret instructional uses of ongoing diagnostic strategies that guide teaching and assessment.</td>
<td>Also SPED 462: Week 10: discussion of Nondiscriminatory evaluation and its connection to developing an appropriate instructional setting.</td>
<td>SPED 482A: The tremendous growth in the range and types of diversity represented in contemporary classrooms requires teacher preparation programs to provide teacher candidates with the ability to make assessment and instructional decisions based upon a conceptual framework that recognizes, acknowledges, respects and supports the ethnic, cultural and linguistic</td>
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<td>Also SPED 434: Assignment 2: Case based learning assessment requires analysis of the whole learning environment (home, community and school), diagnosis of student ability and suggested instructional strategies. Furthermore, candidate practice writing strategies with the ELD lesson (Assignment 4) and SDAIE lesson (Assignment 5).</td>
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<td>differences of the families and the students they teach and whose lives they touch.</td>
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**Early intervention techniques in a classroom setting**

| **SPED 433: Weeks 1-5 focus on early intervention and emergent literacy. The quantity and quality of language and early literacy interactions during the early years profoundly affect the acquisition of the language building blocks that support skilled reading. For example: candidates are taught to play with words Bbbaaaa, shown what types of books support word play and how this is linked to later phonemic awareness. And candidates are shown how to reinforce print immersion and print awareness to enhance early reading abilities.** | | | **SPED 482A: Week 4: The “Three-Tier” Intervention Model from the 2004 reauthorization of IDEA is discussed in detail and candidates learn how early intervention constitutes the first step in reducing the severity of reading difficulties.** |

**Guided practice of techniques**

<p>| <strong>SPED 430, 433 and 482A: all introduce and expand upon Anita Archer’s Structure of the Lesson. This researched based principle of effective instruction strongly supports guided practice of techniques. Candidates in the teacher training program have</strong> | <strong>SPED 430: Week 5 specifically addressed the teaching technique of guided practice.</strong> | <strong>SPED 482A: Week 1 and 2 candidates are trained in structure of the lesson and assessing specific skills. They use Hunter’s (1982) Lesson Design for planning and are taught to incorporate Archer’s (1990) Model-Prompt-Check</strong> |</p>
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<td>ample opportunities to practice the skills related to teaching reading to EL students.</td>
<td>sequence to ensure guided practice.</td>
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<td><strong>Study of phonological and morphological structure of English</strong></td>
<td>SPED 433: Assignment 11: Final examination Candidates will demonstrate knowledge of the structure of language including phonology, morphology, syntax, semantics, discourse, and pragmatics. Furthermore candidates will identify and develop specific classroom organizational and learning environments that support language and literacy development for linguistically diverse learners. The exam contains specific questions related to phonological and morphological structure of English.</td>
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<td>SPED 482A: The course readings from the Direct Instruction textbook (Carnine et. al.) cover in detail the study of phonological and morphological structure of English.</td>
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<td><strong>Study of methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers</strong></td>
<td>SPED 433: Candidates are introduced to many research based strategies to enhance language arts and reading. They are provided with readings on how children read (i.e., M. Adams, L. Moats, and J. Toregeson etc.)</td>
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<td>SPED 482A: Course readings and materials provide ample opportunity for candidates to study sound research; candidates link theory to practice. All of the assignments are designed to give candidates an understanding of how to teach. For example, Assignment 6: candidates arrange to observe two teachers while they are in front of the class teaching. While observing they think-reflect-write about classroom teaching methods and organization and how these</td>
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### Elements E and F

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<td>may maximize learning &amp; enhance support for students of all cultural and ethnic groups.</td>
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### 7A (g): Application of Common Standard 2-- The institution provides adequate resources:

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<td>To staff reading and language arts courses: including instructional faculty and field supervisors</td>
<td>The Department of Special Education currently has 11 full-time, tenure track faculty and 2 full-time, non-tenure track faculty. By virtue of their graduate school preparation, 10 of these faculty members are qualified to teach reading and language arts courses. These faculty members either have a master or Ph.D. in reading alongside their training in Special Education. Every full-time faculty member spends time each year supervising candidates. Additionally, talented part-time faculty members with numerous years of teaching experience are also hired (see vitae binders in document room). The University Supervisor is responsible for in class support and for conducting a series of seminars designed to enhance and expand the instructional skills and knowledge gained in the methods classes.</td>
<td>In the spirit of modeling the collaboration we wish our candidates to use, many of the general education class sessions in Reading, Math, Foundations, etc., are taught by a General Education faculty member or district/community educator and a Special Education faculty member. Or we draw from the expertise available to us in General Education, for example one SPED reading faculty has been a participant in five reading training sessions on phonemic awareness conducted by Hallie Yopp-Slowik, a national expert in reading and a faculty in Elementary and Bilingual Education</td>
<td>We are fortunate to have a strong collaborative relationship with our colleagues in Elementary and Secondary Education. Special Education reading faculty are invited to their reading faculty meetings and support systems are in place at the college level for trainings in TPA, TPE and other instructional strategies and assessments that drive our instruction.</td>
<td>In Spring 2006, field supervisor positions were filled by 8 full-time faculty members and 18 part-time faculty members, creating a ratio of approximately one supervisor for every 6 candidates. This small ratio helps to ensure that candidates receive substantial support from the University while they are in the field.</td>
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<td><strong>To build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction</strong></td>
<td>The College of Education has a long standing relationship with schools in Orange, Riverside, Los Angeles and San Bernardino County. We collaborate with colleagues in general education to operate several Professional Development schools where candidates who are currently employed (interns) can make observations and use as a practice lab to reinforce connections between coursework and fieldwork.</td>
<td>The College of Education has a long standing relationship with schools in Orange, Riverside, Los Angeles and San Bernardino County. We collaborate with colleagues in general education to operate several Professional Development schools where candidates who are currently employed (Interns) can make observations and use as a practice lab to reinforce connections between coursework and fieldwork. The goal of the PDS is to draw closer connections between schools and the University so responsibility for candidate education is shared. One strong unique collaborative feature implemented in partnership with elementary education is that special education candidates attend a Demonstration Lesson at their assigned PDS site. Demonstration lessons are taught by site teachers with particular expertise or</td>
<td>The chair of the Department of Special Education is the chair of the College of Education Partnership Advisory committee. This committee has representatives from 67 school districts around CSU Fullerton. The committee provides insight, suggestions, advice and support to reinforce connections between coursework and field experiences pertaining to reading and language arts instruction. The committee works with the College to approve requirements for competent master teachers for student teachers and support providers for Interns.</td>
<td>As indicated elsewhere in this document; teachers at the Professional Development Sites where many of the courses are taught are actively involved in the instruction collaboration. For example, last semester for the SPED 433 class, a K teacher, a first grade teacher, a fourth grade teacher and a sixth grade teacher presented to the reading candidates and a third and K teacher provided demonstration lessons. This is one of the huge benefits of having a reading methods class taught at a local school. It is a learning lab for research to meet practice.</td>
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### 7A (h): Application of Common Standard 7: The design of the program establishes and supports:

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<td>Cohesive connections among the RICA content specifications and the reading methods coursework, the practical experience components and the opportunities to practice as stated in the California Education Code</td>
<td>SPED 433: The entire course is designed around RICA competencies, and ends with a mock-RICA examination. All experiences are related to elements in the RICA Content Standards 1-13.</td>
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<td>SPED 439: All candidates must fulfill the activities on a Reading Competency Checklist that covers all Content Standards of the RICA Standards 1-13.</td>
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### 7A (i): Field experience site placement(s) and/or supervised teaching assignments include:

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<td>Extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught</td>
<td>The community surrounding CSU Fullerton is rich with cultural diversity. Over 60 dialects and languages are spoken in the Orange County Schools. The percentage of students from non-Anglo groups enrolled in Orange</td>
<td>The field experience component of the Special Education Specialist Program reflects the fundamental underlying principle that all candidates must be appropriately prepared to address the needs of</td>
<td>When necessary field experiences are created. For example, last semester many of the students in the daytime cohort were Caucasian and had little experience with other populations. The Department chair arranged</td>
<td>Candidates are assigned to field experience supervisors (master teachers) with appropriate certification who are experienced in teaching in multilingual or multicultural classrooms, and who engage in exemplary practices and behaviors that promote learning for all students.</td>
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<td>County has dramatically increased over the years. It is critical that master teachers have extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught</td>
<td>students to learn English both through English language development (content ESL) and specially designed academic instruction in English.</td>
<td>for all of them to spend a “shadow day” in Santa Ana (the district with the largest minority population) and to write reflections on the beginning reading they witnessed taught by experienced bilingual teachers.</td>
<td>The department documents the master teacher’s experience on a form and keeps them in the Department fieldwork files.</td>
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**7A (j): Application of Common Standard 8: Selection of field supervision attends to:**

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<tr>
<td>Collaboration with districts to select classrooms teachers to supervise candidates</td>
<td>Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. Supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the Department of Special Education.</td>
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<td>Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies – specifically page 62 for TPE 7: Teaching English Learners</td>
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<tr>
<td>Collaboration and communication among field</td>
<td>Each semester, monthly supervision meetings are</td>
<td>Each semester, the Reading Course</td>
<td>Faculty are all connected by list serve and a faculty</td>
<td>Every candidate engages in fieldwork concurrently with</td>
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<td>supervisors, student teaching supervisors, and reading methods course instructors</td>
<td>held and each meeting has a training component. Supervisors are taught to conduct clinical supervision, provided information on lesson observation and analysis, and given research related articles on working with beginning teachers and a wealth of staff development materials. Additionally, support provider and master teacher trainings are held.</td>
<td>Custodian (full time faculty member) briefs all field supervisors and student teaching supervisors on the reading competency list and new or innovate classroom supports to enhance the reading methods for our candidates.</td>
<td>learning community on blackboard and can ask questions or clarify roles via collaboration and communication related to reading and field experiences.</td>
<td>methods course instruction. Concurrent fieldwork allows each instructor to give assignments that are conducted in the elementary classroom. The university classroom also, then, provides the opportunity for candidates and their instructors to analyze candidates’ field experiences, currently used instructional materials, and practices that candidates view in the classroom.</td>
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<td>Collaboration efforts toward assuring modeling of effective practices, monitoring candidate’s progress, and assessment of candidate’s achievements on performance related to the standards in reading, writing, and related language instruction.</td>
<td>As indicated previously, candidates have ample opportunities to practice techniques in the field, first while under the supervision of a course instructor (as in SPED 433 and SPED 482A) and later by their fieldwork supervisor.</td>
<td>Candidates are expected to maintain an organized portfolio that documents their opportunities to view modeling of effective practices in a variety of field settings and their competency check lists for all field components.</td>
<td>At the monthly supervision and faculty meetings, there is time to discuss monitoring candidates progress, and assessment of candidate’s achievements on performance related to the standards in reading, writing, and related language instruction.</td>
<td>Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies –AND page 40 for specific example of candidate assignment in fieldwork to show knowledge of research on effective teaching or reading while designing unit for 433 and 482A.</td>
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**Moderate/Severe Matrix**

**Standard 7A: Preparation to Teaching Reading/Language Arts**

**7A (a) The program provides intensive instruction in reading and language arts, and is grounded in methodologically sound research, thus it:**
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<th>Elements</th>
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<td>Provides exposure to instructional programs adopted by State Board of Education for public schools</td>
<td>&lt;ul&gt;&lt;li&gt;SPED 430: Week 5: Candidates visit library Curriculum Center to view State adopted state programs for teaching reading and language arts to English Learners, or these are brought to class for candidates to view&lt;/li&gt;&lt;li&gt;Candidates required to download and keep copies of <em>Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve</em> and <em>Recommended Literature: Kindergarten Through Grade Twelve</em>&lt;/li&gt;&lt;/ul&gt;</td>
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<td>Utilizes systematic, explicit, applied instruction in reading</td>
<td>&lt;ul&gt;&lt;li&gt;SPED 430: Week 8 Instructional Strategies introduced include the importance of systematic, explicit applied instruction in reading&lt;/li&gt;&lt;li&gt;SPED 433: Week 1: Structure of the Lesson demonstration. This model is applied to each Reading Language Arts Content Area.&lt;/li&gt;&lt;li&gt;Weeks 2 and 4: Candidates see models of explicit instruction in phonemic awareness, phonics, and spelling.&lt;/li&gt;&lt;li&gt;Assignment 4: Phonics/Structural Analysis Coaching and Examination. Emphasis is placed on the importance of explicit, systematic&lt;/li&gt;&lt;/ul&gt;</td>
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<td>&lt;ul&gt;&lt;li&gt;SPED 434: Week 5: Candidates visit library Curriculum Center to view State adopted state programs for teaching comprehension to English Learners, or these are brought to class for candidates to view&lt;/li&gt;&lt;/ul&gt;</td>
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<td>&lt;ul&gt;&lt;li&gt;SPED 438: Candidates observe in schools that model best practices for English Learners. SPED 439: Lesson implementation that utilizes State adopted texts and programs with critique by self, master teacher (if applicable) and supervisor.&lt;/li&gt;&lt;/ul&gt;</td>
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<td>&lt;ul&gt;&lt;li&gt;SPED 438: Assignment 10 Case Study: Candidates assess and teach comprehension strategies for at least 6 weeks to a student from grades 4-6.&lt;/li&gt;&lt;li&gt;SPED 438: Candidates observe in schools that model best practices for teaching reading in classrooms that include English Learners.&lt;/li&gt;&lt;/ul&gt;</td>
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<td>instruction of phonics, particularly for struggling readers in order to build a strong foundation.</td>
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<td>Utilizes systematic, explicit, applied instruction in writing</td>
<td>SPED 430: Week 8 Instructional Strategies introduced include the importance of systematic, explicit applied instruction in reading</td>
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<tr>
<td><strong>Utilizes systematic, explicit, applied instruction in related language arts</strong></td>
<td>SPED 430: Week 4 and 5: Instructional planning that includes strategies that meet the needs of all learners, including English learners and students with special, identified needs such as giftedness and learning disabilities</td>
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<td><strong>Incorporates strategies to support English Language Learners</strong></td>
<td>SPED 430:</td>
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<td>development for English Learners.</td>
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<td>Week 9: Short and long-term lesson planning that supports the reading and language arts development of all students</td>
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<td>Assignment 5: English Learner and Assignment 6: SDAIE lesson</td>
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<td>SPED 430 Week 6: Candidates learn to make certain that each lesson aligns with state-adopted content standards Assignment 6: Effective lesson design. Candidates practice examining standards, planning curriculum, and designing</td>
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<td>SPED 482B: Week 3: Using SEACO (available on the course website), how to write IEP objectives for and create lessons that align with state-adopted content standards</td>
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<td>with Standards:</td>
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<td>Standards and use these to</td>
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<td>master teachers actualize</td>
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<td>content standards in their</td>
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<td>lessons.</td>
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<td>Assignment 12: Literature</td>
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<td>Activities Candidates must</td>
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<td>indicate standards in each</td>
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<td>7A (b)</td>
<td>for each candidate the study</td>
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<td>of reading and language arts</td>
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<td>methods includes the following provisions:</td>
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**Strong preparation for teaching comprehension skills**

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<td>Comprehension Application</td>
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<td>Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements.</td>
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<td>are based on this literature.</td>
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<td>Candidates to explore quality works of literature, such as Newbery award winners. Assignment 12: Candidates create lessons with strategies to build a student comprehension of literature.</td>
<td>Assignment 12: Candidates create lessons with strategies to build a student comprehension of literature.</td>
<td>SPED 433: Week 10: Candidates learn how to promote student independent reading. Candidates learn to determine readability levels of books (independent reading should not be at frustration level etc.), how to establish a classroom library, and how to promote at-home reading.</td>
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<td>Strategies that promote and guide pupil independent reading</td>
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<td>Instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners</td>
<td>SPED 430:</td>
<td>SPED 433: Assignments 6, 7 and 10: Candidates develop and implement lesson plans organized by before, during, and after reading activities that include a variety of strategies and techniques to develop reading skills. Assignment 10: Unit includes short and long-term lesson planning that supports the development of all students</td>
<td>SPED 434: Assignment 4: English Language Development Lesson</td>
<td>SPED 438: Candidates observe in schools classrooms that include English Learners. Assignment 2: Reflections Candidates observe and analyze instruction at least once weekly and answer questions: What are you observing about</td>
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7A(c) Each candidate’s instruction and field experience include (but are not limited to) the following components:

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<th>Elements</th>
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<tr>
<td>Instruction and experience with a range of textual,</td>
<td>SPED 430: note at the top of</td>
<td>SPED 433: Textbooks and state</td>
<td>SPED 434:</td>
<td>SPED 439: candidates must</td>
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<td>the weekly list it says:</td>
<td>publications contain extensive</td>
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<td>Each week the instructor</td>
<td>lists of quality literature,</td>
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<td><em>recreational materials including a variety of genres</em></td>
<td>reading a children’s book to help expose the credential candidates to quality literature including a variety of genres. Assignment 6: provides an opportunity to develop long-term lesson plans that incorporate expository text, novels, biographies, fables, tall tales, and other genres into the curriculum. Multicultural literature is widely used in these units.</td>
<td>literature with multicultural themes, from a variety of genres. Assignment 8c helps the candidate see a large variety of textual, functional and recreational materials.</td>
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<td>explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements</td>
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<td><em>Materials that reflect cultural diversity</em></td>
<td>SPED 433: Book Talks / Book Reviews Instructors encourage the candidate to choose literature with an emphasis on multicultural literature and literature with themes that relate to other content areas and to present a selection of books to their peers. Literature that reflects cultural diversity is also shared in class.</td>
<td>482B: Week 11 &amp; 14 Class activity reviewing children’s literature books about people with disabilities (disability as one element of cultural diversity).</td>
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<td>SPED 438: Assignment 2: Reflections Candidates observe and analyze instruction at least once weekly and answer questions: What are you observing about English learners? What activities are they engaging in? What concerns do you have? What impresses you?) How did this classroom use Materials that reflect cultural diversity?</td>
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### Instruction and Experience in Developing Student Background Knowledge

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<tr>
<td><strong>Instruction and experience in developing student background knowledge</strong></td>
<td>SPED 430: Assignment 2: Understanding Your Students' Community Candidates will learn to assess and determine student background knowledge by touring the community the students come from, reviewing the schools report card and conducting initial</td>
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<td>SPED 433: Assignment 10: Six week Reading Case Study candidate will work with one child will provide the instruction and practice developing student background knowledge as a part of the practicum right at the school site where the reading class is</td>
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<td><strong>SPED 434:</strong> Assignment 5: Case Study Candidate will conduct an assessment of an English learner using the Student Oral Language Observation Matrix (SOLOM).</td>
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### Strategies for Students to Work in Teacher-Supported and in Independent Reading Contexts

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<td><strong>Strategies for students to work in teacher-supported and in independent reading contexts</strong></td>
<td>SPED 430:</td>
<td>482B: Weeks 11, 12, 14 lecture/demonstration of strategies for text access for diverse learners</td>
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<td>SPED 433: Texts such as Yopp and Yopp’s <em>Literature Based Reading Activities</em> are employed to assist candidates in gaining skill at using literature in teacher-supported and independent-reading contexts.</td>
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<td>Also the consistent modeling instructors of 433 provide by reading rich literature and having students observe demonstration lessons at the school site where the class is taught.</td>
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<td>Assignment 12: Literature activities</td>
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<td>Instruction and experience in developing student vocabulary</td>
<td>SPED 430: In preparation for assignment 2: Instructors model instructional strategies that promote the development of vocabulary and background knowledge, for instance, discussion of candidate’s understanding of the community where they work (or are student teaching)</td>
<td>SPED 433: Instructors model instructional strategies that promote the development of vocabulary and background knowledge, for instance, the use of realia and the discussion of candidates’ personal experiences as pre-reading activities.</td>
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<td>instruction and experience in the use of comprehension strategies such as text structure, summarizing, questioning, and making inferences</td>
<td>SPED 433: Assignment 6 Write/Teach/Evaluate literacy lesson Assignment 12: Literature Activities: Candidates will develop and implement lesson plans organized by before, during, and after reading activities that include a variety of</td>
<td>SPED 434: Assignments 4: English Language Development lesson and Assignment 6: SDAIE lesson Both of these include instruction and experience in the use of comprehension strategies such as text and visual support strategies of contexts (e.g., visual schedules, use of graphic organizers, use of Inspiration &amp; Kidspiration software)</td>
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<td><strong>Instruction and experience in promoting the use of oral language in a variety of formal and informal settings</strong></td>
<td><strong>SPED 430:</strong> Instructors model the use of approaches that promote oral language by having candidates participate in lessons that require approaches and activities such as discussion, brainstorming, and cooperative learning KWL charts, anticipation guides, and values line-ups. Students integrate strategies to develop oral language in the instructional units. Candidates are asked to reflect on the effectiveness of such approaches.</td>
<td><strong>SPED 433:</strong> Candidates receive instruction to promote the use of oral language in a variety of formal and informal methods. Textbooks, assigned readings and other materials are chosen that present learning as a being socially constructed. Candidates are exposed to ways of using oral language to promote writing, including the Language Experience Approach, brainstorming, peer reviews, author’s chair, and others.</td>
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<td>Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions</td>
<td>SPED 430: Week 4 and Assignment 3c: Technology search requires the candidate to summarize findings using a graphic organizer or main points. Both this activity and the computer search itself will be discussed and applied to how to use with k-12 students.</td>
<td>SPED 433: Week 7 the writing process, writing conferences, shared writing and expository writing will be demonstrated via a language arts lesson aligned with each strategy. Candidates are exposed to workshop approaches and participate in activities that are generally a part of those approaches including peer editing, selecting pieces for publishing and sharing. Read around groups also serve this purpose. Week 8: More information on how to use graphic 482B: reading &amp; response journal, quizzes: Ryndak &amp; Alper, Snell, Downing.</td>
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</table>
organizers and concept maps for prewriting/prereading strategies

Assignment 5: Candidates reflect on their own understanding of concepts in journals. Candidates collect their drafts and published pieces in a portfolio. Assignment 8d: Observation of writing lesson and its connection to reading

Assignment 12: Many of the literature activities will include the use of writing while using strategies such as outlining, KWL, graphic organizers and concept maps etc.

to effective assessment and feedback and the ability to develop curriculum that reflects that knowledge.

Observations of master teachers’ instruction, assessment, planning in the area of writing and the integrated language arts

### 7A(d): For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including:

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<th>Field Experience(s)</th>
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<tr>
<td>Phonemic awareness</td>
<td>SPED 433: Week 1: Introduced in basic introduction of class. Instructor will share the research base in this area, the reading first literature findings, and the 5 key components of reading (phonemic awareness is on of the 5 key</td>
<td>SPED 434:S</td>
<td></td>
<td>SPED 438: Candidates observe model lessons and develop, plan, and implement lessons on phonemic awareness in the classroom setting. Candidates assess children’s level of phonemic awareness.</td>
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Education Specialist Credential Programs, California State University, Fullerton, EL Response 238
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<tr>
<td><strong>Direct, systematic, explicit phonics</strong></td>
<td>SPED 433: Week 1: Introduced in basic introduction of class. Instructor will share the research base in this area, the reading first literature findings, and the 5 key components of reading (phonics is on of the 5 key components) Week 4: Candidates have exposure to a wide range of specific techniques and strategies for teaching explicit, systematic decoding and other word recognition skills and strategies for promoting extensive reading opportunities throughout the SPED 433 reading class. Assignment 3: Phonics/Structural Analysis Coaching Every candidate demonstrates knowledge of the phonological and morphological structure of English by reading Yopp, R. and Yopp, H. (2001). Literature-based Reading Activities and to use several of the activities to promote phonemic awareness in their practicum site.</td>
<td>SPED 434: Assignment 3: Phonics/Structural Analysis Coaching Candidates must pass a phonics examination Assignment 4 is an in-class assignment where candidates work with K or first grade general education students to assess their phonemic awareness and phonics abilities. SPED 438: Candidates observe model lessons that demonstrate strategies for teaching explicit, systematic phonics. Candidates assess children’s knowledge of phonics. SPED 439:</td>
<td></td>
<td>SPED 439: Candidates are required to read Yopp, R. and Yopp, H. (2001). Literature-based Reading Activities and to use several of the activities to promote phonemic awareness in their practicum site.</td>
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<td>passing at 80% or better a test of phonics and morphology. Assignment 8: mock RICA exam has many questions on phonics. Candidates are required to read Heilman, A.E. (2002). Phonics in Proper Perspective in the SPED 433 reading course – the strategies are then reinforced in the fieldwork practicum</td>
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<td>Decoding skills including spelling patterns</td>
<td>SPED 433: Week 2 provides the foundations of decoding lecture and demonstration lesson and a discussion of spelling patterns Additionally, the ability to develop explicit instruction in spelling that includes a logical sequence of word knowledge, orthographic patterns and frequently used words is presented</td>
<td>SPED 434:</td>
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<tr>
<td>Orthography addressing sound/symbol codes</td>
<td>SPED 433: Week 4: Discussion of how orthography addressing sound/symbol codes enhances learning to read; demonstration lesson followed by candidate critique/reflection. Furthermore, knowledge of the relationship of phonemic awareness to phonics and spelling and the ability to develop instruction that reflects this knowledge is examined in detail.</td>
<td>SPED 434:</td>
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<td>Extensive practice in reading and writing</td>
<td>SPED 433: Extensive practice in reading and writing is experienced by the candidate</td>
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<td>SPED 434:</td>
<td>482B: readings &amp; journal responses re literacy instruction for students</td>
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### Elements

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<td>at each class session. In addition, meeting at a Professional Development School allows the ability for the candidate to have the experience of assessing a K student, teach a 1st grade student phonics lessons, and participate in a 6-week case study provides ample supervised practice during class time. These are all done under the supervision by the reading course instructor and the faculty at the PDS site.</td>
<td>with significant disabilities (Snell: Al Otaiba article; Beck article; Cavanagh article; Mirenda et al. chapter in Ryndak &amp; Alper)</td>
<td>development of candidates’ ability to assess students’ reading and to provide early intervention.</td>
<td>See the Reading/Language Arts Performance Objectives form that must be signed by the university instructor, the master teacher and the candidate, and also the Field Competencies Checklist for evidence of preparation to instruct English language learners and students from diverse cultural backgrounds. and Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies</td>
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#### 7A (e and f) For each candidate, the study of reading and language arts includes:

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<th>Elements E and F</th>
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<td><strong>Knowledge of the home and community literacy practices</strong></td>
<td>SPED 430: Week 2: Understanding your student’s community: Candidates research the community surrounding their school or fieldwork placement. Assignment 2: Understanding Your Students’ Community…Candidates</td>
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<td>SPED 433: Candidates learn about the critical influence of students’ home language and family literacy practices on reading and writing achievement in school.</td>
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<td>Instructional uses of ongoing diagnostic strategies that guide teaching and assessment</td>
<td>SPED 433: Week 3: Candidates learn how to conduct ongoing assessment of</td>
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individually compose a description of the school’s community. They are encouraged to tell a cogent story about the neighborhood that indicates the community's strengths from which they can draw as an educator.

They also conduct a case study that must include a description of student background factors such as home language, culture, or family structure that may affect progress in reading and recommendations for instruction. Candidates learn about the relationship among home, community and school through assigned readings, lectures and discussions. For example, candidates learn about early literacy development and those practices that positively impact school learning. They have opportunities for acquiring knowledge about cultural and language diversity and the need to be sensitive to and responsive to the needs of students from diverse backgrounds.

Assignment 10: When writing their case study, candidates place the student in the context of the school and community by providing a brief description of both.
<table>
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<tr>
<th><strong>Early intervention techniques in a classroom setting</strong></th>
<th><strong>Guided practice of techniques</strong></th>
<th><strong>Reading development and how this links to instruction</strong></th>
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<tr>
<td>Assignment 4 and 10 provide examples of hands-on practice for candidates to interpret instructional uses of ongoing diagnostic strategies that guide teaching and assessment. Also SPED 434: Assignment 2: Case based learning assessment requires analysis of the whole learning environment (home, community and school), diagnosis of student ability and suggested instructional strategies. Furthermore, candidate practice writing strategies with the ELD lesson (Assignment 4) and SDAIE lesson (Assignment 5).</td>
<td>SPED 430, 433 and 482A: all</td>
<td>Assignment 4 and 10 provide examples of hands-on practice for candidates to interpret instructional uses of ongoing diagnostic strategies that guide teaching and assessment. Also SPED 434: Assignment 2: Case based learning assessment requires analysis of the whole learning environment (home, community and school), diagnosis of student ability and suggested instructional strategies. Furthermore, candidate practice writing strategies with the ELD lesson (Assignment 4) and SDAIE lesson (Assignment 5).</td>
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<tr>
<td><strong>Types of diversity represented in contemporary classrooms requires teacher preparation programs to provide teacher candidates with the ability to make assessment and instructional decisions based upon a conceptual framework that recognizes, acknowledges, respects and supports the ethnic, cultural and linguistic differences of the families and the students they teach and whose lives they touch.</strong></td>
<td><strong>Guided practice of techniques</strong></td>
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<td><strong>Guided practice of techniques</strong></td>
<td><strong>SPED 430: Week 5</strong></td>
<td><strong>SPED 482B:</strong></td>
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<td><strong>SPED 430:</strong></td>
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<td><strong>SPED 433:</strong></td>
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<td><strong>SPED 482A:</strong></td>
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<td><strong>SPED 430:</strong></td>
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<td><strong>SPED 433:</strong></td>
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<td><strong>SPED 482B:</strong></td>
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<tr>
<td>Study of phonological and morphological structure of English</td>
<td>SPED 433: Assignment 11: Final examination Candidates will demonstrate knowledge of the structure of language including phonology, morphology, syntax, semantics, discourse, and pragmatics. Furthermore candidates will identify and develop specific classroom organizational and learning environments that support language and literacy development for linguistically diverse learners. The exam contains specific questions related to phonological and morphological structure of English.</td>
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| Study of methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers | SPED 433: Candidates are introduced to many research based strategies to enhance language arts and reading. They are provided with readings on how children read (i.e., M. Adams, L. Moats, and J. Toregeson etc.) | . | . |

7A (g): Application of Common Standard 2-- The institution provides adequate resources:

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<th>Field Experience(s)</th>
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<tr>
<td>To staff reading and language arts courses: including instructional</td>
<td>The Department of Special Education</td>
<td>In the spirit of modeling the collaboration we wish</td>
<td>We are fortunate to have a strong</td>
<td>In Spring 2006, field supervisor positions were filled</td>
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<td>Elements</td>
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<td><strong>faculty and field supervisors</strong></td>
<td>currently has 11 full-time, tenure track faculty and 2 full-time, non-tenure track faculty. By virtue of their graduate school preparation, 10 of these faculty members are qualified to teach reading and language arts courses. These faculty members either have a master or Ph.D. in reading alongside their training in Special Education. Every full-time faculty member spends time each year supervising candidates. Additionally, talented part-time faculty members with numerous years of teaching experience are also hired (see vitae binders in document room). The University Supervisor is responsible for in class support and for conducting a series of seminars designed to enhance and expand the instructional skills and knowledge gained in the methods classes.</td>
<td>our candidates to use, many of the general education class sessions in Reading, Math, Foundations, etc., are team taught by a General Education faculty member or district/community educator and a Special Education faculty member. Or we draw from the expertise available to us in General Education, for example one SPED reading faculty has been a participant in five reading training sessions on phonemic awareness conducted by Hallie Yopp-Slowik, an national expert in reading and a faculty in Elementary and Bilingual Education</td>
<td>collaborative relationship with our colleagues in Elementary and Secondary Education. Special Education reading faculty are invited to their reading faculty meetings and support systems are in place at the college level for trainings in TPA, TPE and other instructional strategies and assessments that drive our instruction.</td>
<td>by 8 full-time faculty members and 18 part-time faculty members, creating a ratio of approximately one supervisor for every 6 candidates. This small ratio helps to ensure that candidates receive substantial support from the University while they are in the field.</td>
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<tr>
<td><strong>To build communication and cooperation among faculty members, school district personnel</strong></td>
<td>The College of Education has a long standing relationship with schools</td>
<td>The College of Education has a long standing relationship with schools</td>
<td>The chair of the Department of Special Education is</td>
<td>As indicated elsewhere in this document; teachers at the Professional Development</td>
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<td><strong>Elements</strong></td>
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<tr>
<td>and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction</td>
<td>in Orange, Riverside, Los Angeles and San Bernardino County. We collaborate with colleagues in general education to operate several Professional Development schools where candidates who are currently employed (interns) can make observations and use as a practice lab to reinforce connections between coursework and fieldwork.</td>
<td>in Orange, Riverside, Los Angeles and San Bernardino County. We collaborate with colleagues in general education to operate several Professional Development schools where candidates who are currently employed (Interns) can make observations and use as a practice lab to reinforce connections between coursework and fieldwork. The goal of the PDS is to draw closer connections between schools and the University so responsibility for candidate education is shared. One strong unique collaborative feature implemented in partnership with elementary education is that special education candidates attend a Demonstration Lesson at their assigned PDS site. Demonstration lessons are taught by site teachers with particular expertise or interest in the area, not necessarily by teachers who are serving as master</td>
<td>the chair of the College of Education Partnership Advisory committee. This committee has representatives from 67 school districts around CSU Fullerton. The committee provides insight, suggestions, advice and support to reinforce connections between coursework and field experiences pertaining to reading and language arts instruction. The committee works with the College to approve requirements for competent master teachers for student teachers and support providers for Interns.</td>
<td>Sites where many of the courses are taught are actively involved in the instruction collaboration. For example, last semester for the SPED 433 class, a K teacher, a first grade teacher, a fourth grade teacher and a sixth grade teacher presented to the reading candidates and a third and K teacher provided demonstration lessons. This is one of the huge benefits of having a reading methods class taught at a local school. It is a learning lab for research to meet practice.</td>
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### 7A (h): Application of Common Standard 7: The design of the program establishes and supports:

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<tr>
<td>Cohesive connections among the RICA content specifications and the reading methods coursework, the practical experience components and the opportunities to practice as stated in the California Education Code</td>
<td>SPED 433: The entire course is designed around RICA competencies, and ends with a mock-RICA examination. All experiences are related to elements in the RICA Content Standards 1-13.</td>
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<td>SPED 439: All candidates must fulfill the activities on a Reading Competency Checklist that covers all Content Standards of the RICA Standards 1-13.</td>
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### 7A (i): Field experience site placement(s) and/or supervised teaching assignments include:

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<tr>
<td>Extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught</td>
<td>The community surrounding CSU Fullerton is rich with cultural diversity. Over 60 dialects and languages are spoken in the Orange County Schools. The percentage of students from non-Anglo groups enrolled in Orange County has dramatically increased over the years. It is critical that master teachers have extended experience in a</td>
<td>The field experience component of the Special Education Specialist Program reflects the fundamental underlying principle that all candidates must be appropriately prepared to address the needs of students to learn English both through English language development</td>
<td>When necessary field experiences are created. For example, last semester many of the students in the daytime cohort were Caucasian and had little experience with other populations. The Department chair arranged for all of them to spend a &quot;shadow day&quot; in Santa Ana (the district with the</td>
<td>Candidates are assigned to field experience supervisors (master teachers) with appropriate certification who are experienced in teaching in multilingual or multicultural classrooms, and who engage in exemplary practices and behaviors that promote learning for all students. The department documents the master teacher's experience on a form and keeps them in the Department fieldwork files.</td>
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<tr>
<td>Elements of the course/instructional experience</td>
<td>linguistically and/or culturally diverse classroom where beginning reading is taught</td>
<td>(content ESL) and specially designed academic instruction in English.</td>
<td>largest minority population) and to write reflections on the beginning reading they witnessed taught by experienced bilingual teachers.</td>
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7A (j): Application of Common Standard 8: Selection of field supervision attends to:

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<td>Collaboration with districts to select classrooms teachers to supervise candidates</td>
<td>Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. Supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the Department of Special Education.</td>
<td>Each semester, the Reading Course Custodian (full time faculty member) briefs all field supervisors and student teaching supervisors on the reading competency list and new or innovate</td>
<td>Faculty are all connected by list serve and a faculty learning community on blackboard and can ask questions or clarify roles via collaboration and communication related to reading and field experiences.</td>
<td>Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies – specifically page 62 for TPE 7: Teaching English Learners</td>
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Collaboration and communication among field supervisors, student teaching supervisors, and reading methods course instructors

Each semester, monthly supervision meetings are held and each meeting has a training component. Supervisors are taught to conduct clinical supervision, provided information on lesson observation and analysis, and given research related articles. Each semester, the Reading Course Custodian (full time faculty member) briefs all field supervisors and student teaching supervisors on the reading competency list and new or innovate. Faculty are all connected by list serve and a faculty learning community on blackboard and can ask questions or clarify roles via collaboration and communication related to reading and field experiences. Every candidate engages in fieldwork concurrently with methods course instruction. Concurrent fieldwork allows each instructor to give assignments that are conducted in the elementary classroom. The university classroom also, then, provides the opportunity for candidates and their instructors to analyze candidates’ field experiences.
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<td>on working with beginning teachers and a wealth of staff development materials. Additionally, support provider and master teacher trainings are held.</td>
<td>classroom supports to enhance the reading methods for our candidates.</td>
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<td>experiences, currently used instructional materials, and practices that candidates view in the classroom.</td>
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<tr>
<td><strong>Collaboration efforts toward assuring modeling of effective practices, monitoring candidate’s progress, and assessment of candidate’s achievements on performance related to the standards in reading, writing, and related language instruction.</strong></td>
<td>As indicated previously, candidates have ample opportunities to practice techniques in the field, first while under the supervision of a course instructor (as in SPED 433 and SPED 482A) and later by their fieldwork supervisor.</td>
<td>Candidates are expected to maintain an organized portfolio that documents their opportunities to view modeling of effective practices in a variety of field settings and their competency check lists for all field components.</td>
<td>At the monthly supervision and faculty meetings, there is time to discuss monitoring candidates progress, and assessment of candidate’s achievements on performance related to the standards in reading, writing, and related language instruction.</td>
<td>Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies – AND page 40 for specific example of candidate assignment in fieldwork to show knowledge of research on effective teaching or reading while designing unit for 433 and 482A</td>
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**Early Childhood Matrix**

**Standard 7A: Preparation to Teaching Reading/Language Arts**

7A (a) The program provides intensive instruction in reading and language arts, and is grounded in methodologically sound research, thus it:
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<td>Provides exposure to instructional programs adopted by State Board of Education for public schools</td>
<td>SPED 430: Week 5: Candidates visit library Curriculum Center to view State adopted state programs for teaching reading and language arts to English Learners, or these are brought to class for candidates to view</td>
<td>SPED 436: Professional readings and presentation to peers on issues in teaching English Learners</td>
<td>SPED 434: Week 5: Candidates visit library Curriculum Center to view State adopted state programs for teaching comprehension to English Learners, or these are brought to class for candidates to view</td>
<td>SPED 438: Candidates observe in schools that model best practices for English Learners. SPED 439: Lesson implementation that utilizes State adopted texts and programs with critique by self, master teacher (if applicable) and supervisor. SPED 436: Assignment 3: Creative Lesson And Assignment 7: Final examination unit</td>
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<tr>
<td>Utilizes systematic, explicit, applied instruction in reading</td>
<td>SPED 430: Week 8 Instructional Strategies introduced include the importance of systematic, explicit applied instruction in reading</td>
<td>SPED 436: Week 2: Structure of the lesson and Critical presentation skills Week 4: Basic Skill Instruction Week 10: Direct Instruction techniques</td>
<td>SPED 434:</td>
<td>SPED 438: Candidates observe in schools that model best practices for teaching reading in classrooms that include English Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements. SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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<td><strong>Utilizes systematic, explicit, applied instruction in writing</strong></td>
<td>SPED 430: Week 8 Instructional Strategies introduced include the importance of systematic, explicit applied instruction in reading</td>
<td>SPED 436: Week 14: Teaching The Writing Process Research on the Teaching of Writing Stages of the Writing Process and Issues for English Learners</td>
<td>Assignment 7: teaching unit</td>
<td>SPED 438: Candidates observe in schools classrooms that include English Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements. SPED 489D: Dept. of SPED ECSE Fieldwork Handbook case study with an upper-elementary student.</td>
</tr>
<tr>
<td><strong>Utilizes systematic, explicit, applied instruction in related language arts</strong></td>
<td>SPED 430: Week 4 and 5: Instructional planning that includes strategies that meet the needs of all learners, including English learners and students with special, identified needs such as giftedness and learning disabilities</td>
<td>SPED 436: Textbook readings and supplemental journal articles provided for Assignment 4 Week 2: Structure of the lesson and writing demo and Critical presentation skills Week 4: Basic Skill Instruction Week 10: Direct Instruction techniques</td>
<td></td>
<td>SPED 438: Candidates observe in schools classrooms that include English Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements. SPED 489D: Dept. of SPED ECSE Fieldwork</td>
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| **Incorporates strategies to support English Language Learners** | SPED 430:                       | SPED 436: Week 2: structure of the lesson  
Week 2: critical presentation skills  
Week 4: Adapt/Modify lessons  
Week 4: use of examples and non examples  
Week 6: Infusing multicultural aspects into every part of the curriculum  
Week 11: Basic and Associated concept strategies for instruction that will enhance EL learners  
Assignment 3: Creative Lesson  
And Assignment 7: Integrated language arts unit - integrates reading, writing, listening and speaking into other content areas and provides strategies to support EL learners | SPED 434: Week 3: Program models for English Learners  
Week 4: ELD lesson presentations  
Week 5 & 6: Methods, strategies and materials for ELD instruction  
Week 7: SDAIE strategies  
Week 8: Peer sharing of instructional units.  
Assignment 4: English Language Development lesson  
Assignment 5: Case study of an English Learner and Assignment 6: SDAIE lesson | SPED 436: Assignment 7: Unit incorporates opportunities for listening, speaking, reading and writing for speakers of English and English learners  
SPED 438: Candidates observe in schools classrooms that include English Learners.  
SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to students in their student teaching placements.  
SPED 489D: Dept. of SPED ECSE Fieldwork Handbook |
| **Aligns the curriculum with state-adopted academic**        | SPED 430 Week 6: Candidates learn to make certain that each lesson aligns with state-adopted content | SPED 436: Week 2: How to make certain that a lesson aligns with state-adopted content | SPED 434: Assignment 6: SDAIE lesson must list content standards addressed | SPED 436: Candidates must demonstrate ability to write and teach |
### Elements

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<tr>
<td>Assignment 6: Effective lesson design. Candidates practice examining standards, planning curriculum, and designing and implementing effective lessons.</td>
<td>standards</td>
<td>Week 8: The California Reading/Language Arts Framework and Content Standards are discussed and lesson examples shared. Assignment 4(6) how the lesson aligns with state adopted standards Assignment 7: Unit must include how the lesson aligns with state-adopted standards</td>
<td>appropriate lessons based on standards in all areas of reading and language arts to students in their student teaching placements. SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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### 7A (b) for each candidate the study of reading and language arts methods includes the following provisions:

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<tr>
<td>Strong preparation for teaching comprehension skills</td>
<td>SPED 430:</td>
<td>SPED 436: Week 9: Teaching comprehension Assignment 7: The final unit will incorporate the use of narrative and expository text and develop the comprehension and composition skills of EL students.</td>
<td>SPED 434:</td>
<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook SPED 438: Candidates observe in schools classrooms that include English Learners. SPED 439: Candidates must demonstrate ability to use systematic, explicit, applied instruction to teach all areas of reading and language arts to</td>
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<td><strong>Strong literature component</strong></td>
<td>SPED 430:</td>
<td>SPED 436:</td>
<td>SPED 434:</td>
<td>students in their student teaching placements.</td>
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<td>Week 1: Literature used for demonstration lesson</td>
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<td>SPED 439: Candidates demonstrate familiarity with core literature from Recommended Readings in California Literature: Kindergarten through Grade Eight and design lessons that are based on this literature.</td>
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<td>Week 4: Setting up a learning environment will include a heavy emphasis on literature components of the classroom environment.</td>
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<td>Assignment 4(1) weekly literature competency assignment 1 is related to children’s literature</td>
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<td><strong>Strategies that promote and guide pupil independent reading</strong></td>
<td>SPED 430:</td>
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<td>SPED 434:</td>
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<td>Week 7: Independent work centers</td>
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<td>Assignment 4(3) weekly independent work for ECSE</td>
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<td><strong>Instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners</strong></td>
<td>SPED 430:</td>
<td>SPED 436:</td>
<td>SPED 434:</td>
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<td>Week 4: Candidates are exposed to ways of organizing their classrooms that promote interaction among students, including cooperative learning, grouping methods, literature circles (with parents) and writing workshop approaches.</td>
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<td>SPED 434: Assignment 4: English Language Development Lesson</td>
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<td>SPED 438: Candidates observe in schools classrooms that include English Learners. Assignment 2: Reflections Candidates observe and analyze instruction at least once weekly and answer questions: What are you observing about English learners? What activities are they engaging in? What concerns do you have? What impresses you?) How did this</td>
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</table>
Assignment 7: Unit incorporates opportunities for listening, speaking, reading and writing for speakers of English and English learners

SPED 439: Candidates must demonstrate ability to apply instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners. If no English Learners are in candidate’s placement, it must be demonstrated in model lessons.

7A(c) Each candidate’s instruction and field experience include (but are not limited to) the following components:

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<td><strong>Instruction and experience with a range of textual, functional and recreational materials including a variety of genres</strong></td>
<td>SPED 430: note at the top of the weekly list it says: Each week the instructor will begin the class by reading a children’s book to help expose the credential candidates to quality literature including a variety of genres. Assignment 6: provides an opportunity to develop long-term lesson plans that incorporate expository text, novels, biographies, fables, tall tales, and other genres into the curriculum. Multicultural literature is widely used in these units</td>
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<td><strong>Materials that</strong></td>
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<td>SPED 438: Assignment 2:</td>
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<td>reflect cultural diversity</td>
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<td>Reflections Candidates observe and analyze instruction at least once weekly and answer questions: What are you observing about English learners? What activities are they engaging in? What concerns do you have? What impresses you?) How did this classroom use Materials that reflect cultural diversity?</td>
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7A(c) Each candidate’s instruction and field experience include (but are not limited to) the following components:

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<tr>
<td>Strategies for students to work in teacher-supported and in independent reading contexts</td>
<td>SPED 430:</td>
<td>SPED 436: Texts and readings provide an opportunity for candidates to understand strategies for students to work in teacher-supported and in independent reading contexts (and specific examples of how to do this). Furthermore, the instructors of SPED 436 have numerous demonstration (model) lessons built into the content of the class presentations to reinforce strategies for students to work in teacher-supported and in independent reading contexts</td>
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<td>Also during week 7 the candidates will discuss how to construct centers for independent reading of literature</td>
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<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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<td>Instruction and experience in developing student background knowledge</td>
<td>SPED 430: Assignment 2: Understanding Your Students' Community Candidates will learn to assess and determine student background knowledge by touring the community the students come from, reviewing the schools report card and conducting initial assessments.</td>
<td>SPED 434: Assignment 5: Case Study Candidate will conduct an assessment of an English learner using the Student Oral Language Observation Matrix (SOLOM).</td>
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<td>Instruction and experience in developing student vocabulary</td>
<td>SPED 430: In preparation for assignment 2: Instructors model instructional strategies that promote the development of vocabulary and background knowledge, for instance, discussion of candidate’s understanding of the community where they work (or are student teaching)</td>
<td>SPED 436: Assignment 5: Case study each candidate must provide information on developing student vocabulary and various speech and language challenges. Week 10 provides ideas for candidates to incorporate in their instruction to develop student vocabulary. This is all explained in week11 with the content of assessing verbal behavior, week 12 with assessing and selecting augmented communication systems and week 13</td>
<td></td>
<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook. SPED 436: Assignment 5(diii): Case study Candidate is providing instruction and experience in developing student vocabulary.</td>
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<td><strong>Instruction and experience in the use of comprehension strategies such as text structure, summarizing, questioning, and making inferences</strong></td>
<td>SPED 436: Week 9 Assignment 7: Unit plan incorporates the use of narrative and expository text and develop the comprehension and composition skills of EL students. Materials that will support instruction in word recognition and reinforce comprehension.</td>
<td>SPED 434: Assignments 4: English Language Development lesson and Assignment 6: SDAIE lesson Both of these include instruction and experience in the use of comprehension strategies such as text structure, summarizing, questioning, and making inferences</td>
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<td><strong>Instruction and experience in promoting the use of oral language in a variety of formal and informal settings</strong></td>
<td>SPED 430: Instructors model the use of approaches that promote oral language by having candidates participate in lessons that require approaches and activities such as discussion, brainstorming, and cooperative learning KWL charts, anticipation guides, and values line-ups. Students integrate strategies to develop oral language in the ir instructional units. Candidates are asked to reflect on the effectiveness of such approaches.</td>
<td>SPED 436: Week 2: Instructor modeling of oral language strategies to encourage discussion of students’ prior experiences and responses to the content. Examples include KWL charts, anticipation guides, and values line-ups. Week 4: Candidates are exposed to ways of organizing their classrooms that promote interaction among students, including cooperative learning, grouping methods, literature circles and writing workshop approaches. Candidates work</td>
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<td>SPED 436: Assignment 7: Candidates integrate strategies to develop oral language in their instructional units</td>
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<td>SPED 439: Observations of master teachers’ instruction, assessment, planning, and interactions with students, parents, and colleagues during student teaching these are documented in the field journal kept by all candidates (see Dept. of</td>
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<td>Week 8: Instructional strategies include lesson demonstrations and instructional planning that model the teaching of concept and vocabulary development and oral language and model the promotion of peer discourse to increase conceptual understanding and oral language development,</td>
<td>in small groups to write units that integrate the language arts into the content areas.</td>
<td>Assignment 7: Candidates integrate strategies to develop oral language in their instructional units. Examples include cooperative learning, buddy learning, brainstorming, role-playing, predicting, questioning and into, through, and beyond lessons that promote conversations about text.</td>
<td>SPED Fieldwork Handbook for weekly journal explanations)</td>
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<td>SPED 430: Week 4 and Assignment 3c: Technology search requires the candidate to summarize findings using a graphic organizer or main points. Both this activity and the computer search itself will be discussed and applied to how to use with k-12 students.</td>
<td>SPED 436: Week 1 and Week 2: Instructors demonstrate and candidates develop and model lessons that ask students to respond to literature through writing via example. Also during week 14: Candidates are exposed to an ECSE form of writing workshop approaches and participate in activities that are generally a part of those approaches including peer editing, selecting pieces for publishing and sharing. Read around groups also</td>
<td>SPED 436: Assignment 9: online literature journaling with 6th grader over six to eight weeks – specific focus on written and oral English language conventions is included in this assignment. Experiences that demonstrate the ability to develop curriculum that integrates the language arts are found in the fieldwork component. Additionally, the candidate experiences</td>
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<td>serve this purpose.</td>
<td>And during Week 14 writing</td>
<td>reflect observing demonstration of knowledge of the stages of the writing process from prewriting to effective assessment and feedback and the ability to develop curriculum that reflects that knowledge.</td>
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<td>is tied to reading and</td>
<td>is tied to reading and</td>
<td>Observations of master teachers’ instruction, assessment, planning in the area of writing and the integrated language arts</td>
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<td>spelling in demonstration</td>
<td>spelling in demonstration</td>
<td>SPED 439: Candidate experiences reflect observing demonstration of knowledge of the stages of the writing process from prewriting to effective assessment and feedback and the ability to develop curriculum that reflects that knowledge.</td>
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<td>lessons by the instructor</td>
<td>lessons by the instructor</td>
<td>Observations of master teachers’ instruction, assessment, planning in the area of writing and the integrated language arts</td>
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**7A(d):** For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including:

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| **Phonemic awareness**    | SPED 436: Week 3: Introduction to supplemental reading programs that are designed to enhance phonemic awareness  
SPED 439: Candidates are required to read Yopp, R. and Yopp, H. (2001). Literature-based Reading Activities and to use several of the activities to promote phonemic awareness in their practicum site.  
Concurrent fieldwork and carefully supervised student teaching provide for richer development of candidates’ ability to assess students’ reading and to provide early intervention. |
| **Direct, systematic, explicit phonics** | SPED 436: Candidates have the ability to develop systematic, explicit instruction in phonics, decoding and word attack skills, including structural elements via the many textbook activities (some done in class, others as homework.  
Specifically during week 5 the instructor provides an demonstration lesson: Direct, systematic, explicit phonics | SPED 434:                                                                                     | SPED 489D: Dept. of SPED ECSE Fieldwork Handbook  
SPED 438: Candidates observe model lessons that demonstrate strategies for teaching explicit, systematic phonics. Candidates assess children’s knowledge of phonics.  
SPED 439: Concurrent fieldwork and carefully supervised student teaching provide for richer development of candidates’ ability to assess students’ reading and to provide early intervention. |
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<td><strong>Decoding skills including spelling patterns</strong></td>
<td>SPED 436: Candidates have the ability to develop systematic, explicit instruction in phonics, decoding and word attack skills, including structural elements via the many textbook and in class activities - specifically week 3</td>
<td>SPED 434:</td>
<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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<td><strong>Orthography addressing sound/symbol codes</strong></td>
<td>SPED 436: Reading texts discuss orthography and how to implement lessons to benefit the learner. This information is highlighted in the lecture during week 3. – particularly how sound/symbol codes relate to spelling and writing. Assignment 4(2)</td>
<td>SPED 434:</td>
<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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<td><strong>Extensive practice in reading and writing</strong></td>
<td>SPED 436: Extensive practice in reading and writing is experienced by the candidate at each class session. In addition, meeting at a Professional Development School allows the ability for the candidate to have the experience of viewing and practicing model lessons with PDS teachers. The course also provides the hands-on opportunity to read good literature and participate in the case study with able supervision by the course instructor and the faculty at the PDS site.</td>
<td>SPED 434:</td>
<td>Concurrent fieldwork and carefully supervised student teaching provide for richer development of candidates’ ability to assess students’ reading and to provide early intervention. SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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**7A (e and f) For each candidate, the study of reading and language arts includes:**

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<td>Knowledge of the home and SPED 430: Week 2: Understanding your SPED 436: The tremendous</td>
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<td>Elements E and F</td>
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<td>community literacy</td>
<td>student’s community: Candidates research the community surrounding their school or fieldwork placement. Assignment 2: Understanding Your Students’ Community...Candidates individually compose a description of the school’s community. They are encouraged to tell a cogent story about the neighborhood that indicates the community’s strengths from which they can draw as an educator.</td>
<td>growth in the range and types of diversity represented in contemporary classrooms requires teacher preparation programs to provide teacher candidates with the ability to make assessment and instructional decisions based upon a conceptual framework that recognizes, acknowledges, respects and supports the ethnic, cultural and linguistic differences of the families and the students they teach and whose lives they touch. This is completed during every lesson, but specifically week 6. The instructor relates to the instructional uses of ongoing diagnostic strategies and shows specific examples of how this is used to guide teaching and assessment.</td>
<td>436 and fieldwork: Candidates essentially select and utilize diagnostic strategies and tools, interpret the findings and plan an appropriate Individualized Educational Plan and/or Core curriculum lessons SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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<p>| Instructional uses of ongoing diagnostic strategies that guide teaching and assessment | SPED 433: Week 3: Candidates learn how to conduct ongoing assessment of reading development and how this links to instruction Assignment 4 and 10 provide examples of hands-on practice for candidates to interpret instructional uses of ongoing diagnostic strategies that guide teaching and assessment. |                                                                                                                                                                                                 |                                                                                                           |</p>
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<td>Also SPED 434: Assignment 2: Case based learning assessment requires analysis of the whole learning environment (home, community and school), diagnosis of student ability and suggested instructional strategies. Furthermore, candidate practice writing strategies with the ELD lesson (Assignment 4) and SDAIE lesson (Assignment 5).</td>
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<td>Early intervention techniques in a classroom setting</td>
<td>SPED 433: Weeks 1-5 focus on early intervention and emergent literacy. The quantity and quality of language and early literacy interactions during the early years profoundly affect the acquisition of the language building blocks that support skilled reading. For example: candidates are taught to play with words Bbbaaaa, shown what types of books support word play and how this is linked to later phonemic awareness. And candidates are shown how to reinforce print immersion and print awareness to enhance early reading abilities.</td>
<td>SPED 436: Week 2: The &quot;Three-Tier&quot; Intervention Model from the 2004 reauthorization of IDEA is discussed in detail and candidates learn how early intervention constitutes the first step in reducing the severity of reading difficulties.</td>
<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook Concurrent fieldwork and carefully supervised student teaching provide for richer development of candidates’ ability to assess students’ reading and to provide early intervention.</td>
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<td>Guided practice of techniques</td>
<td>SPED 430: Week 5 specifically addressed the teaching technique of guided practice</td>
<td>SPED 436: Week 1 and 2 candidates are trained in structure of the lesson and assessing specific skills. They use Hunter’s (1982) Lesson Design for planning and are taught to incorporate Archer’s (1990) Model-Prompt-Check sequence to ensure guided practice.</td>
<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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<td>Study of phonological and morphological structure of</td>
<td>SPED 436: The course readings from textbook cover in detail the study of phonological and</td>
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<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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<td><strong>English</strong></td>
<td>morphological structure of English. These concepts are also discussed in week 3, expanded upon in week 4 and reviewed in week 6.</td>
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<td><strong>Study of methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers</strong></td>
<td>SPED 436: Course readings and materials provide ample opportunity for candidates to study sound research. Candidates link theory to practice. All of the assignments are designed to give candidates an understanding of how to teach. For example, Assignment 5 and 7: candidates complete a case study and lesson plan and provide details on how these may maximize learning and enhance support for students of all cultural and ethnic groups.</td>
<td>SPED 489D: Dept. of SPED ECSE Fieldwork Handbook</td>
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**7A (g): Application of Common Standard 2-- The institution provides adequate resources:**

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<td><strong>To staff reading and language arts courses: including instructional faculty and field supervisors</strong></td>
<td>The Department of Special Education currently has 11 full-time, tenure track faculty and 2 full-time, non-tenure track faculty. By virtue of their graduate school preparation, 10 of these faculty members are qualified to teach reading and language arts courses. These faculty members either have a master or</td>
<td>In the spirit of modeling the collaboration we wish our candidates to use, many of the general education class sessions in Reading, Math, Foundations, etc., are team taught by a General Education faculty member or district/community educator and a Special Education faculty member. Or we draw</td>
<td>In Spring 2006, field supervisor positions were filled by 8 full-time faculty members and 18 part-time faculty members, creating a ratio of approximately one supervisor for every 6 candidates. This small ratio helps to ensure that candidates receive substantial support from the University while they are in the field.</td>
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<td>Ph.D. in reading alongside their training in Special Education. Every full-time faculty member spends time each year supervising candidates. Additionally, talented part-time faculty members with numerous years of teaching experience are also hired (see vitae binders in document room). The University Supervisor is responsible for in class support and for conducting a series of seminars designed to enhance and expand the instructional skills and knowledge gained in the methods classes.</td>
<td>from the expertise available to us in General Education, for example one SPED reading faculty has been a participant in five reading training sessions on phonemic awareness conducted by Hallie Yopp-Slowik, a national expert in reading and a faculty in Elementary and Bilingual Education</td>
<td>and assessments that drive our instruction.</td>
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<tr>
<td>To build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to</td>
<td>The College of Education has a long standing relationship with schools in Orange, Riverside, Los Angeles and San Bernardino County. We collaborate with colleagues in general education to operate several Professional Development schools where candidates who are currently employed (interns) can make</td>
<td>The College of Education has a long standing relationship with schools in Orange, Riverside, Los Angeles and San Bernardino County. We collaborate with colleagues in general education to operate several Professional Development schools where candidates who are currently employed (Interns) can make</td>
<td>The chair of the Department of Special Education is the chair of the College of Education Partnership Advisory committee. This committee has representatives from 67 school districts around CSU Fullerton. The committee provides insight, suggestions, advice and support to reinforce connections</td>
<td>As indicated elsewhere in this document; teachers at the Professional Development Sites where many of the courses are taught are actively involved in the instruction collaboration. For example, last semester for the SPED 433 class, a K teacher, a first grade teacher, a fourth grade teacher and a sixth grade teacher presented to the reading candidates and a third and K teacher provided demonstration lessons. This is one of the huge benefits of having a reading methods class taught at a local school. It is a learning lab for research to meet practice.</td>
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<td>reading and language arts instruction</td>
<td>observations and use as a practice lab to reinforce connections between coursework and fieldwork.</td>
<td>observations and use as a practice lab to reinforce connections between coursework and fieldwork. The goal of the PDS is to draw closer connections between schools and the University so responsibility for candidate education is shared. One strong unique collaborative feature implemented in partnership with elementary education is that special education candidates attend a Demonstration Lesson at their assigned PDS site. Demonstration lessons are taught by site teachers with particular expertise or interest in the area, not necessarily by teachers who are serving as master teachers for the semester.</td>
<td>between coursework and field experiences pertaining to reading and language arts instruction. The committee works with the College to approve requirements for competent master teachers for student teachers and support providers for Interns.</td>
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7A (h): Application of Common Standard 7: The design of the program establishes and supports:

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<td>Cohesive connections among the RICA</td>
<td>SPED 433: The entire course is designed around RICA competencies, and</td>
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<td>SPED 439: All candidates must fulfill the activities on a Reading Competency Checklist that covers all Content Standards of the RICA</td>
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### 7A (i): Field experience site placement(s) and/or supervised teaching assignments include:

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<td><strong>content specifications and the reading methods coursework, the practical experience components and the opportunities to practice as stated in the California Education Code</strong></td>
<td>ends with a mock-RICA examination. All experiences are related to elements in the RICA Content Standards 1-13.</td>
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<td>Standards 1-13.</td>
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<td><strong>Extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught</strong></td>
<td>The community surrounding CSU Fullerton is rich with cultural diversity. Over 60 dialects and languages are spoken in the Orange County Schools. The percentage of students from non-Anglo groups enrolled in Orange County has dramatically increased over the years. It is critical that master teachers have extended experience in a linguistically and/or culturally diverse classroom.</td>
<td>The field experience component of the Special Education Specialist Program reflects the fundamental underlying principle that all candidates must be appropriately prepared to address the needs of students to learn English both through English language development (content ESL) and specially designed academic instruction in English.</td>
<td>When necessary field experiences are created. For example, last semester many of the students in the daytime cohort were Caucasian and had little experience with other populations. The Department chair arranged for all of them to spend a “shadow day” in Santa Ana (the district with the largest minority population) and to write reflections on the beginning reading they</td>
<td>Candidates are assigned to field experience supervisors (master teachers) with appropriate certification who are experienced in teaching in multilingual or multicultural classrooms, and who engage in exemplary practices and behaviors that promote learning for all students. The department documents the master teacher’s experience on a form and keeps them in the Department fieldwork files.</td>
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7A (j): Application of Common Standard 8: Selection of field supervision attends to:

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Collaboration with districts to select classrooms to supervise candidates

- Each field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. Supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the Department of Special Education.

Collaboration and communication among field supervisors, student teaching supervisors, and reading methods course instructors

- Each semester, monthly supervision meetings are held and each meeting has a training component. Supervisors are taught to conduct clinical supervision, provided information on lesson observation and analysis, and given research related.

Field Experience(s)

- Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies –specifically page 62 for TPE 7: Teaching English Learners

- Faculty are all connected by list serve and a faculty learning community on blackboard and can ask questions or clarify roles via collaboration and communication related to reading and field experiences.

- Every candidate engages in fieldwork concurrently with methods course instruction. Concurrent fieldwork allows each instructor to give assignments that are conducted in the elementary classroom. The university classroom also, then, provides the opportunity for candidates and their instructors to analyze candidates’ field experiences, currently used instructional materials, and practices that candidates view in the classroom.
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<td>articles on working with beginning teachers and a wealth of staff development materials. Additionally, support provider and master teacher trainings are held.</td>
<td>enhance the reading methods for our candidates.</td>
<td></td>
<td>At the monthly supervision and faculty meetings, there is time to discuss monitoring candidates progress, and assessment of candidate’s achievements on performance related to the standards in reading, writing, and related language instruction.</td>
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STANDARD 13: PREPARATION TO TEACH ENGLISH LEARNERS

In the professional teacher preparation program, all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student’s language acquisition.

Background and Introduction: In response to the S.B. 2042 document, faculty in the Department of Elementary and Bilingual Education modified an existing course to create EDEL 434 Methods and Inquiry for Teaching English Learners. The course includes relevant legislation, assessment, aspects of first and second language development, educational models appropriate to English learners, and instructional strategies for working with English learners. Shortly afterward, in response to the need for Education Specialist credential completers to become CLAD certified, it was agreed that the course should become cross-listed as EDEL/SPED 434. (EDEL 434 also serves as one of the required CLAD Certificate courses). While substantial instruction to prepare Education Specialist credential candidates rests with this course, other Level I methods courses include instructional approaches, strategies and techniques to address the teaching of grade level content to English Learners. These are SPED 430 Foundations, SPED 433 Reading/Language Arts, and SPED 482A Methods for Mild/Moderate Disabilities or the equivalent for Moderate/Severe or Early Childhood. Aspects of cognitive, pedagogical and individual factors, family considerations, and assessment as related to English learners are examined in SPED 421 Families, SPED 462 Practices and Procedures, and SPED 520 Assessment (See Chart on page 1 of this response).

The department requires all candidates to have at least one student teaching experience with a teacher who actively teaches and models appropriate instruction for English Learners, and that the candidate implements appropriate instruction for English learners. The Education Specialist candidates at CSU Fullerton have systematic and repeated opportunities to acquire a knowledge base and to develop skills and abilities that prepare them to teach English Learners.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based structures designed to meet the needs of English Learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

The primary responsibility for ensuring that candidates understand the various program designs, school-based structures and their characteristics resides in the course EDEL/SPED 434
(Methods and Inquiry for Teaching English Learners). Through readings, lecture and discussion in this course, candidates develop an in-depth understanding of structured English immersion, various types of bilingual education including early and late exit and dual immersion programs, as well as school structures to deliver ELD instruction. In small groups, candidates engage in analyzing and comparing different program designs in terms of philosophies, goals, students’ access to state adopted content standards, and factors that affect students’ success such as teacher attitudes and expectations for success. In EDEL/SPED 433 (Reading and Language Arts Instruction), and EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners) as candidates develop an understanding of the role of language development in the acquisition of literacy, they learn how ELD and bilingual education programs can help English learners achieve the English reading/language arts content standards. For example, candidates learn that English learners are limited in their ability to effectively use all of the cueing systems in reading in English and that children in bilingual education programs can transfer literacy skills acquired in the native language to English literacy development.

SPED 482A, 482B, SPED 436, and EDEL/SPED 433 (Language Arts Reading Instruction) require the development of lesson plans that address state reading/language arts standards and include instructional considerations for the needs of English learners. In fieldwork and student teaching candidates observe, plan and deliver instruction in schools with different organizational structures such as pull-out ELD programs, structured English immersion and alternative bilingual programs.

13(b) The program’s coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade levels peers.

Through lecture and reading material, candidates develop understanding of the pedagogical and legal need to provide daily ELD instruction. Specific knowledge about ELD instruction is acquired in EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners) in which candidates study the ELD standards for listening, speaking, reading and writing. Through reading the ELD standards, and through instruction based on this source, they become familiar with the stages of English language development, and how the state standards describe English language proficiency. Candidates also examine the English Language Arts Standards and learn that these state standards indicate at what level a student must perform in order to be considered as performing at grade level in listening, speaking, reading and writing skills. Candidates examine a variety of tools to assess EL (see EDEL/SPED 433 and 434 syllabi), learn to use these measures to establish a student’s level of English language proficiency and to teach to that level. A required assignment directs candidates to conduct an assessment with an EL (See EDEL/SPED 434 syllabus). Candidates are introduced to ELD curriculum material (e.g., Hampton Brown) housed in the department’s Professional Activities Center in the University Library. In small groups they prepare lessons to deliver to English Learners at each level of EL proficiency from beginning to advanced. Candidates also design a unit of lessons that addresses all stages of language development, integrates all four language processes of listening, speaking, reading and writing in English, and includes strategies to teach grade level state-adopted content standards.

In EDEL/SPED 433 (Language Arts Reading Instruction) candidates focus on early literacy development including literacy development for English Learners. Through lecture and reading
material and via small group presentations of lessons, candidates learn about and discuss phonemic awareness and phonics instruction for English speakers and EL. They discuss some elements of contrastive analysis, noting where some ELs may have difficulty discerning and consequently distinguishing sounds, based on the primary language. Candidates are required to develop lesson plans linked to state adopted content standards and include modifications for EL.

In SPED 482A, 482B and SPED 436, candidates focus on writing and the integrated language arts. These courses further expand upon the literacy needs of EL and develop understanding of materials, methods, and strategies for the five stages of English language development. Candidates learn to use spelling patterns, patterned writing, storyboards, readers’ theatre, vocabulary activities, and other instructional strategies to facilitate English language and literacy development.

Due to the large population of linguistically diverse students in our service area, candidates have multiple opportunities to observe and implement instruction with EL in both fieldwork and student teaching. They are assessed on the implementation of instruction for EL by their fieldwork supervisors (See fieldwork evaluation form indicating that candidates must include appropriate modifications for EL).

13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

In the prerequisite courses EDEL 315 and EDSC 310 candidates are introduced to legal issues, and state and federal laws that have shaped and currently govern programs designed to meet the educational needs of English Learners. Through readings, lecture materials and small group presentations, candidates develop an initial understanding of how these laws affect students.

Primary responsibility for addressing legal issues pertinent to EL lies with EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners). Candidates read about state and federal mandates, create a historical timeline of key legislation, and discuss Coordinated Compliance Review (CCR) criteria and the impact on student placements and instructional programs. Candidates read Proposition 227 and discuss implications for types of programs and instruction that English Learners receive.

In SPED 462 and SPED 520, legal aspects of the assessment process in terms of non-biased, non-discriminatory evaluation are examined through readings, lecture materials and assignments. Learning to interpret assessment results for school student study teams, collaborate with general education colleagues in utilization of assessment results, and communicating assessment information are additional aspects of these courses. Prevention of referral and possible misidentification of students from socio-cultural and linguistically diverse backgrounds as a function of the pre-referral-IEP process is also a primary focus in SPED 462.

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

Primary responsibility for helping candidates acquire this knowledge lies with EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners). Course content includes lecture and reading materials that describe linguistic development and stages of first and second language development.
acquisition. Students compare and contrast these. Research data is presented and readings are required that helps candidates understand the importance of primary language acquisition and its critical role in developing second language literacy.

Cross-course connections help candidates internalize these concepts. For example, in the first semester of the education Specialist Credential Program, all students take EDEL/SPED 434 and EDEL/SPED 433 (Language Arts and Reading Instruction in the Public Schools). In the first few weeks of instruction, content and readings in both courses address language development, systems of language and the English Language Arts (ELA) standards. This parallel content in two simultaneous courses gives candidates opportunities to look at ELA and ELD standards, acquire knowledge, understand principles of language development, and make cognitive connections across course content. Candidates apply and demonstrate their understanding by developing an ELD lesson, describing the levels of language development for which it is suitable and the ELA and ELD standards it addresses.

Both EDEL/SPED 433 and EDEL/SPED 434 address the connection between first and second language literacy. Additionally, candidates examine the process of transitioning language and literacy skills from the native language to English, and specific ways to support this transition. For example, candidates examine writing samples from English learners, analyze how syntax and invented spellings reflect developing knowledge of English, and how first language literacy influences development of second language literacy. During fieldwork, candidates observe how English learners in K-8 classrooms use and develop oral and written English. During student teaching, candidates are required to develop and deliver ELD lessons that help students acquire English.

In SPED/EDEL 434, candidates learn principles of second language acquisition and strategies for making instruction accessible to children acquiring English. These methods are expanded upon in the writing of the IEP in Practices and Procedures in Special Education (SPED 462) and in the structure of lessons they develop in the reading and methods courses.

The candidate must utilize knowledge of English development in interpretation of assessments in SPED 520. These interpretations must be then applied to recommendations for instruction, which is also a part of 520, and in the reading and methods courses.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization and participation by specialists and paraprofessionals.

EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners) focuses attention to developing candidates’ understanding of instructional practices that promote English language development. Through reading material, lecture and videotaped lessons, candidates develop understanding of effective instructional practice for EL at various stages of language development. They prepare ELD lessons that include specific strategies for teaching listening, speaking, reading and writing in English. This learning is reinforced in SPED 482A, 482B or SPED 436 and EDEL/SPED 433 where candidates learn about materials, methods, and strategies for promoting literacy with EL at different stages of English language development. Candidates are required to design lessons in English reading and writing that incorporate appropriate instructional practices for EL.

Through readings and discussion in EDEL/SPED 434 candidates develop understanding of classroom organization as well as the management of first and second languages to foster
academic achievement among all children. For example, candidates learn ways to help EL experience success in the classroom environment by establishing routines, pairing EL with bilingual peers, and planning a room arrangement that facilitates heterogeneous cooperative learning groups as well as instructional grouping based on assessed needs. They learn the importance of creating a stress-free learning environment that integrates EL as active participants and provides many opportunities to interact with native English speakers. Candidates also read about and discuss how to work with support personnel such as resource teachers, interpreters, and paraprofessionals to support EL. They learn how to utilize the bilingual skills of support staff to support students’ learning in the native language and to help them establish and maintain effective home-school communication.

Classroom management issues specific to the needs of EL are also addressed in other courses such as EDEL/EDEL/SPED 430 (Foundations in Elementary School Teaching) where candidates analyze observations of classroom management, grouping practices and pull-out instructional programs to meet first and second language needs of students. EDEL/SPED 433 (Language Arts Reading Instruction), SPED 482A, 482B or SPED 436 all emphasize the importance of using partner sharing, cooperative learning, and different grouping structures to provide support for English Learners and promote their active participation in general education classrooms. These courses require that candidates design lessons that reflect appropriate use of these instructional procedures and make modifications to address needs of English Learners. In fieldwork and student teaching, these understandings are reinforced as candidates observe, plan and deliver instruction in classrooms with both native English speakers and English Learners. Candidates are assessed on the implementation of instruction for EL by their field supervisors.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates have multiple opportunities throughout the program to learn about and learn to use a variety of strategies and approaches to make content comprehensible in teaching grade-levels standards for EL. Given the cohort structure of our credential program, mutual course support occurs across the program, deepening candidates’ understanding and facility as they move through the credential program. EDEL/SPED 430 (Foundations in Elementary School Teaching) serves as a capstone in this process. In this first semester course, candidates are introduced to a variety of lesson plan formats that require them to include appropriate adaptations for EL. Beginning in the foundations course and continuing through all the methods courses, candidates must prepare lessons and units that specifically include comprehensible subject matter instruction for EL and for special needs students. Planning for core curriculum subject matter instruction using lesson plan formats with specified considerations for EL and special needs students therefore becomes a habit of mind for candidates, just as writing an objective, providing lesson closure, or any other key element of instruction.

In EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners), candidates learn to use a full range of instructional strategies for teaching grade appropriate curriculum. They are required to develop a unit of standards-based lessons for either science or social science that includes ELD instruction and SDAIE strategies that address the five levels of English language proficiency per the state ELD standards.
CSU Fullerton is fortunate that many faculty members have experienced Guided Language Acquisition Design (GLAD) training. Learning to use graphic organizers, narrative input, pictorial input, found poetry, 10/2, chants and rhymes and many other scaffolding strategies form a part of GLAD strategies. Throughout the credential program faculty model these strategies so that candidates learn to use these helpful strategies and incorporate them in preparing and delivering comprehensive and comprehensible grade appropriate content instruction for EL.

Finally, during student teaching, fieldwork supervisors use lesson observation forms that include specific instructional considerations for EL. These observation forms require field supervisors to assess candidates on their use of appropriate instructional strategies and vocabulary use for EL. Student teachers must apply and demonstrate knowledge, skills and abilities in effectively teaching grade appropriate content to EL.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English Learners. Candidates understand the purposes, content and uses of California’s English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

Instructional responsibility for teaching about assessment measures for EL is contained within EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners) and SPED 520 (Assessment). In EDEL/SPED 434, candidates learn about identification, testing, placement and re-designation guidelines, based on the CELDT. They become familiar with the state ELD standards. They examine listening, speaking, reading, and writing standards for each state of proficiency and not appropriate instructional strategies for each of these levels. They observe the progression of abilities from level to level, observing how the advanced level leads into the ELA standards. Informal assessment measures such the use of retellings and the Student Oral Language Observation Matrix (SOLOM) are also discussed because they can readily be used by teachers in the classroom.

In SPED 520 (Assessment), candidates become familiar with many forms of assessment, both formative and summative. Candidates learn about verbal and written assessments, assessment considerations in terms of disability versus language, the legal background of assessment of English Learner in terms of disabilities, with emphasis on the history of over identification. Candidates examine the CELDT and assessment sample CELDT results.

Candidates also learn about assessment issues relevant to EL in other courses. For example, in EDEL/SPED 433 (Language Arts Reading Instruction) candidates learn about miscue analysis with EL and alternative assessments to monitor EL progress in reading. This course requires candidates to conduct a case study of a student who is experiencing reading difficulties. It is a lengthy, in-depth assignment that requires several weeks to complete. Some candidates select an English learner. This proves to be a rich learning experience. It provides the candidate in-depth opportunities to examine past and current ELD testing results, oral and written English language proficiency, to specifically diagnose a student’s reading difficulties and to recommend remediation measures.

Fieldwork and student teaching provides candidates with direct experiences in observing and conducting assessments with EL (at least one assignment is in a classroom with a significant number of EL).
The program is designed to provide opportunities for candidates to learn and understand the importance of students’ family backgrounds and experiences.

Either EDEL 325 (Cultural Pluralism) or EDSC 340 ((Diversity in Secondary Schools) is a prerequisite for the Education Specialist Credential program. These courses provide candidates with an essential foundation for understanding how background factors such as culture, language, ability, and social class shape student experiences and influence the learning process in school. Through readings, lecture and discussion, candidates learn about historical, social and political forces that affect the experiences of learners. In cooperative groups, candidates research a major ethnic group and develop a class presentation that includes historical background, family structure, culture, language issues and preferred learning styles. The class then engages in discussion about implications for teachers. The course requires candidates to engage in field observations/practicum in multicultural classroom settings to identify ways in which student background factors are considered within the learning environment. These two courses also offer many opportunities for candidates to read and discuss concrete ways in which teachers can modify instructional practice so that it draws upon and builds on students’ background experiences. For example, they read and discuss articles about teachers who incorporate rap music into poetry instruction, or who develop units of study that focus on their students’ countries of origin.

As candidates progress through the Education Specialist Program, they continue to have many opportunities to gain further knowledge related to the significance of student background experiences and to developing culturally responsive pedagogy. In all of the methods courses instructors stress the importance of gathering information about students in order to teach effectively and meet individual needs. For example, in EDEL/SPED 430 (Foundations), candidates read and discuss the significance of student diversity and use these understandings to develop classroom practices. In EDEL/SPED 434 (Methods and Inquiry for Teaching English Learners), candidates read and analyze classroom situations that reflect cultural conflict and make recommendations for improving the learning environment. In EDEL/SPED 433 (Language Arts Reading Instruction), candidates learn about the critical influence of students’ home language and family literacy practices on reading and writing achievement in school. They also conduct a case study that must include a description of student background factors such as home language, culture, or family structure that may affect progress in reading and recommendations for instruction. In SPED 482A and 482B, candidates continue to study the ways in which home culture can influence learning and how to include and build upon students’ home experiences within the school setting. Throughout the credential program, candidates are required to design and implement lessons that are responsive to the needs of all students and their different background experiences, including culture, ethnicity, language, socio-economic class, gender and ability.

Candidate also learn how to reach out to parents whose native language is different, where to locate resources in such instances, and how to conduct IEP meetings in ways that are sensitive to linguistic and cultural differences.

In fieldwork and student teaching, candidates learn first-hand about the important role of parents and community in students’ learning. Candidates participate in parent conferences and school events such as Open House, and learn about effective ways to collaborate with the home and communicate with parents of various backgrounds.
Please see the Level I Matrix that specifies how the course material and candidate experiences are organized to meet the requirements outlines in Standards 7 and 13.
**STANDARD 13: PREPARATION TO TEACH ENGLISH LEARNERS**

13(a) *The program provides opportunities for candidates to:*

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<td>Understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners</td>
<td>SPED 434: Syllabus Week 3: Program Models for English Learners Candidates learn from lecture and reading material and participate in class discussion.</td>
<td>SPED 462:</td>
<td>SPED 520: Week 6 Candidates review the Diana case in which students who were English speakers were improperly assessed and placed into special education. Candidates learn the importance of working with site or District English Learner coordinator to correctly evaluate English Learners suspected of having a disability.</td>
<td>SPED 438: Written response to Focus Question 1: Observe different organizational structures for EL. SPED 439: Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies –specifically page 62 for TPE 7: Teaching English Learners</td>
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<td>Understand programs for English language development</td>
<td>SPED 434: Weeks 3 and 9 Candidates learn from lecture and reading material and participate in class discussion.</td>
<td>SPED 462:</td>
<td>SPED 520:</td>
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<td>Understand the relationship of programs for English language development and the state-adopted reading/language arts, student content standards and the framework</td>
<td>SPED 434: Week 4: ELD Standards and State Content Standards Assignment 6: SDAIE focused unit.</td>
<td>SPED 520: Week 14: ELD/ELA Standard Alignment in Standards</td>
<td>SPED 438: Candidates observe instruction in schools with different organizational structures such as pull-out ELD programs, structured English immersion and alternative bilingual programs. SPED 439: Candidates must</td>
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<td>SPED 434</td>
<td>SPED 462</td>
<td>SPED 520</td>
<td>demonstrate ability to plan and deliver lessons that integrate English language development with Content and language arts lessons.</td>
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13(b) The program's coursework and field experiences include:

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<td>Multiple systematic opportunities for candidates to learn, understand and effectively use materials for English language development that are responsive to students' assessed levels of English proficiency</td>
<td>SPED 434: Weeks 5, 6, 7: Candidates learn from lecture and reading material and participate in class discussion. Assignment 6: SDAIE focused unit.</td>
<td>SPED 462:</td>
<td>SPED 520:</td>
<td>SPED 438: Candidates observe instruction in schools with different organizational structures such as pull-out ELD programs, structured English immersion and alternative bilingual programs. SPED 439: Candidates must demonstrate ability to plan and deliver lessons that integrate English language development with content and language arts lessons.</td>
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<td>Multiple systematic opportunities for candidates to learn, understand and effectively use methods and strategies for English language development that are responsive to students' assessed levels of English proficiency</td>
<td>SPED 434, Assignment 6, SPED 433, Assignment 10 and SPED 482A: Assignment 3 &amp; 8: Candidates develop lessons with strategies to address literacy needs of EL Assignment 4, &amp; 6, Candidates are required to develop lessons that address the ELD standards as well as state content</td>
<td>SPED 482A:</td>
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<td>SPED 438: Candidates observe instruction in schools with different organizational structures such as pull-out ELD programs, structured English immersion and alternative bilingual programs. SPED 439: Candidates must demonstrate ability to plan and deliver lessons that integrate English language development with Content and language arts lessons.</td>
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<td>SPED 434</td>
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**Multiple systematic opportunities for candidates to learn, understand and effectively use materials for English language development that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English comparable to those of their grade level peers**

- **SPED 434: Weeks 4, 5, 6:** Candidates learn from lecture and reading material and participate in class discussion.
  - Assignment 4: ELD lesson
  - Assignment 6: SDAIE focused Unit

- **SPED 520: Week 6**
  - Candidates review the Diana case in which students who were English speakers were improperly assessed and placed into special education. Candidates learn the importance of working with site or District English Learner coordinator to correctly evaluate English Learners suspected of having a disability

- **SPED 438 and 439:** Due to the large population of linguistically diverse students in our service area, candidates have multiple opportunities to observe and implement instruction with EL in both fieldwork and student teaching. They are assessed on the implementation of instruction for EL by their fieldwork supervisors (See fieldwork evaluation form indicating that candidates must include appropriate modifications for EL).

### 13(c) Through planned prerequisite and/or professional preparation candidates learn:

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<td><strong>Relevant state and federal laws pertaining the education of English learners</strong></td>
<td>SPED 434: Week 1: Candidates learn from lecture and reading material and participate in class discussion.</td>
<td>SPED 462: Module 1 Introduction to SPED LAW: Candidates view presentation, complete essay questions and discussion board. Module includes 1) History of special education litigation 2) Relationship between the legislative histories of special education and civil rights of other marginalized populations, and</td>
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Education Specialist Credential Programs, California State University, Fullerton, EL Response 281
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<td>3) emphasis on the <em>Diana</em> case in California that changed the nature of assessment and placement of English Learners into Special Education, 4) and related laws, including IDEA 1997 (PL 105-17) and IDEA 2004 (PL 108-446), ADA (PL 99-457) and Section 504 of the Rehabilitation Act of 1973.</td>
<td>SPED 520: Week 6: Candidates learn to conduct oral language assessment, and learn about other assessments conducted by other personnel (EL Coordinator, Psychologist, etc) that pertain to English Learners.</td>
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<td>How the state and federal laws impact student placement and instructional programs</td>
<td>SPED 434: Week 1: Candidates learn from lecture and reading material and participate in class discussion</td>
<td>SPED 462: Module 1 Introduction to SPED LAW: Candidates view presentation, complete essay questions and discussion board. Module includes 1) History of special education litigation 2) Relationship between the legislative histories of special education and civil rights of other marginalized populations, and 3) emphasis on the <em>Diana</em> case in California that changed the nature of assessment and placement of English Learners into Special Education, 4) and related laws, including IDEA 1997 (PL 105-17) and IDEA 2004 (PL 108-446), ADA (PL 99-457) and Section 504 of the Rehabilitation Act of 1973.</td>
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<td>Provides strategies for students to work in teacher-supported and in independent reading contexts</td>
<td>SPED 434: Assignment 4: Weeks 6 and 7: Candidates learn from lecture and reading material and participate in class discussion Assignment 6: SDAIE focused Unit</td>
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13(d) *The program design provides each candidate opportunities to:*
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<td>SPED 434</td>
<td>SPED 462</td>
<td>SPED 482A &amp; SPED 482B</td>
<td>SPED 520</td>
<td>SPED 438: Candidates observe EL at various stages of language development</td>
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<td>Acquire knowledge of linguistic development</td>
<td>SPED 434: Week 2: Candidates learn from lecture and reading material and participate in class discussion</td>
<td>Assignment 5: Case study and assessment of English Learner</td>
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<td>SPED 438: Candidates observe EL at various stages of language development</td>
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<td>Acquire knowledge of first and second language acquisition</td>
<td>SPED 434: Week 4, 5, 7, and 8: Candidates learn from lecture and reading material and participate in class discussion</td>
<td>SPED 482A Week 4 and B Week 11: Candidates examine psycholinguistic strategies common to all emergent readers; examine connection between first and second language reading</td>
<td>SPED 520: Week 6: PowerPoint presentation: EL Laws and Services</td>
<td>SPED 438: Candidates observe EL at various stages of language development</td>
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<td>Learn how first language literacy connects to second language development</td>
<td>SPED 434: Week 8 Candidates learn from lecture and reading material and participate in class discussion</td>
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<td>SPED 520: Week 6: PowerPoint presentation: EL Laws and Services</td>
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13(e) The program's coursework and field experiences include:

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<td><strong>Knowledge of the home and community literacy practices</strong></td>
<td>SPED 434: Week 9: Candidates learn from lecture and reading material and participate in class discussion Assignments 2 and 5: Case based learning assignment and Case Study and assessment of English Learners</td>
<td>SPED 482A &amp; 482B</td>
<td>SPED 520</td>
<td>SPED 438 and 439 and 489: Candidates must research and record the demographic make-up of the community surrounding the practicum placement (school) and make connections to home literacy practices.</td>
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<td><strong>Instructional uses of ongoing diagnostic strategies that guide teaching and assessment</strong></td>
<td>SPED 434: Week 4: Candidates learn from lecture and reading material and participate in class discussion Assignment 5: Case study and assessment of English Learner Assessment 6: SDAIE focused Unit</td>
<td>SPED 520: Candidates are exposed to alternatives to standardized measures which when used alone may be inappropriate due to disability, cultural, socioeconomic and linguistic influences are explored. Functional, developmental, ecological, dynamic, performance and curriculum, standards-based assessment/strategies are particularly emphasized. Assessment of an English Learner (tools, strategies, diagnosis) including SOLOM, CELDT</td>
<td>During fieldwork, Candidates assess, plan and deliver instruction in classrooms with native English speakers and English learners Fieldwork and student teaching provides candidates with direct experiences in observing and conducting assessments with EL (at least one assignment is in a classroom with a significant number of EL). Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies</td>
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<td><strong>Early intervention techniques in a classroom setting</strong></td>
<td>SPED 520: Week 15 Candidates learn how to use assessment data to plan intervention instruction and programs</td>
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<td>Field Experience</td>
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<td>Fieldwork and student teaching provides candidates with direct experiences in observing and conducting assessments with EL (at least one assignment is in a classroom with a significant number of EL).</td>
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<td>Also see Dept. of SPED Fieldwork Handbook pages 47-48 for general education competencies and pages 60-64 for special education competencies</td>
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<td>Guided practice of techniques</td>
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<td>Fieldwork, Candidates plan and deliver instruction in classrooms with native English speakers and English learners</td>
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<td>Fieldwork supervisors use lesson observation forms that include specific instructional considerations for EL. These observation forms require field supervisors to assess candidates on their use of appropriate instructional strategies and vocabulary use for EL. Student teachers must apply and demonstrate knowledge, skills and abilities in effectively teaching grade appropriate content to EL.</td>
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STANDARD 19: TEACHING ENGLISH LEARNERS

The Program: In the professional teacher induction program (Level II) at CSU Fullerton Department of Special Education, each participating teacher builds on the knowledge, skills and abilities acquired during the Preliminary (Level I) professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and can demonstrate the ability to implement the State and District adopted instructional program for English Language Development, including development of academic language and comprehension of core academic curriculum. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students in groups or programs for English language development. Each participating teacher uses knowledge of student backgrounds, experiences, and family structures in planning instruction and supporting learning.

The Matrix: The Induction (Level II) program at CSU Fullerton Department of Special Education includes 21 units of coursework and is the same for all Education Specialist programs (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education). Thus, the Standard 19 matrix is the same for all three programs.

The Coursework: The IP and the Professional Portfolio are documents that span the entire Induction Program. Both are developed as part of the competencies for the first class in the program, Collaborative and Consultative Seminar (SPED 529) and are evaluated as competencies in the capstone course, Issues and Trends in Advanced Collaboration (SPED 533). The Induction Plan process requires that teachers be assigned Support Providers from in their districts to support the teachers as they practice Standard 19 competencies which become part of the Professional Portfolio. In some cases, candidates may have a working portfolio from Level I. In these cases, candidates will be encouraged to establish a baseline then add to the portfolio during the Level II induction. The IP may or may not focus on English Learner competencies, but the Portfolio definitely must include evidence of application of all of Standards 19.

SPED 551, Bilingual, Multicultural Special Education: Assessment, Curriculum and Instruction, is taken during the time between the initial writing of the induction plan and the evaluation of the portfolio. This course provides opportunities to apply learning from Standards 7 and 13 from Level I by demonstrating, as Level II credential candidates, competency in the application of best practices in curriculum, instruction and assessment for culturally and linguistically diverse populations.

Proof of Competency: Prior to recommending each candidate for a Level II (Clear) credential, verification that the candidate has satisfied each professional competency is required. This process is completed by the district support provider, the candidate, the discipline Coordinator and/or Induction advisor on the basis of thorough documentation in the candidates portfolio and written verification by at least one district person and one institutional supervisor. This takes place in the Advanced Collaboration Seminar: SPED 533. Formal written checklists are used to provide candidates with evaluative feedback and to determine overall competence for the Department’s recommendation to the State.

Effective induction requires a deliberate evolutionary process embraced by candidate and support providers to recognize the attributes of effective teaching that impact student learning. The support provider is the link for the candidate to align with the school district, explore the school vision and goals, and examine their own teaching as part of an evolutionary change process. Careful attention is paid to ensure a match between the support provider’s background...
experience, and area of specialization with the candidate’s area of specialization and specific emphasis. In *The Concerns-Based Adoption Model*, Hord, Rutherford, Huling-Austin and Hall (1987) discuss one framework for managing change is the principle that *change is a process not an event*. It is every educator’s task to refine skills, inquire into practice, and construct craft knowledge while working with colleagues (National Staff Development Council, 1997).

Consideration is given to sociocultural influences on teaching and learning in a pluralistic society. Particular emphasis is placed upon the design of curriculum and choices of teaching strategies and techniques that are supportive and facilitative of successful educational outcomes for non-native speakers of English.

**19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.**

This content is covered in the Level I coursework and is actualized in the Level II program. Candidates show evidence that they have met the competencies in Standard 19 through portfolio documentation that is re-evaluated during the SPED 533 course.

In addition, in SPED 529, candidates study school organization structures and learn about change over time. They also must identify local resources to meet the needs of English Learners and include this in their Portfolio.

SPED 551, candidates will select and deliver an appropriate curriculum model utilizing the lesson plan format. Candidates will analyze the effectiveness of their curriculum model in class through instructor, self and peer review. In addition, the co teaching lesson in SPED 529 will reinforce candidate’s knowledge of the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. And in SPED 533 candidates are to provide examples of organizational structures and resources designed to meet the needs to English learners who may or may not have disabilities.

**19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.**

Since issues of differences in physical, social, and cognitive abilities are the basis upon which special education was founded; accommodations for diversity have been and continue to be the substrate for all that is taught and practiced in the field. The impact of cultural, ethnic, linguistic and economic diversity on the education of persons with disabilities receives much emphasis in all coursework and field experiences.

The tremendous growth in the range and types of diversity represented in contemporary classrooms requires teacher preparation programs to provide teacher candidates with the ability to make assessment and instructional decisions based upon a conceptual framework that recognizes, acknowledges, respects and supports the ethnic, cultural and linguistic differences of the families and the students they teach and whose lives they touch. The department is prepared to meet that challenge by emphasizing curriculum content and delivery related to differences and similarities of culture, ethnicity, race, gender, ability, and economic status. Culturally responsive teaching is emphasized in each course.
All candidates will demonstrate knowledge and skills to use English Language Development methodology, instructional strategies and appropriate assessment in listening, speaking, reading and writing for English learners. Techniques and strategies for providing effective research based instruction to English learners are discussed in SPED 529. This knowledge and skill base is taken to the application level and assessed in the semester-long collaborative, peer, self and instructor reviewed lesson plan in SPED 551. It is then verified through the completed teaching portfolio in SPED 533.

19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students’ assessed proficiency in English and in their first language.

The Education Specialist Level II program at CSU Fullerton is designed to prepare students to teach children and adolescents with special learning needs from diverse ethnic, linguistic, social and economic backgrounds, with the cultural competencies required to successfully plan and implement effective assessment and instructional programs. Its focus is on the relationship between socio-cultural/linguistic context and student outcomes (Cortes, 1990). Candidates are trained to teach diverse student populations and use cross-cultural communication skills appropriately in their teaching assignments.

In co-teaching settings, candidates will document their ability to use linguistically appropriate instructional materials and strategies for English learners, based on students’ assessed proficiency in English and in their first language. Ideas for materials and techniques for English learners will be modeled by the instructors of SPED 529. In SPED 551, candidates will demonstrate, through the lesson plan, the ability to design a variety of curriculum designs, and appropriate, multi-dimensional assessments in both L1 and L2 to inform instructional decision making that will give English learners access to the grade level content. This ability will be verified in SPED 533 through the evaluation of the teaching portfolio.

19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.

Candidates are taught to monitor and adjust instruction through effective plan, design, and implementation, which enhances and supports diversity, culture, and ethnicity. SDAIE instruction is reviewed and candidates are encouraged to share examples of lessons they use in their own classrooms. Candidates write long- and short-term objectives for an instructional group or an individual and are encouraged to think ahead to fine tune the delivery to include a method of gaining the students attention and motivating the student to stay on task. Sometimes this requires the candidate to extract a sequence from instructional material and develop sequences for learner understanding. This may mean designing, modifying, supplementing, or adapting instructional sequences.

Emphasis is placed on instructional planning that permits addressing the student’s IEP goals and objectives within the appropriate age and grade level related to the general curriculum, content standards and based on students’ assessed proficiency in English and in their first language... Candidates are trained in structure of the lesson and assessing specific skills. They use
Hunter’s (1982) Lesson Design for planning and are taught to incorporate Archer’s (1990) Model-Prompt-Check sequence to guide low performers. All of these are introduced in Level I, however, not every candidate in the Level II program is from CSU Fullerton, so these principals are reviewed in SPED 529 during the co-teaching activity and in SPED 533 as candidates witness the school wide change modules (from representative schools in Southern California) and candidate sharing on discussion boards.

In SPED 529, candidates write observable, measurable objectives as the basis for determining whether learning is occurring and match components of the structure of the lesson to the specific objective the students are to achieve within the lesson. The format for these objectives is based on Mager’s three components of an instructional objective: condition, behavior, and criterion and use SDAIE.

In SPED 533, candidates are prepared to implement a variety of peer-mediated and group instructional strategies to facilitate active participation and learning of diverse groups of learners. Candidates are taught to teach same-age non-disabled peers and to provide direct instruction in a variety of contexts. Candidates are prepared to implement, modify, and monitor instructional programs of individual students across a range of instructional settings. Candidates are prepared to implement all programs to generate generalized skills using a multiple exemplar stimulus and response generalization model (e.g. generalization across items, people, settings, etc.).

19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California’s English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

In SPED 551, candidates demonstrate, through the development of the semester-long collaborative lesson plan that they have the ability to look at assessment data, both standardized (CELDT) and authentic, formal and informal, in order to diagnose linguistic levels, strength and need areas and plan instruction for EL students. Candidates are able to make appropriate decisions for differentiated grouping based upon this assessment data and utilize SDAIE, and ELD strategies to make content comprehensible to EL students. In SPED 551 candidates demonstrate the ability to use ongoing formative and summative assessment tools and strategies to inform their instruction.

The Level II program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.

The experienced teacher must demonstrate skills in planning, conducting, reporting, and utilizing a variety of assessment and evaluations that pertain to student learning. The teacher must demonstrate an understanding of assessment bias and the research, law, and policies and procedures pertaining to conducting, interpreting, and utilizing assessments. They must understand the importance of linguistic assessment for planning and instruction. Advanced knowledge and skills in these areas are developed in Level II based upon the knowledge and skills developed in Level I.
Candidates in the special education specialist credential program are exposed to the full spectrum of assessment throughout both Level I and Level II. Level I includes Measurement in Special Education, (SPED 520) as a formal course dedicated to the omnibus process of testing and assessment. Candidates are introduced to both formal and informal aspects of assessment in every class including the fieldwork and observation components of the program. The very nature of assessment itself warrants that it be an active component of teaching in general. Generic classroom assessment procedures are introduced in SPED 462 and expanded upon in SPED 520. Data collection and analysis skills are further developed and refined in Level II as candidates select representative outcome data to include in their portfolio. Candidates are encouraged to include samples of assessments teachers use, both formal and informal to guide English Language Instruction.

Each of these courses provide an in depth examination of specific issues related to the overall nature of assessment, from research design variables to qualitative and quantitative analytic techniques. By definition, the program itself is philosophically tethered to the causal relationship between assessment and pedagogy/intervention. At the pedagogical level the program predicates assessment as grass predicates greenness. The relationship between assessment and appropriate pedagogy/intervention is implicit throughout the program. Every course posits the relationship between assessment and pedagogy as fundamental to overall special educational efficacy.

19(f) Each participating teacher knows how to use assessment information to diagnose students’ language abilities and to develop lessons that maximize students’ academic success and achievement in the State-adopted academic content standards.

In SPED 529, candidates are required to work with their Induction support provider to document how assessment systems at their school site recognize and evaluate the strengths and needs (both academic and social) of your EL learners. They must share a specific example that demonstrates understanding of and knowledge of how to use appropriate measures for initial, progress monitoring, and summative assessment of EL for language development and for content knowledge in the core curriculum, and how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning.

SPED 551 assesses candidates, through the semester-long collaborative lesson plan, on their ability to utilize multiple formative and summative assessments to include: CELDT proficiency levels of listening, speaking, reading and writing; Cognitive, Academic, Language Proficiency, (CALP); content-specific vocabulary, content based language mechanics (oral and written) and levels of prior knowledge of specific content (use of first language is recommended in assessment where necessary for comprehensible input for all EL students).

19(g) Each participating teacher draws upon available resources to enhance English learners’ comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.

In SPED 529, candidates must plan and implement a lesson with a general education colleague that includes the use of available resources to enhance English learners’ comprehension of content.
The goals of SPED 551 are to raise candidates to the application/synthesis levels of abilities to utilize research based resources to deliver curriculum, instruction and assessment that includes: a variety of curriculum delivery model that are supportive of El students, appropriate, comprehensible and accessible using the lesson plan format and reflectively analyze the effectiveness of their choices. They are encouraged to use community, family resources as cultural and linguistic brokers who can assist the classroom with primary language support of the EL students.

By the completion of Level II, (SPED 533 completion), candidates understand the critical components of multilingual assessment and how it relates to intervention and student evaluation. They also are able to read and discuss research resources on best practices to enhance English Learner's comprehension of content (e.g., delivery of services, instruction, consultation, staff development). This includes describing theoretical models and developing activities that emphasize meta-cognitive learning strategies, the interrelationship of listening, speaking and writing in meaningful contexts, and describing the psychological, sociological and linguistic factors that influence language, reading, and writing growth for first and second language learners. (Candidates demonstrate knowledge of the structure of language including phonology, morphology, syntax, semantics, discourse, and pragmatics). Furthermore, in SPED 533, candidates identify and develop specific classroom organizational and learning environments that support utilizing first language support services and literacy development for linguistically diverse learners. Included in this is not only direct instruction of students with disabilities who are English learners, but also the provision of services such as collaboration, consultation, staff development, intensive parent networking, and program coordination to assertion State-adopted academic content standards are achieved at the highest level possible. As all of this is implemented in SPED 533, particular emphasis is placed upon differentiating "difference" from "disability".

19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.

Using the semester-long collaborative lesson plan, candidates must demonstrate the ability to plan and deliver appropriate instruction. They will use the cultural competency resources presented in the course. They will demonstrate use of assessment strategies that take into account the personal experiences of the EL students and their families. Candidates will demonstrate competencies in the ability to interpret cognitive assessments and use them to inform instructional decisions. Candidates will be expected to demonstrate their abilities to draw on the numerous curricular and instructional strategies that are proven effective for El students. Emphasis in all of our special education courses in the program is on placing students first.

Candidates are required to complete an Ecological Inventory to determine relevant curricula content (cultural, experiential, cognitive and pedagogical factors) in all domains of learning for their final portfolio for SPED 533. These must include but are not limited to domestic, vocational, recreation/leisure, community, self-help, speech/communication, functional academics; this is designed to help interpret assessments of English learners for student diagnosis and placement and for instructional planning. Candidates plan instruction for acquisition and generalization based on IFSP/IEP/ITP objectives in all domains of learning e.g. domestic, vocational, recreation/leisure, community, self-help, speech/communication, functional academics). In SPED 533, candidates validate that they know the purposes, contents and uses of
California’s English Language Development Standards and English Language Development Test. And are able to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum. Focus is placed on the individual student needs as it relates to first and second language development.

**19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students’ prior knowledge and experiences.**

The KWL strategy (Ogle, 1986) is modeled as a formative and summative strategy to determine prior knowledge and interests using the SPED 551 course objectives. Candidates are then guided to apply this strategy with their EL students to determine what the student brings to the learning situation, what student’s interest in any given content area is and (summative assessment) what the student has learned.

SPED 529 builds upon the foundational knowledge provided during candidates work toward their preliminary Level I Education Specialist credential. An understanding of their knowledge level and any gaps in their understanding is addressed at the first class meeting (via a needs assessment). Input is then adjusted so as to provide a common foundational knowledge base for all candidates. All aspects of Special Education needs for general education teachers will be addressed – the laws, teacher participation, working with other professionals, the social needs of the classroom, assistive technology, adapting curriculum, and gifted and talented students—overtime and in many cases will be revisited in order to provide the participating teachers time to assimilate this new knowledge into their classroom practice. Much of this standard requires the participating teacher to demonstrate their knowledge or skills in working with English learners. Because the class is structured around the teachers’ actual classroom, some of the demonstration will take place at the school site and as part of class assignments, candidates will provide documentation.

The class begins with an overview of the standard, providing the participating teachers an understanding of the layout of the standard, as well as an understanding of their responsibilities in meeting the competencies of the standard. Special attention is paid to the definition of the term “demonstrates”, and each teacher is given a chart reflecting the elements of the standard the performance task (i.e. what the teacher will do to demonstrate the knowledge has been attained and applied. Statutory provisions of the Individuals with Disabilities Education Act (IDEA) subsequent changes in that act, and any new, relevant statutory requirements will be addressed. Legal issues with GATE students are outlined as well. The Level II professional induction plan builds on each candidate assessed needs and outlines specific activities for facilitating professional development.

The learning experiences from SPED 529 can be generalized to the classroom where the candidates work. Specifically, the candidates will be asked to reflect on how the course instructor developed appropriate and meaningful learning experiences that drew on their knowledge and then generalize and discuss how they in turn do this for their own pupils.

**19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.**

The candidates in Collaborative & Consultative Seminars (SPED 529 and SPED 533) practice and apply advanced skills in interpersonal communication beyond those learned in their Level 1
program. Some of these advanced skills include conflict management and resolution, negotiation, staff and parent development, program evaluation, supervision of paraprofessionals and community collaboration. The candidates develop these skills via activities such as role playing different vignettes that present conflict i.e., problem with instructional aide, family member, agency staff member, etc. They first identify the nature of the problem and then develop a resolution plan where the goal is a win-win situation for both parties. Candidates also understand the current local, state and federal guidelines and legislation in the areas Special Education and Child Development and relate this information to other team members, families and others impacted. The candidates share and demonstrate various types of informal and formal strategies they used to communicate with family members (newsletters), agencies or other team members (e.g., e-mail) to enhance the equitable learning environment.

Additionally, candidates learn the SCORE Cooperative Learning strategy (University of Kansas) strategy. This strategy outlines the communication skills necessary for establishing a cooperative relationship between. The strategy encourages students to express meaning in a variety of ways, and to practice active listening skills with others, even if they are learning English.

Candidates who participate in SPED 551 are expected to show knowledge, skills and dispositions in the area of equitable education for all students equal to Professional Clear Credential levels. They show, in the collaborative planning for the lesson plan, the following abilities: The ability to see multiple perspectives. They engage in collaborative problem solving around curricular, instructional and assessment issues as they affect EL students. These candidates demonstrate advanced abilities in making classroom decisions that differentiate instruction, assessment, curriculum decision making for each of their students according to each student’s linguistic strengths and needs.

During the module viewing of videos of effective schools in SPED 533, candidates have the opportunity to view exemplar schools where equitable learning environments encourage a variety of student expression of meaning. Consideration is given to the development of cross cultural competence and utilization of self and student knowledge to provide a culturally supportive teaching environment. Particular emphasis is given to legal compliance issues and classroom management techniques that are culturally relevant.

19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities and can communicate effectively with parents and families.

In SPED 529, Consultation and Collaboration Seminar, candidates must describe the variety of languages and cultures of the students in his or her classroom or caseload and document several examples of how to communicate effectively with parents and families. In addition, candidates assess other teachers or parents for their needs in their understanding of persons with disabilities and then provide an inservice based on those needs. The candidates develop skills for determining and meeting the needs of other adults who are connected to their students who are learning English. As they learn to share their expertise, they practice getting over nervousness in front of adults, and become knowledgeable of the variety of learning styles of other adults as well. These are critical skills necessary to work with the diverse parent and community groups.

Candidates must also learn how to evaluate their own effectiveness as consultants to both parents and to general education teachers who share students in their classes, including the discussion of English learning issues.
Candidates enrolled in SPED 551 explore factors outside the classroom including parent and community involvements to accelerate EL student achievement and to effectively include families as integral parts of the education process.

During the Advanced Collaboration seminar (SPED 533) candidates develop advanced strategies for working collaboratively with parents and teachers from initial due process procedures to final outcomes. They develop a resource file of materials related to cultural background and identification problems and practices, family attitudes toward special education labels, legal issues in special education, best practice research findings, etc. Parent Education and Collaboration as it pertains to the Parent and Professional Partnership mandated by Public Laws is a focus SPED 533. Candidates explore issues relating to and development of skills for working with parents and school staff to develop skills and competencies needed to optimize the educational progress of students with disabilities. Particular emphasis is placed on the development of cross-cultural communication skills.

Currently, in SPED 533, the parent education component is designed to help professional’s foster professional and family relationships that are meaningful, cooperative, collaborative, and beneficial to all participating parties. Candidates evaluate communication skills with students, parents, and other school colleagues and establish a personal plan of action to improve existing competencies and develop new skills. Every candidate is assigned a child with a disability and travels through various parent building activities to enhance parent-teacher relationships. Candidates give "give birth/adopt" a child with exceptional needs. They receive the birth announcement in class and are required to give the child a name and begin researching the characteristics of the child. (Each birth announcement tells the type of disability the child has or will acquire during the lifetime). The list of disabilities is very broad, including many medically focused areas that many times candidates do not hear much about for example Prader Willi. At different benchmarks during the class the child gets older. The “parent” (candidate) decides if the child will go to a general education preschool or a special education preschool etc. At another class meeting the child is six years old and enrolling in first grade. The candidate will bring to class a sample of a parent-teacher correspondence their child brought home. When the child is nine the parents have joined a support group (they are to actually go to one in the community) and must bring a handout that tells about what professionals/agencies they dealt with and what services are available in Southern California for children with characteristics the same as their adopted child. Then there is a class meeting where the child is 18 years old. Candidates bring a handout providing an outline of the child's characteristics and/or special needs. Each of the handouts (parent letter, resource, characteristic) are photocopied for every member in the class or posted electronically on the class blackboard. What is nice is the advanced level of content each candidate attains. These handouts are great additions to the candidate’s resource files. Additionally the rich discussion related to the generic letter teachers send, the frustration getting hold of some of the “parent resource” agencies and the difficulty getting information on specific characteristics of children with special needs is eye opening for these professionals. Not to mention the impact having a child with a disability places! Having to walk in someone’s shoes certainly develops an appreciation for parents and helps candidates understand why parents often seem distracted, frustrated or just plain tired!

To effectively meet the spirit of this standard, beginning Fall, 2006 candidates will be provided with the ethnicity of their “adopted” child and it will be different than their own. This should deepen the discussions about effectively teaching students from diverse backgrounds and communities. The addition of this component to the assignment will provide in depth
consideration to be given to bilingual multicultural, racial, ethnic, economic issues and the political impact on social and school reform.
19. Professional Development

Each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners.

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<th>Instructional Experiences SPED 533</th>
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<th>Field Experiences</th>
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<td>The professional teacher Level II (Induction) program at CSU Fullerton Department of Special Education provides candidates with the opportunity to build on the knowledge, skills and abilities acquired during the Level I (Preliminary) professional teacher preparation program for the delivery of comprehensive, specialized instruction for English Learners.</td>
<td>SPED 529: Assignment 3: Portfolio An ongoing portfolio provides a meaningful profile of candidate achievement. Candidates are required to demonstrate competency with assessment and instruction of English Learners through Week 3 Portfolio Assignment in which they must relate learning from an online module on Effective Teaching to their knowledge, skills and abilities to teach English Learners Assignment 1: Induction Plan Candidates write a plan for professional development and must focus on student achievement.</td>
<td>SPED 533: Final Experience: Portfolio Review: Candidates complete Portfolio that illustrates growth from knowledge to application of comprehensive, specialized instruction for English Learners.</td>
<td>SPED 551: Assignment 3 (Functional Unit Content Plan): Drawing from knowledge, skills and abilities during the Level I program, Candidates will select and deliver an appropriate curriculum model utilizing the unit plan format. Candidate will analyze the effectiveness of their curriculum models in class through instructor, self, and peer review.</td>
<td>SPED 529: Assignments 3, 4: Candidates build on learning from Level I (Preliminary) program to plan a Co-taught lesson that includes differentiation for English Learners, and add to their Portfolio by reflecting on their classroom, students, school-wide resources, parent relationships, and instructional strategies and programs for English Learners. SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning.</td>
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**19. Resourcefulness**

Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development.

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<tr>
<td>Knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.</td>
<td>SPED 529: Assignment 4: Co-taught lesson. Candidates must design a lesson Co-taught lesson reinforce candidates knowledge of the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.</td>
<td>SPED 533: Assignment 2: Ecological Inventory: Candidates research all available resources for English Learners with Disabilities at their school and District</td>
<td>SPED 551: Assignment 3 (Functional Unit Content Plan), 4 (Chapter Presentation), &amp; 5 (Chapter Discussion Questions): Chapter presentations, and discussions and an instructor, self, and peer reviewed unit plan candidates will demonstrate effective strategies for meeting the needs of their EL students.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning.</td>
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<td>Knows local and school organizational structures and resources designed to meet the needs of English learners.</td>
<td>SPED 529: Portfolio Assignment 2. Candidates investigate and record resources Week 4: Candidates research school organizational structures and resources to meet the needs of English Learners.</td>
<td>SPED 533: Assignment 2: Discovery Summaries: Discovery summary papers help develop candidates’ levels of ability to recognize and use organizational, community, and family resources.</td>
<td>SPED 551: Assignment 2 (Function Unit Content Plan), 4 (Chapter Presentation), &amp; 5 (Chapter Discussion Questions): Chapter presentations, and discussions and an instructor, self, and peer reviewed unit plan candidates will demonstrate effective strategies for meeting the needs of their EL students.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning.</td>
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Elements 19 A, E, and G | Instructional Experiences | Instructional Experiences | Instructional Experiences | Field Experiences
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SPED 529 | SPED 533 | SPED 551 | SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning

Knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test.

SPED 551: Assignment 3 (Functional Unit Content Plan): Candidates utilize the CELDT data and ELD Standards in developing appropriate unit plans based on the assessment information and standards.

SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning

Draws upon available resources to enhance English learners’ comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.

SPED 529: Portfolio Assignment 2. Candidates investigate and record resources. Assignment 4: Co-taught lesson. Candidates plan and teach a lesson differentiated to support English Learners.

SPED 551: Assignment 3 (Functional Unit Content Plan): Candidates develop unit plans using SDAIE strategies including L1 support to make content accessible and comprehensible to EL students. Candidates will plan for peer learning structures, and if available, teacher resource/instructional aid to support primary language support for content area learning for ELLs.

SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning

19. Instruction: Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students’ access and achievement in relation to state-adopted academic content standards and performance levels for students.
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<th>Elements 19 B, C, D, F, H, and I</th>
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<th>Instructional Experiences SPED 551</th>
<th>Fieldwork Experiences</th>
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<tr>
<td>Demonstrates the skills and abilities to use English language development methods and strategies as part of the approved program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers.</td>
<td>SPED 551: Assignment 3 (Functional Unit Content Plan): After developing and teaching a unit of five lessons, candidates are required to reflect on each lesson after teaching it using the guidelines in the syllabus. Each lesson requires specific attention to the language arts (L-S-R-W) and vocabulary development appropriate to the assessed level of ELLs.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning.</td>
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<td>Demonstrates ability to appropriately use adopted instructional materials and strategies for English learners, based on students’ assessed proficiency in English, and in their first language, when available.</td>
<td>SPED 551: Assignment 3 (Functional Unit Content Plan): Candidates use State adopted content standards, assessed proficiency of their ELLs, instructional materials and strategies and where available, primary language support, to plan for the functional unit content plan.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning.</td>
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<td>Demonstrates ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.</td>
<td>SPED 551: Assignment 3 (Functional Unit Content Plan): In functional unit content plan, candidates must utilize several strategies and approaches to make content comprehensible in the content areas. The unit content plan must include the ‘big idea’ that all students acquire or develop.</td>
<td>SPED 489: Demonstration of ability to design. Instruction based on assessment using the CELDT and to evaluate learning.</td>
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<td>Knows how to use assessment information to diagnose students’ language abilities and to develop lessons that maximize students’ academic success</td>
<td>SPED 551: Weeks 8 and 9 assessment (See syllabus): Reading discussion and lecture material. Assignment 3 (Functional Unit Content Plan): Candidates must use their students CELDT results in order to develop unit that maximizes their academic success in the content areas.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning.</td>
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<td>and achievement in the State-adopted academic content standards.</td>
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<tr>
<td>Plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.</td>
<td>SPED 529: Assignment 4: Co-taught lesson. Candidates must design a lesson that applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.</td>
<td>SPED 551: Assignment 3 (Functional Unit Content Plan): The unit plan shows application of understanding the effects of cultural, experiential, cognitive and/or pedagogical needs of students.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning</td>
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<tr>
<td>Develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.</td>
<td>SPED 529: Assignment 4: Co-taught lesson. Candidates must design, implement and evaluate a lesson that develops appropriate and meaningful learning experiences.</td>
<td>SPED 551: Assignment 3 (Functional Unit Content Plan): The unit plan shows application of understanding of students’ prior knowledge including the effects of culture.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning</td>
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19. Assessment

Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students.

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<th>Element E</th>
<th>Instructional Experiences</th>
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<tr>
<td>Understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning.</td>
<td>SPED 551: See Assignment 3 (Functional Unit Content Plan): Candidates must use CELDT results to plan and teach the functional unit content plan.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning</td>
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<td>Effectively uses appropriate measures for initial,</td>
<td>SPED 551: See Assignment 3 (Functional Unit Content Plan): The unit plan shows application of understanding the effects of cultural, experiential, cognitive and/or pedagogical needs of students.</td>
<td>SPED 489: Demonstration of ability to design. Instruction using State adopted programs and based on assessment using the CELDT and to evaluate learning</td>
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### Element E

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<td><strong>progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.</strong></td>
<td><strong>on assessment using the CELDT and to evaluate learning</strong></td>
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<th>19. Learning Environment</th>
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<td>Each participating teacher uses knowledge of students’ backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.</td>
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#### Elements J and K

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<td><strong>Provides an equitable learning environment that encourages students to express meaning in a variety of ways.</strong></td>
<td>SPED 529: Assignment 4: Co-taught lesson. Candidates must design, implement and evaluate a lesson that meets the needs of a variety of learners, including those learning English.</td>
<td>SPED 551: Week 3 and Assignment 9 (Case Studies): Candidates demonstrate how to design a differentiated, equitable environment for EL students.</td>
<td><strong>Provide an equitable learning environment that encourages students to express meaning in a variety of ways.</strong></td>
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<tr>
<td><strong>Effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.</strong></td>
<td>SPED 533: Assignment 4: Exceptional Child and Assignment 7: Final Portfolio: Candidates develop advanced strategies for working collaboratively with parents and teachers from initial due process procedures to final outcomes. They develop a resource file of materials related to cultural and linguistic background and identification problems and practices, family attitudes toward special education.</td>
<td>SPED 551: Assignment 7 (Parent Panel Discussion) and 9 (case studies): Validate parent and community participation on candidates’ practices. Week 13: Candidates learn how to increase family involvement among culturally/linguistically diverse families.</td>
<td><strong>Provide an equitable learning environment that encourages students to express meaning in a variety of ways.</strong></td>
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