

California State University Dominguez Hills Special Education Program Handbook

Preliminary and Clear Credential Programs and Master's Degree in Special Education

*****NOTE: The University Catalog gives a comprehensive description of all programs. Candidates are responsible for the information contained in the Catalog and Handbook.
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I. INTRODUCTION

Welcome to the Special Education Program (SPE) in the College of Education (COE) at California State University, Dominguez Hills (CSUDH). The faculty and staff wish you much success on your journey to becoming a highly qualified credentialed Special Education teacher and/or obtaining your Masters of Arts in Special Education degree.

A. Handbook Design

The SPE Handbook is designed to provide a comprehensive overview of the SPE program with detailed information about programs offered. In order to successfully complete the program, candidates must meet all requirements and follow all procedures described in this handbook and established by the University. Additional information may be accessed at:

<https://www.csudh.edu/coe/programs/special-education/>

B. Special Education Program Overview

The SPE Program is designed to meet the needs of undergraduate students and college graduates who wish to pursue careers in special education with a preliminary and/or advanced credential, and/or Master degree. Credential course work combines theory, methods, and field experiences that enrich candidates' teaching practices. Masters level courses combine theory, field assignments, and a culminating experience that enhances candidates' professional expertise.

1. Credential Programs

The Special Education Program is designed to offer candidates both core and advanced specialization training in the delivery of special education services from infancy to adulthood. The program prepares candidates in principles and techniques applicable to individuals with mild/moderate disabilities, moderate/severe disabilities, and special needs in early childhood. The Early Childhood Special Education Credential is designed for persons who wish to work with children from birth to age 6 with disabilities and those who are at risk.

The California Commission on Teacher Credentialing (CCTC) provides the professional standard for the Education Specialist credentials as follows:

The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices. Special Education (Education Specialist Instruction) Credentials authorize the holder to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education.

Authorization: The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings:

- Resource rooms or services ■ State hospitals
- Special education settings ■ Development centers

- *General education settings*
- *Special schools*
- *Home/hospital settings*
- *Correctional facilities*
- *Non-public, non-sectarian schools and agencies*
- *Alternative and non-traditional instructional*

The Education Specialist and Services Credentials and Certificates require specific course work to meet competencies established by the [California Commission on Teacher Credentialing](#) (CCTC). SPE programs are accredited by CCTC. The requirements of the Individuals with Disabilities Education Act (IDEA), Every Student Succeeds Act of 2001, California Curriculum Framework and Standards, and California Reading Initiative also serve as underpinnings for instruction, field supervision, and evaluation.

CSUDH offers the Preliminary Education Specialist Credential and Clear (via Induction) Credentials .

CCTC Special Education Preliminary credential programs described below are:

The Mild/Moderate Disabilities (M/M) Education Specialist Preliminary teaching credential authorizes services for children and youth in grades K-12 and adults through age 21 with specific learning disabilities, mild to moderate developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and serious emotional disturbance.

The Moderate/Severe Disabilities (M/S) Education Specialist Preliminary teaching credential authorizes services for children and youth in grades K-12 and adults through age 21 with autism, deaf-blindness, moderate to severe developmental and intellectual disabilities, multiple disabilities, traumatic brain injury, and serious emotional disturbance.

The Early Childhood Special Education (ECSE) Education Specialist Preliminary teaching credential authorizes services for children ages birth to pre-kindergarten with mild/moderate/severe developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and serious emotional disturbance.

Note: The M/S and ECSE Preliminary Credential Programs provide candidates with the option to obtain a Bilingual Authorization. (See Appendix F for information on obtaining the Bilingual Authorization.)

CCTC Induction program:

Successful completion of the Induction Program allows the candidate to clear a credential in any of the special education or general education areas.

2. Early Childhood Special Education Added Authorization

The Early Childhood Special Education (ECSE) Education Specialist Preliminary teaching credential authorizes a candidate who already has an Education Services Credential in another area to provide services for children ages birth to pre-kindergarten with mild/moderate/severe developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and serious emotional disturbance.

3. Master of Arts in Special Education

The master's degree program prepares candidates to assume advanced roles in the field of Special Education. Current research and best practices in the field of Special Education underpin the curriculum. The program consists of a prerequisite, a core of advanced coursework, electives, and a culminating experience (thesis or comprehensive exam) that support advanced study in the field of Special Education (for additional information see Program Design Section in this handbook).

II. Participant Responsibilities

The SPE credential program is a collaborative effort among the University, school districts and other school partners, and the credential candidate. Candidates are expected to access frequently the SPE website (<https://www.csudh.edu/coe/programs/special-education/>) and SPE Blackboard Advisory Community for announcements and information updates. The roles and responsibilities of all participants are described below:

1. Candidate

a. Professional Conduct and Dispositions

- Adhere to university rules and procedures as indicated in the University Student Handbook.
- Adhere to COE rules and procedures regarding dispositions. Adhere to the Council for Exceptional Children (CEC) Professional Standards. Ethics and Practice Standards may be obtained at <https://cec.sped.org/Standards>
- Adhere to district and school rules and procedures during field experiences (appropriate comportment, proper attire, attendance/punctuality, etc.).

****NOTE:** candidates may be dismissed for failure to meet university requirements, maintain required GPA, and honor Professional Conduct rules (see CSUDH web for Student Rights and Responsibilities at <https://www.csudh.edu/student-rights/>

b. Program Requirements

- Attend SPE New Student Orientation.
- Obtain and read the most current SPE Program Handbook (download free from the Division of Teacher Education website). <https://www.csudh.edu/Assets/csudh-sites/coe/special-education/docs/2011-2012-special-ed-program-handbook.pdf>
- Adhere to all admission/registration requirements.
- Contact advisor prior to program/course registration.
- Obtain personal email account (free university accounts available to all students) by first week of program in order to send/receive documents and to check email account weekly for messages from advisor, course instructor, support provider, and/or master teacher.
- Adhere to required course pre-requisites and sequencing.
- Complete and submit all course assignments and program documents at the required time.
- Purchase a TaskStream account at www.taskstream.com to submit required assigned coursework.
- Credential GPA Requirements: The Education Specialist Credentials require specific course work to meet competencies. Candidates must maintain an overall grade point average of 3.0 for all required courses for the credential or certificate program. Grades

lower than a “B-” for designated SPE courses or lower than a “C” for designated TED courses are not accepted (Note that courses may be repeated only once--see CSUDH University Catalog).

- **Master’s Degree GPA Requirements:** Candidates must maintain a minimum GPA of “B” average in all coursework with no grade lower than a “C”.

***NOTE: For additional requirements for the MA, refer to Section V D in this handbook and the University Catalog.

c. Supervised Field Experience Requirements

- Adhere to school policies and regulations and attend required school functions. Submit appropriate field assignments as required by course syllabi.
- Honor all appointments for observations/conferences (inform supervisor/master teacher of any absence in advance of appointments).
- Notify program chairperson when a conflict occurs between the candidate and supervisor and/or master teacher.
- Submit an application for Directed or Student Teaching by the established deadline.

d. Assessment Requirements

- Maintain field experience documentation for program portfolio and submit to course instructor at the end of each field experience.
- Complete all program assessments (course assignments, surveys, etc.) as requested. (see Program and Candidate Evaluation under Program Design in this handbook).

2. University Personnel

- **Program Chair**

- Schedules courses.
- Monitors student enrollment.
- Oversees department budget.
- Guides development of programs and accreditation processes.
- Oversees candidates’ advising procedures, petition for exceptions, and grade appeals.

- **Masters Coordinator**

- Organizes and hold monthly recruitment sessions for the program.
- Attends school district information sessions (typically Saturday morning).
- Provides oversight to application for graduation.
- Provides ongoing advisement to MA candidates.
- Serves as member of the University Graduate Council.
- Oversees the master’s comprehensive exams: student preparation sessions comprehensive examination and thesis procedures, and candidacy advancement
- Serves as resource and support to faculty and candidates.

- **Clinical Coordinator**

- Oversees interns’ and student teachers’ field assignments, and assigns master teachers.
- Reviews candidates’ progress and transition to final field experience.
- Ensures adherence to field experience procedures.
- Provides university/program information to school personnel.
- Serves as a resource and support to interns, student teachers, support providers, and field experience supervisors.

- **Course Instructor**

- Provides course instruction.

- Assigns, explains, and assesses course assignments.
 - Assigns course grade.
 - Provides course-related advising.
 - Serves as a candidate resource and support.
 - **Field Experience Supervisor**
 - Assesses candidates' field experience.
 - Assigns course grade.
 - Evaluates Program Standards Portfolio at the end of each supervised field experience.
 - Provides university/program information to school personnel.
 - Serves as a candidate resource and support.
 - **Advisor**
 - Develops a program advisement plan with candidates.
 - Assists candidates with various aspects of advisement.
 - Serves as a resource and support.
- 3. School District**
The school-site administrator or designee collaborates on the selection of the Support Provider and Master Teacher.
- a. **University Intern Option – Support Provider**
 - In accordance with district Intern MOU, Interns will be assigned a district approved support provider.
 - Functions as intern mentor and logs in support activities.
 - Supports and guides intern teaching practice.
 - Attends university workshops to learn program expectations.
 - b. **Student Teaching Option - Master Teacher**
 - Explains school expectations (procedures, rules, and policies) and involves the candidate in school activities.
 - Reviews and approves lesson plans and provides regular feedback.
 - Supervises, supports, and evaluates candidates' classroom performance.
 - Works with Clinical Coordinator/Field Experience Supervisor to learn program expectations.

III. CONCEPTUAL FRAMEWORK

A complete description of the [Conceptual Framework](https://www.csudh.edu/coe/), including the *COE Beliefs and Commitments* is posted on the COE web site: <https://www.csudh.edu/coe/>

A. College of Education Mission

Through self-examination, collective learning, and research, we construct brave spaces that foster the holistic development of educators. Together, we challenge and dismantle systems of power and privilege in institutions of education. We re-imagine equitable, responsive, and just learning experiences for all learners, especially those from minoritized groups within our college and in our local schools. We are committed to advancing the following:

- a justice-focused agenda
- the pursuit of equity
- innovation in teaching and learning

- rigorous and responsive research
- collaboration with professional, local, and global communities, and student-centered partnerships
- belief in the limitless potential of our work, each other, and those we serve

B. College of Education Vision

Grounded in principles of justice, equity, and critical consciousness, we are committed to reflective, responsive, and purposeful praxis in teaching, scholarship, and leadership. Alongside the communities we serve, we prepare critical educators to co-create and enact transformative change.

C. Special Education Program Goals

The Special Education Program adopted in 2010, the following goals which reflect our approach to special education teacher preparation:

1. Communicate the legal and historical foundations of special education as they relate to the current populations served and the dynamic relationship within general education.
2. Communicate the empirical and psychological foundations of special education as they relate to current motivational and instructional methods used in special education today.
3. Demonstrate representative formal and informal assessment techniques, their strengths and weaknesses, essential to individualized and group special education services.
4. Exhibit cultural and linguistic sensitivity toward learners from diverse backgrounds.
5. Encourage the use of critical teaching behaviors derived from current teacher effectiveness research appropriate to students with mild/moderate/severe disabling conditions.
6. Extend special education services downward via early intervention and upward via transition training demonstration projects.
7. Promote professional interpersonal relations appropriate to the roles and responsibilities essential to comprehensive special education services.
8. Use training methods derived from current training effectiveness research appropriate to methods and field supervision courses.
9. Meet the changing demands of the profession as determined by periodic state and local needs assessments, reviews of the professional literature, attendance at professional conferences, and faculty participation in the classroom.
10. Balance theory, research, and practice.

D. Special Education Program Knowledge Base

The knowledge base emphasizes the work and scholarship of educational philosophers researchers, and practitioners that support the school and division goals and is composed of the following categories:

| Knowledge Base Category | Theorists, Researchers, Practitioners |
|----------------------------------|--|
| Learning Disabilities & Learning | Bos, Deshler, Forness, Fuchs, D. & L, Hammil, Kavale, Kirk, Kaufmann, Lerner, Piaget, Schumaker, Swanson, Vaughn, Vygotsky, Wong |

| | |
|-------------------------------|---|
| Developmental Disabilities | Beirne-Smith, Boswell, Greenspan, Ittenbach, Koegel Macmillan, Odom, Patton, Volkmar, |
| Behavior | Rutherford, Morse, Lovaas, Adler, Maslow |
| Low Incidence Disabilities | Chen, Ferrell, Fraiberg, |
| ELL & Cultural Diversity | Bacca, Chen, Eschevaria, Guralnick, Ortiz, |
| Early Intervention & Families | Guralnick, Hanson, Linder; Lynch, Turnbull & Turnbull, |
| Assessment | McLoughlin & Lewis, Overton, Salvia, Ysseldyke, |
| Collaboration | Artiles, Coe, Cook, Friend |
| Assistive Technology | Behrman, Edyburn, |

IV. PROGRAM DESIGN

A. Program Features

1. Theoretical Framework

Candidates in the SPE program will have multiple opportunities to acquire knowledge and pedagogy related to their credential program and masters degree. Theoretical underpinnings for each specific knowledge base will be covered in instructional courses and opportunities to practice acquired knowledge/skills will occur in field experience courses. Each course syllabus provided an overview of where specific knowledge/skills (state standards) are addressed in specific assignments. The following points encapsulate the basic knowledge and skills covered in courses:

- Legal and historical foundations of special education and the inter-relationship with general education.
- Empirical foundations of special education (e.g., sociological, psychological).
- Current research in content and instructional strategies for populations with exceptionalities.
- Current research on evidence-based pedagogy to address students' behaviors.
- Cultural and linguistic features of learners from diverse backgrounds.
- Formal and informal assessment knowledge and techniques.
- Knowledge regarding early intervention and transition.
- Skills in balancing theory, research, and practice.
- Skills in promoting professional and collaborative interpersonal relationships in special education and general education.
- Multiple opportunities to be assessed and receive feedback on teacher practice.
- Advice on becoming a professional special educator (e.g., assessing professional literature; attending and presenting at meetings, seminars, and professional conferences).

B. Candidate Dispositions

SPE has developed a process to address candidates' dispositions that is based primarily on parameters set forth in the Student Handbook covering Students Rights and Responsibilities. SPE candidates must adhere to all ethical and professional standards required of the University, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others. Candidates' dispositions are evaluated throughout the program. If candidates fail to display professional dispositions, they are subject to disqualification from the program.

1. Program and Candidate Evaluation

There are two levels of evaluation: program and candidate. **Program level** assessments for the MA program are included in the University Program Review Process (for specific information about this process see <https://www.csudh.edu/uepa/program-review/> **Program level** assessments include CSUDH Program, Chancellor's Office, and CCTC candidate and supervisor/employer surveys. **Candidates'** assessment occurs at four critical transition points:

- a. Entry
 - Admissions requirements (e.g., exams, basic skills requirements, subject matter, early field experience, employment verification for Interns).
- b. Progression Through Coursework
 - Maintenance of 3.0 GPA throughout program.
 - Adherence to professional standards.
 - Successful passage of Signature Assignments.
 - Successful completion of all field experiences.
 - Successful passage of all courses.
- c. Advancement to Final Field Experience or Masters Degree Candidacy
 - Criteria established on application.
- d. Completion of Program Requirements
 - Successful completion of Final Field Experience (credentials only).
 - Successful completion of Standards Portfolio or Masters Comprehensive Exam/Thesis.

Below are the requirements for entry into the Special Education programs. General program admission requirements common to all programs are listed below followed by additional program specific requirements. Candidates may apply to the Preliminary Credential Program, the Induction Program, the MA Program, or the MA and Induction Program; candidates may not apply to the MA or Induction Programs unless they hold a Preliminary Credential.

Candidates who choose to apply to both the Induction and MA programs are advised to do so simultaneously.

C. Preliminary Credential Programs

There are three preliminary credential programs (M/M, M/S, and ECSE). There are two pathways to each preliminary credential program: Intern Option and Student Teaching Option. Each pathway has pre-service courses, content and methods courses, field experiences, and a program completion portfolio. During pre-service (SPE 480 and SPE 481), candidates: (a) are introduced to the field of Special Education (b) learn how to manage learning environments in general and special education settings, and (c) develop strategies for teaching students who are exceptional, culturally, and linguistically diverse. Content and methods courses address, but are not limited to: curriculum and instructional strategies, lesson planning (see Appendix A for lesson plan and rubrics), developing IEPs and IFSPs, assessments, working with families, and collaborating with colleagues and staff. Field experiences consist of initial and final fieldwork practice (see Appendix B for Final Field Competency Evaluation forms) addressing what candidates have learned in content and method courses. The program completion portfolio contains candidates' documentation of meeting program standards (e.g. signature assignments, lesson plans, assessments, etc.).

Students must maintain an overall grade point average of 3.0 for all required courses for the credential program with no grade lower than a “B-” for designated SPE courses or lower than a “C” for designated TED courses. Each credential program has varying unit requirements as indicated in the program sequence below.

1. Intern Option

The Special Education Intern Option (SEIP) is an alternative preliminary credential pathway that allows candidates to work in P-12 schools as teachers-of-record while they complete university coursework necessary to become fully credentialed teachers. This program is designed to be completed in two years. SEIP has formal agreements with school districts, non-public school (NPS), or charter schools where interns are employed. As such, the intern program is a collaborative effort between the University and schools that provides mentoring support via on-site support providers and university fieldwork supervisors (herein referred to as supervisors). The program sequence consists of pre-service, general and special education coursework, field-experiences, and a culminating Program Portfolio. See Appendix C for Intern Option Program Plans for the Mild/Moderate Disabilities Program.

2. Student Teaching Option

The Student Teaching Option is a traditional preliminary credential pathway that allows student teachers to be placed in public school P-12 classrooms under the guidance of a Master Teacher while completing university coursework necessary to become credentialed teachers. Master Teachers are fully credentialed teachers with a minimum of three years teaching experience in special education. The Master Teacher collaborates with the candidate’s supervisor during supervision classes. The Student Teaching option is designed to be completed in two-years. The program has formal agreements with school districts. The Student Teaching Option sequence consists of Pre-Service, general and special education coursework/field experiences, and a culminating Program Portfolio.

See Appendix C for Student Teaching Option Program Plans..

There is an undergraduate pathway within the Student Teaching Option for the Preliminary Credential in Mild/Moderate Disabilities. The ITEP Education Specialist Mild Moderate Disabilities Option integrates Liberal Studies (LBS) subject matter with Special Education coursework and methods. The ITEP Option leads to a BA in Liberal Studies as well as a Preliminary Education Specialist Credential in Mild/Moderate Disabilities. Students in this option must complete a LBS Depth of Study and be accepted into the Special Education Credential Program. Please see an advisor for more information about this program.

C. Teacher Induction Program

The Teacher Induction program is designed for teachers who wish to clear a Special Education, Multiple Subject, or Single Subject Preliminary Credential. The program consists of four courses that build on knowledge and skills developed during the preliminary credential program. The program is based on a mentoring system in which each candidate develops an Individualized Learning Plan. (See Appendix C for Induction Program Plan.)

D. Early Childhood Special Education Authorization

The ECSE Added Authorization Program is designed for credentialed special education teachers who are interested in teaching children from birth to pre-kindergarten with special needs. The ECSE AA program is a series of courses extracted from the ECSE Preliminary Education Specialist Credential Program. The program requires 21-24 units and provides additional preparation opportunities for candidates who work with infants, toddlers and preschoolers with disabilities. See Appendix C for ECSE AA Program Plan.

E. Master of Arts in Special Education Degree

The master's degree program is based on curriculum that reflects current research findings and best practices in the field of special education. Program components consist of a pre-requisite course, a core of advanced coursework, electives, and a capstone experience (comprehensive examination or thesis). The program requires 30 units of course work with a minimum of 21 semester units completed in residence. Candidates are prepared to assume advanced roles in the field of Special Education. See Appendix C for MA Program Plan.

V. PROGRAM PROGRESSION

Application, admission, and program completion procedures vary depending on the credential, option, and/or MA degree for which the candidate is applying. Candidates are required to meet with their advisor to ensure that they are adhering to their specific program requirements.

In addition to individual program admission requirements, there is a common core of requirements as follows: *

- A baccalaureate degree from an accredited college or university with a 2.75 GPA in the last 60 semester units of college work. (not required for applicants to the SPE ITEP program)
- Two professional references from supervisory individuals acquainted with the applicant's work with children or adolescents.
- Acceptance to the University and the Special Education Program.
- Satisfactory faculty evaluation of file materials.

*Note – these requirements are not required for enrollment in the pre-service courses, SPE 480 and SPE 481.

A. Preliminary Credential Intern Option

1. Admission Requirements

In addition to the General Program Admission Requirements (listed above) the following requirements must be met:

- Meeting the CCTC Basic Skills Requirement, either with a passing score on the California Basic Educational Skills Test (CBEST), or by an alternative method (See <https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf> for alternative methods for meeting the Basic Skills Requirement.)
- Evidence of passing U.S. Constitution requirement by test or course with minimum grade of C
- Demonstration of Subject Matter Competency (for M/M and M/S only) in one of the following ways:

- Pass the appropriate CSET exams
 - Complete a CCTC-approved Subject Matter Preparation Program (in the areas of Multiple Subject (for elementary level), English, Mathematics, Social Science, or Science only)
 - Hold a California Credential in one of the areas listed above
NOTE: Subject matter competency currently this is not a requirement for the ECSE credential.
 - Verification of full time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school with which CSUDH has a Memorandum of Understanding (Intern Agreement).
 - Successful completion of the two pre-service courses (SPE 480 - All Learners: An Introduction to Disabilities and Special Education and SPE 481- Educating Diverse Learners with Exceptionalities) with a grade of "B-" or better is required for advancement to Intern status.
 - Proof of advisement from your advisor prior to applying for the Intern Credential.
 - Filing of completed Intern Credential Application online <https://csudh-coe.fluidreview.com/> AND obtaining verification of the Intern Credential issued by CCTC.
 - Bilingual Authorization candidates only: proof of meeting the Language Proficiency requirement (See Appendix F).
 - Note: During the first semester of the program, candidates must provide evidence of attendance at a Special Education Information Session.
 - After pre-service is completed, additional intern entry requirements are met, and an Intern credential has been issued by CCTC, the candidate is accepted into the Intern program.
- ***NOTE:** Candidates who do not meet Intern Option entry requirements begin the program in the Student Teaching Option and may change to the Intern Option when all admission requirements are met. Candidates seeking to make this change must meet with their assigned advisor for advising and a Change of Objective. There are exceptions to the pre-service requirement depending on previous credentials and coursework (see advisor for specific information).

2. Coursework

a. Content

Content for theory-based courses, methods courses, and field experiences is grounded in current research and best practices in the field and addresses CCTC Education Specialists Standards aligned with program and university goals. Course and student outcomes are delineated in course syllabi.

b. Signature Assignments

Selected courses (including field experience courses) have Signature Assignments with rubrics aligned to Professional Standards.

3. Field Experience

a. Description

Each field experience consists of a seminar and teaching practices that are observed by a supervisor in the candidate's classroom. Teaching practice includes curriculum, instructional strategies, classroom and behavior management, assessment, and

appropriate professional relationships that are aligned with CCTC Professional Standards (competencies). Supervisors evaluate the candidate's practice on competencies with a rubric that must be met at a passing level before the candidate is recommended for the Preliminary credential.

Interns are required to enroll in a field experience course each semester of their program. Interns who do not enroll in supervision each semester are subject to discontinuance of Intern status. To prevent loss of intern status candidates will submit the Intern Supervision Petition.

University supervisors and school site support providers are assigned in the first semester of field experience. The support provider is an experienced teacher who has the same credential as the candidate's credential objective and works collaboratively with the fieldwork supervisor to support the candidate. Selection of the support provider is a joint effort between the school-site administrator and the University.

Field experiences for the Intern Option are as follows:

- Mild/Moderate Disabilities: initial field: SPE 423, 425, 426 (optional); final field: SPE 469
- Moderate/Severe Disabilities: initial field: SPE423, 425,4 (optional); final field: SPE 466
- ECSE: initial field: SPE 423, 425, 426 (optional); final field is SPE 455.
***NOTE ECSE intern candidates complete their initial field experience SPE 449/450. All candidates submit an application in order to enroll in this class.
Applications are available on the Blackboard SPE Advisory Organization.

b. Directed Teaching

Directed Teaching is the final field experience in the SPE Intern course progression. All initial fieldwork courses must be completed successfully prior to enrolling in Directed Teaching. Candidates must complete and submit a Directed Teaching application through the online application available at <https://csudh-coe.fluidreview.com/> in the semester prior to enrollment in Final Fieldwork.

4. Program Completion

Subsequent to successfully completing the final semester of field experience, candidates submit their field portfolio to their supervisor (who then submits it to the Clinical Coordinator). **Passage of Reading Instruction Competence Assessment (RICA) is required by CCTC for issuance of the Preliminary M/M or M/S credential.** CCTC also requires a Transition Plan to be developed prior to program completion. This plan will include strengths, interests, and areas of need as the basis of the Individual Induction Plan in the Induction program. Once the final grades for Directed Teaching are posted, candidates who meet GPA and program requirements may apply for the preliminary credential through the online application at <https://csudh-coe.fluidreview.com/>

B. Preliminary Credential Student Teaching Option

1. Admission Requirements

In addition to the General Program Admission Requirements (listed above) the following requirements must be met:

- Meeting the CCTC Basic Skills Requirement, either with a passing score on the California Basic Educational Skills Test (CBEST), or by an alternative method (See <https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf> for alternative methods for meeting the Basic Skills Requirement.)
- Evidence of passing U.S. Constitution requirement by test or course with minimum grade of C
- Demonstration of Subject Matter Competency (for M/M and M/S only) in one of the following ways:
 - Pass the appropriate CSET exams
 - Complete a CCTC-approved Subject Matter Preparation Program (in the areas of Multiple Subject (for elementary level), English, Mathematics, Social Science, or Science only)
 - Hold a California Credential in one of the areas listed above

NOTE: currently this is not a requirement for the ECSE credential.
- Note: During the first semester of the program, candidates must provide evidence of attendance at a Special Education Information Session.

*****NOTE:** Candidates who have not met the Pre-Service requirement or do not have a teaching contract with a cooperating school district, charter or non-public school begin the program as a Student Teacher and may change to intern status when all requirements are met. If a candidate seeks to make this switch they must meet with their advisor for advising and a Change of Objective. There are exceptions to the Pre-Service requirement depending on previous credentials and coursework.

2. Coursework

a. Content

Content for theory-based courses, methods courses, and field experiences is grounded in current research and best practices in the field and addresses CCTC Education Specialists Standards aligned with program and university goals. Course and student outcomes are delineated in course syllabi.

b. Signature Assignments

Selected courses (including fieldwork experiences) have Signature Assignments that are designed to demonstrate candidates' competencies related to the Professional Standards. Signature Assignments have rubrics that are used to evaluate proficiency; candidates must meet the passing rubric score.

3. Field Experience

a. Description

Each field experience consists of a seminar and teaching practices that are observed by a supervisor and a master teacher. Teaching practice includes development and implementation of curriculum, instructional strategies, classroom and behavior management, assessment, and appropriate professional relationships that are aligned with the CCTC Professional Standards (competencies). Supervisors and master teachers evaluate candidate practice on competencies with a rubric that must be met at a passing level before recommendation for the Preliminary credential. The master teacher is an experienced teacher who has the same credential as the candidate's credential objective and works collaboratively with the supervisor to support and evaluate the candidate.

Field experiences for the Student Teaching Option are as follows:

- Mild/Moderate Disabilities: initial field: SPE 456; final field: SPE 479
- Moderate/Severe Disabilities: initial field: SPE 456; final field: SPE 476
***NOTE: SPE 456 is the initial field experience and candidates must submit an application in order to enroll in this course. Applications are available on the SPE Advisory (under Organization on Blackboard).
- Early Childhood Special Education: initial field: SPE 449/450; final field: SPE 475.

b. Student Teaching

The final field experience is referred to as Student Teaching in the progression of SPE courses. All initial fieldwork courses must be completed successfully prior to enrolling in Student Teaching. Candidates must complete and submit a Student Teaching application on fluidreview (<https://csudh-coe.fluidreview.com/>) in the semester prior to enrollment in the final field experience (Student Teaching) and adhere to application deadlines

4. Program Completion

Subsequent to successfully completing the final semester of field experience, candidates submit their field portfolio to the supervisor (who then submits it to the Clinical Coordinator). **Passage of Reading Instruction Competence Assessment (RICA) is required by CCTC for issuance of the Preliminary M/M or M/S credential.** CCTC also requires a Individual Development Plan (IDP) to be developed prior to program completion. This plan will include strengths, interests, and areas of need as the bases of the Individual Induction Plan in the Clear credential program. Once the final grades for student teaching are posted, candidates who meet GPA and program requirements, and who have their baccalaureate degree posted, may apply for their preliminary credential. Applications for the preliminary credential may be obtained from <https://csudh-coe.fluidreview.com/>

C. Teacher Induction Program

1. Admission Requirements

In addition to the general program admission requirements, the following are specific for the Teacher induction Program (leading to a Clear Credential):

1. Valid initial credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Verification of full-time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school;
3. Agreement by employer to provide a site-based mentor;
4. Certificate of Clearance;
5. Tuberculosis test and vaccination verification.

2. Coursework

The program consists of four courses taken over four semesters (with an Early Completion Option for candidates who demonstrate they are “experienced and exceptional”.) Students develop an Individualized Learning Plan (ILP), and receive mentoring from both university instructors and site-based mentors. Candidates are matched with the site-based mentor in terms of credentials held, grade level and/or subject area, as appropriate to the candidate’s employment. The ILP is based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. For more information, see the 2019-2020 university catalog:
<http://csudh.smartcatalogiq.com/2019-2020/Catalog/Special-Education/Teacher-Induction-Program>

3. Program Completion

The program maintains documentation of candidate progress reflecting the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate’s successful completion of the activities outlined in the ILP. Once the candidate has satisfactorily completed all program activities and requirements, the candidate is eligible to apply for the Clear Credential

D.Early Childhood Special Education Authorization

1. Admission Requirements

- Possession of a valid Preliminary, Level I, Professional Clear, Clear, Level II, or Life Special Education Teaching Credential.
- A 2.75 grade point average in the last 60 semester units of college work.
- Two professional references from supervisory individuals acquainted with the applicant’s work with children.

2. Required Courses

- SPE 449. Field Experience Seminar: Infant, Toddler, and Preschool Interventions (2)
- SPE 450. Field Experience: Infant, Toddler, and Preschool Interventions (1)
- SPE 451. Biomedical Information and Technological Intervention with Children with Disabilities (3)
- SPE 452. Communicative and Collaborative Partnerships with Families and Professionals (3)
- SPE 453. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
- SPE 454. Curriculum and Instruction in Early Childhood Special Education (3)
- SPE 455 Directed Teaching in Early Childhood Special Education (6)
- Or *Course for candidates who are teachers-of-record in an ECSE assignment.
- SPE 475. Student Teaching in Early Childhood Special Education (9)

2. **Bilingual Authorization**

All candidates pursuing the Bilingual Authorization must contact the Bilingual coordinator Dr. Elexia Reyes McGovern by email at emcgovern@csudh.edu to make an advising appointment.

The Bilingual Authorization (offered in Spanish) licenses the holder to teach in the approved target language.

The candidate must fulfill requirements in the following areas:

- Language Proficiency
- Culture of Emphasis
- Methods
- Supervised Dual Language/Bilingual Fieldwork

The Language Proficiency requirement may be met by one of the following options. (*Note: Interns must meet the language proficiency requirement prior to attaining Intern status.*):

- SPA 280: Grammar for Spanish Composition & SPA: 341 Advanced Conversation (*Note: Must maintain the GPA requirement of your undergraduate, credential, or MA program*)

OR

- CSET Spanish Subtest III – passing score

The Culture of Emphasis requirement may be met by one of the following options:

- Spanish 351 Hispanic Culture (*Note: Must maintain the GPA requirement of your undergraduate, credential, or MA program*)

OR

- CSET Spanish Subtest V – passing Score

The Methods requirement is met through the following coursework. (*Note: Interns must meet this requirement during their first year of service.*):

- SPE 481: Diverse Learners with Exceptionalities
- TED 403: Elementary Reading/Language Arts: K-3 (Bilingual section)
- SPE 522 Teaching Bilingual Learners in Inclusive Dual Settings
- TED 410: Elementary Math Methods (Bilingual Section) - Mild/Moderate and Moderate/Severe pathways only.

The Fieldwork requirement is met by completing fieldwork in a Dual Language or Bilingual school setting.

3. Master Degree in Special Education

1. Admission Requirements

Listed below are Master's degree admissions requirements as stated in the University Catalog. For a complete description of the Master's Degree requirements and application submission deadlines, refer to the Catalog at <http://csudh.smartcatalogiq.com/2018-2019/Catalog/Special-Education> and the Graduate Student Handbook at <https://www.csudh.edu/Assets/csudh-sites/graduate-studies/docs/graduate%20student%20handbook%202017-2018.pdf>.

- a. A baccalaureate degree from a regionally accredited college or university.
- b. A 3.0 GPA in the last 60 semester units of upper division college course work.
- c. Two professional references from supervisory individuals acquainted with the applicant's work with children or adolescents.
- d. Successful admission to the university and corresponding credential program:
 - Students who satisfy all the requirements for university and program admission will be admitted fully with Classified Standing.
 - Students accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing.
- e. Completion of the Graduate Writing Assessment Requirement (GWAR) before or during the first semester of classes.

2. Program Requirements

- a. Continuous enrollment in regular semesters at the University. Students who do not maintain continuous attendance must reapply to the University and program and meet any changes or additional requirements approved in the interim.
- b. Enrollment in upper division and graduate level courses as follows:
 - A minimum of 30 approved semester units, or more, as required by the particular program. The prerequisite course is not included in the minimum of 30 units.
 - Six (6) units of coursework for the thesis capstone.
 - A maximum of six (6) units of independent study.
 - A minimum of 21 semester units in residence after admission to the program offering the degree. Transfer and CSUDH extension course work are not considered to be in residence.
- c. All courses taken after the baccalaureate degree (or post baccalaureate credit granted) and not credited toward another degree.
- d. A minimum GPA of 3.0 (B) in all courses attempted to satisfy requirements for the degree (with no SPE course grade lower than a C).
- e. All courses completed within seven years of the date of award of the degree or satisfactorily validated. Coursework that does not meet the 7-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor. In exceptional circumstances, courses that exceed the 7-year limit by no more than 1 year may be approved for validation and applied toward the M.A. degree. Only courses taken in residence are eligible for validation. Consult the University Catalog for details.
- f. Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills

with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.

3. Program Completion

- a. The university recognizes that the candidate has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements.
- b. Upon advancement to candidacy, the candidate is cleared for the final stages of the graduate program including remaining course work, and the thesis, or comprehensive examination. Students must maintain continuous enrollment at the university until their degree is conferred.
- c. Requirements for Advancement to Candidacy:
 - Advancement to Candidacy must be certified by the department prior to the capstone experience.
 - Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the capstone alternatives: Comprehensive Examination or Thesis, or research paper and two comprehensive questions (see Appendix E for specific details of each capstone alternative).

4. Graduation Procedures

- a. Complete and submit the Graduation Application for the Master's degree to the Teacher Education Division office one semester prior to the expected graduation date. Check with the Division office for specific application deadlines.
- b. Degree Check (Graduation Evaluation). This form is prepared by the Graduation Unit in Admissions and Records and lists all remaining requirements for the master's degree.
- c. Notification of Graduation: Approximately four to six weeks after the end of the final semester, degree applicants for that semester will receive notification of graduation status. Please note that the Registrar's Office has no access to final grades until after grades are posted.
- d. Degree Requirements Not Completed: If degree requirements are not completed in the semester specified on the application, the student must notify the Graduation Unit of the new graduation date. This is done by filing a Request for Change of Graduation Date form.
- e. If all degree requirements have been completed and verified, the student will receive a certificate verifying that the degree has been granted. It takes approximately six months for students to receive the diploma.

VI. Program and University Services

The University, College of Education, and SPE program offer multiple services for students. Listed below are the most commonly accessed services; candidates are advised to visit the University Catalog, University Website, and Student Rights and Responsibilities document (<https://www.csudh.edu/student-rights/>), and to maintain contact with their program advisor for specific and updated information about their program.

A. Program Advising

1. Advising Process: SPE offers advising regarding: Course Equivalency/Substitution, Change of Objective, Program Interruption, Petitions, Grade Appeals, etc.
2. Faculty Advisors: Each candidate is assigned a faculty advisor who supports and assists candidates throughout their program(s).

B. Special Education Program Services

1. Administrative Support Coordinator, located in the Special Education Office, provides support to the chairperson, faculty, and students.

C. College of Education Student Services Center

The Center offers expert advice and guidance from Information Specialists who work in the following units:

1. **Application Unit:** All applications are online. However, if you have questions, the Student Services Center in COE 1401 will assist you.
2. **Credential Unit:** Credential analysts provide walk-in advising and assist with a wide range of credential topics (e.g., transferring from out of state or country, changing credential options or programs, checking on credential application status, taking subject matter examinations, renewing credentials, obtaining a Certificate of Clearance, etc.).

D. University Services

1. **Admissions and Records:** The Office of Admissions and Records is responsible for determining student eligibility for admission to and graduation from the university. This office processes and evaluates applications and transcripts for admission purposes and is also responsible for determining student residency status, establishing student records, updating transfer credit, and maintaining transfer articulation agreements. Additionally, office staff maintains academic records, prepares transcripts, and researches and reviews petitions for exception to University policy. Phone: 310-243.3645. Location: WH C290. Web link: <https://www.csudh.edu/records-registration/> **Toro Learning Center** offers tutoring services, computer stations and study space. Students are encouraged to visit the Center to access the services. Phone: 310-243-3827. **Location:** LIB C-121 (right off the east walk way). Web link: <https://www.csudh.edu/tltc/learning-center/contact-us/>
2. **Computer Services:** Student computer labs are available throughout the campus. Web link: <http://www.csudh.edu/academic-technology/labs/>.
3. **Student Disability Resource Center (SdRC):** The SdRC is focused on making sure CSUDH students with disabilities have full access to the university's educational, cultural, social and physical facilities and programs. We provide a centralized source for information for students with disabilities as well as **faculty and** staff who work with them. Our services are aimed at helping students with disabilities realize their full rights to reasonable accommodations, as well as the ability to advocate for themselves, participate fully in campus and learning environments, and reach their educational goals including graduation. Phone: 310-243.3660. Location: WH D-180. Web link: <http://www.csudh.edu/sdrc/>
4. **Financial Aid Office (FAO):** Information about loans, grants and scholarships can be found on the FAO website: <http://www.csudh.edu/financial-aid/>. Phone: 310-243-3691; Location: WH B250

5. **Career Center Office:** The Career Center offers career counseling and coaching. Phone: 310-243-3625. Location: WH D360. Web link: <https://www.csudh.edu/career-center/>
6. **Student Health and Psychological Services:** The Student Health Center provides professional psychological and health services through a variety of delivery systems. Psychological counseling services are offered on both an individual and group basis, in addition to crisis intervention services. A variety of health services are available. Phone: 310.243.3629. Location: SHC A129. Web link: <https://www.csudh.edu/shps/>
7. **Testing Center:** The Testing Center coordinates local and national testing activities for undergraduate, graduate and credential students. Contact the Testing Center for information regarding CBEST, CSET, and other necessary exams. Phone: 310-243-3909. Location: LIB North 5705. Web link: <https://www.csudh.edu/testing-center/>.
8. **University Bookstore:** The bookstore is the campus headquarters for buying books, supplies, clothing, gifts and snacks. University catalogs and class schedules may also be purchased here. Phone: 310-243.3829. Location: Loker Student Union. Web link: <https://www.bkstr.com/csudominguezhillsstore/home/en>
9. **University Library:** The University Library maintains an ongoing instructional program to teach students how to get the most out of the Library's wide range of services and resources. Phone: 310-243.3715. Web link: <https://www.csudh.edu/library/>

ii.

VII. Appeals and Petitions

A. Grade Appeals

Students may appeal grades “which they believe were the result of instructor, computational, or clerical error or contrary to procedures established in course syllabi; or were prejudicial or capricious.” (See University Catalog for the grade appeals

process: <http://csudh.smartcatalogiq.com/2018-2019/Catalog/General-Information/University-Regulations/Grade-Changes-Grade-Appeals-and-Repeat-and-Cancel/Grade-Appeals>)

B. Student Academic Petitions and Appeals Committee (SAPAC) Petitions

Students may appeal a university rule or regulation by submitting a SAPAC petition. Petitions are reviewed by the university SAPAC committee. Petitions are available in the COE Dean’s Office.

C. Department Petition for Exception

Students may file a petition for exception to any SPE rule or regulation (including requirements for initial admission and admission to phases, and out-of-date coursework) by filing a TED Petition for Exception. Petitions are reviewed by the TED Chair, with faculty consultation. Petitions are available in the Student Services Center, COE 1401.

D. Interns are required to enroll in a field experience course each semester of their program. Interns who do not enroll in supervision each semester are subject to discontinuance of Intern status. To prevent loss of intern status candidates will submit the Intern Supervision Petition.

VII. APPENDICES

The following pages contain the Appendices A through G as follows:

- A.** SPE Intern Supervision Petition.
- B.** Lesson Plan Documents
- C.** Field Experiences Competency Evaluation Sheets
- D.** Intern and Student Teaching Options Program Plans
- E.** Sample Program Advisement Planning Sheet
- F.** Master's Degree Capstone Alternatives
- G.** Bilingual Authorization
- H.** Fieldwork Competency Checklists

Appendix A

SPE Intern Supervision Petition



COLLEGE OF EDUCATION

Special Education Intern Supervision Petition

Please submit completed form to Special Education office: COE 1410

| | | |
|---|--------|--------|
| Fall | Spring | Summer |
| Stud Name: _____ JD _____ | | |
| Faculty Advisor: _____ Program: ECSE Mild/Mod. Mod/Sev. | | |
| Reason for Petition: Intern Eligible after Census Enrollment Status Other | | |
| *Please attach a typed statement with supporting documents | | |

Please provide information of the school/district you currently hold intern contract with:

School District: _____ Name of School _____

School Address: _____

Sight Administrator: _____ Contact # _____

****Per the University/District MOU---The District will assume supervisory responsibilities of the intern pending approval.**

| | Signature | Approve | Date |
|---------------------|-----------|-----------|------|
| Student | | | |
| Sight Administrator | | Yes No | |
| Support Provider | | Yes No | |
| Intern Coordinator | | Yes No | |
| Faculty Advisor | | Yes No | |
| SPE Chair | | Yes No | |

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Appendix B

Lesson Plan Description and Rubric

The following pages include a Lesson Plan Description and Rubric for all credential programs.

Lesson Plan

A lesson plan provides a framework that guides class instruction. Lessons are based on an appropriate curriculum and are typically part of a unit of instruction. A well developed lesson plan incorporates best practices, reflects the interests and needs of students, and is developmentally appropriate. There are many different model for lesson plans; what follows is a basic lesson plan format that includes identifying information, standards/goals, content description, lesson objective, anticipatory set, procedures, independent practice, lesson closure, evaluation, enrichment/reteaching, materials/resources, and reflection.

1. Class/Subject Information

Each lesson plan should include the following at the top of the page:

- a. Student Disability Categories; Intern Program (M/M; M/S; ECSE)
- b. List the students' Grade Level(s) (e.g., Grades 4-6)
- c. List the Subject Matter (e.g., Language Arts, Mathematics, etc.)
- d. Type of lesson (e.g., single or multi-day lesson – unit name).

2. Standards

(Academic Content Standards K-12 (Mild/Moderate); CMA Blueprints (Mild/Moderate or Moderate/Severe); CAPA Blueprints [Moderate/Severe]; Pre-School Foundations [ECSE] and for all programs Individual Educational Plan [IEP] or Individual Family Service Plan [IFSP] goals). The California Content Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The IEP is a written plan developed by the parents and the schools special education team that specifies the students academic goals and the method to obtain these goals.

- a. Clearly state the Content Standard(s) or CMA Blueprints or CAPA Buleprints or Pre-School Foundations covered in this lesson. Obtain these standards from the following website <http://www.cde.ca.gov>.
- b. Clearly state the IEP or IFSPgoal(s) that are covered in this lesson. Obtain appropriate IEP or IFSP goals from the students' plans.

3. Content Description (Summarize)

This is a general overview (50 words or less) of the lesson in terms of topic focus, activities, and purpose.

- a. Give a lesson overview. Briefly describe lesson content related to the standards/goals. The content selected should be specific enough to ensure student learning and will generally not encompass the entire standard. Also, indicate the type of content to be learned.
- b. Materials and Resources needed for lesson

- c. State the curriculum used. How does the activity fit into the general context of what you are teaching? Describe the larger unit and/or consider the activities that came before and after the lesson.
- d. Behavior System (Be specific)
- e. Paraeducator(s) (What will paraeducator(s) do during lesson; be specific)

4. Lesson Objective

The objective or focus of a lesson is the appropriate knowledge or skills that the students are to demonstrate. Include the conditions (e.g., “when given”), the observable behavior, specific content, and the criteria for acceptable achievement. What will students demonstrate at the end of the activity. Objective should relate closely to the standard or IEP/IFSP goal.

- a. Clearly state what students will be able to do by the end of the observed lessons. The lesson may be a benchmark toward the IEP/IFSP goal.
- b. As appropriate, the lesson objective should be visible in the classroom; i.e., written on the chalk/whiteboard.
- c. The lesson objective should be written in concrete, observable, measurable terms (*i.e.*, do not use “will learn”, “will know”, “will understand”, or “will be able to”)
- d. The lesson objective should be aligned with the independent practice component of the lesson

5. Lesson Components

a. Anticipatory Set

The anticipatory set is an activity that focuses students’ attention and prepares them for instruction. It is the creative hook motivating students for the lesson that follows. It taps into prior knowledge/experience (e.g., interesting questions, demonstration, video/audio segment, game, etc.). Engagement activities require active student thinking and prepares them for the content to be presented by placing the new content in a meaningful context.

b. Explanation

Describe how you provide the information needed for students to gain the knowledge or skill. Be specific.

Example 1 – Direct Instruction provides clear and concise explanations of the subject matter, checks for understanding, and provides opportunities for practice.

Example 2 – Inquiry-based Instruction is a teaching technique that encourages students to become problem solvers.

Example 3 – Discovery Learning is a constructivist method of inquiry-based instruction.

- c. **Modeling** – Demonstrate in a concrete way what is to be learned. The critical aspects should be explained through labeling categorings, comparing, etc. Students should be taken to the application level (problem solving, summarizing, etc.) Students are provided with a end product of what they will learn. “I do it and then we do it”- Teacher demonstrates and verbalizes each step in the skill helping students attend to critical features of what is to be learned.

Example 1 – Provide visual supports, i.e., pictures, maps, charts, dramatizations, demonstrations of process.

Example 2 – Provides techniques to aid recall, i.e., mnemonics, rhymes, association.

- d. **Guided Practice** – Provide opportunities for students to practice new knowledge/skill under teacher guidance. Teacher recognizes/corrects areas of weakness or misunderstandings.

- 1) Check for understanding (e.g., individual white boards, postits, etc.)
- 2) Differentiation of Instruction (Varying academic levels, products, instruction; responses)

Example 1 – Allow students to repeat skills taught with teacher input, i.e. students solves on the board, a similar math problem that was just demonstrated by the teacher.

Example 2 – Provide remediation/re-teaching of frequent student errors, i.e., teachers recognizes that students do not understand the concepts of “re-grouping” and re-teaches it using manipulatives.

Example 3 – Allow opportunities for peer discussion, i.e., students in groups can assist each other in learning.

e. Independent Practice

Independent practice allows students to process new knowledge and reinforce skills by completing a task (or its parts) on their own without teacher/paraeducator assistance.

- 1) Provide immediate feedback and correction in class
- 2) Differentiating instruction based on feedback

f. Lesson Closure—Ending the Lesson

Closure is a brief summary that provides a fitting conclusion and context for the student learning in the lesson. During the Closure section of a lesson, teachers help students organize the information into a meaningful context. Return to the anticipatory set to begin closure.

- 1) Review major concepts taught:

Example 1 – Have students state or demonstrate the main objective(s) of the lesson, i.e., “Explain in your own words what we did today.” In other words, what did they learn?

Example 2 – Have students discuss how they will use the information they learned in other situations, “How can you use the information you learned today?”

- 2) Describe how students will acknowledge what they have learned.

g. Evaluation

The evaluative component of a lesson is when the teacher checks for mastery of the concepts/skills taught. The evaluation may be a set of questions or instructions that may be used to guide subsequent learning, or determine an achievement criterion.

Display or describe what students learned. How did you measure it?

- 1) The assessment should specifically measure whether or not the objectives were reached. In other words, there should be a direct correlation between the objectives and the assessments.
- 2) Teacher decides which assessments evaluate the learning objectives and which criteria and indicators (rubrics) will be used to validate learning.

h. Enrichment/Extension and Reteaching

Enrichment activities, for students who have mastered the lesson objectives, extend the knowledge of the subject matter at a higher level than the original lesson. **Re-teaching** activities, for students who have not or partially mastered the lesson objectives, re-visits the lesson objectives with different teaching approaches. Examples of both are below:

- a. **Enrichment/Extension** for students who demonstrate academic proficiency of curriculum objectives that can be accomplished independently, in pairs/small groups.

Example 1 – Book or subject reports on related lesson topic(s).

Example 2 – Paper based on peer discussion on related lesson topic(s).

Example 3 – Short or long-term projects on related lesson topic.

2) **Reteaching** for students requiring additional supports for mastery.

Example 1 – Instruction requiring individual attention from the teacher.

Example 2 – Review work in small group with peers.

Example 3 – Tutoring on specific aspects of lesson by a volunteer.

i. **Accommodations/Modifications**

What adjustments were made for individual differences (e.g., English Language Learners, modality strengths and needs, physical needs, etc.).

j. **Reflection**

The concept of "reflection" was introduced by John Dewey in 1910 as a form of problem solving and use of critical thinking and higher order thought (a careful ordering of linked ideas) to review previous thoughts and actions. In other words, reflection is an active and purposeful cognitive process that involves sequences of interrelated ideas based on fundamental beliefs and knowledge. Teacher reflection on lessons taught involve an introspective look at their practice and students actions. This is accomplished by answering the following questions (teachers may think of other questions to answer):

- a. What strategies were most effective in the achievement of student goals?
 - i. What goals were reached?
 - ii. What goals were not reached? Why?
- b. Did the lesson proceed as planned or did you have to readjust it based on the students' need to review?
 - i. How did the lesson access students' previous learning?
 - ii. How will this lesson connect to my next lesson's goal?
- c. What accommodations were made to address the range of abilities exhibited by the students (behavior, attention to task, levels)?
- d. What behavior management procedures were implemented to support the learning environment?
- e. What were the observable outcomes (products and/or processes) of student learning? How were they measured?
- f. What would you change if you were to re-teach the lesson

California State University Dominguez Hills
SPECIAL EDUCATION PROGRAM

Lesson Plan and Reflection Rubric

| Introductory Components | 1 (Not Demonstrated) | 2 (Beginning Level) | 3 (Proficient) | 4 (Met with Distinction) |
|--|---|---|--|---|
| 1. Class/Subject Information | Incomplete, inaccurate, facile or no information provided. | | All information is complete and accurate. | |
| 2. Academic Content Standards | Standards do not match the lesson objective and curriculum and not relevant to the students' academic abilities and IEP goals. Not relevant to student assessed needs. | | Standard(s) and IEP goal(s) are stated clearly and appropriate to the lesson objective, curriculum, and students academic abilities. Relevant to student assessed needs. | |
| 3. Content Description: Overview (50 words or less) in terms of topic focus, activities, and purpose. | Incomplete, inaccurate, facile or no information provided; Not related to the curriculum presented; materials/resources, behavior systems and paraeducator(s)' responsibilities not addressed. | Related to the appropriate curriculum; materials/ resources are outlined; behavior system is stated and paraeducator(s)' responsibilities are outlined. | Related to the appropriate curriculum; materials/ resources are outlined; behavior system and paraeducator(s)' responsibilities described in detail. | Related to the appropriate curriculum; materials/ resources are outlined; behavior system and paraeducator(s)' responsibilities described in detail. Related to an extended unit in the content area and is related to multiple IEP goals. |
| 4. Lesson Objective: Skills or knowledge that students are to demonstrate at the lesson conclusion. | Incomplete, inaccurate, facile or no information provided. | Stated clearly in measurable terms with a rubric and relates to the standard(s) and IEP goal(s). | Stated clearly in measurable terms with a rubric and relates to the standard(s) and IEP goal(s). Objective is visible. | Stated clearly in measurable terms with a rubric and relates to the standard(s) and IEP goal(s). Visible and related to the independent practice lesson component. When appropriate, students articulate the objective. |
| 5. Lesson Components | 1 (Not Demonstrated) | 2 (Beginning Level) | 3 (Proficient) | 4 (Met with Distinction) |
| A. Anticipatory Set or Introduction: An activity that focuses students' attention and prepares them for instruction. | Incomplete, inaccurate, facile or no information provided. | The anticipatory set is outlined. | Stated in detail and student attention was focused. | Stated in detail and student attention was focused. Content related to the context of the lesson and the broader curriculum |
| B. Explanation: Describe how the information for students to gain knowledge of a skill is provided. | Incomplete, inaccurate, facile or no information provided. | Clearly stated and logically sequenced. | Clearly stated, logically sequenced and technology and multiple media are used to reinforce lesson content. | Clearly stated, logically sequenced, and technology and multiple media are used to reinforce lesson content. Explanation encourages critical thinking. |
| C. Modeling: Demonstrate concretely what is to be learned. Teacher demonstrates and verbalizes each step in lesson's critical features. Demonstrates what students will do & provides the following: <ul style="list-style-type: none"> Provides multi-sensory support using technology. Builds network of keys to aid recall. | Incomplete, inaccurate, or facile information provided. | Provides at least two items specified. | Provides all of the items specified and checks understanding of materials & activities related to skill mastery. | Provides all of the items specified and integrates multicultural, student-centered, and/or inter-disciplinary components. Checks understanding of materials & activities related to skill mastery and learned at the application level. |

| | | | | |
|--|---|---|--|--|
| <ul style="list-style-type: none"> Provides an oral model for content. Provides pictures maps, charts, demonstrations, or visual/auditory assists | | | | |
| D. Guided Practice: Provide opportunities for students to practice new knowledge/skill with overt teacher guidance. | Incomplete, inaccurate, facile or no information provided. | Two learning styles are addressed; minimal teacher supervision; checks for understanding. | Multiple learning styles are addressed; teacher supervision provided; multiple checks for understanding to insure lesson objective mastery. | Multiple styles are addressed; continuous teacher supervision provided; continuous checking for understanding to insure lesson objective mastery. Paraeducators model same behavior as teacher (if appropriate). |
| E. Independent Practice: Students complete task (or its parts) on their own without teacher or paraeducator(s) assistance. | Incomplete, inaccurate, facile or no information provided. | Matches objectives, modeling, and guided practice. | Matches objectives, modeling, and guided practice. Multiple and varied opportunities to rehearse are provided. | Matches objectives, modeling, and guided practice. Multiple and varied opportunities to rehearse are provided. Provided with diverse opportunities to practice the skill. |
| F. Lesson Closure—Ending the Lesson: Brief summary providing a fitting conclusion and context for lesson objective and student learning. | Incomplete, inaccurate, facile or no information provided. | Lesson objective is re-stated and students demonstrate understanding. | Lesson objective is re-stated and students demonstrate understanding. All steps of the lesson are reviewed. | Lesson objective is re-stated and students demonstrate understanding. All steps of the lesson are reviewed. When appropriate, students articulate objective and what they have learned. |
| Other Components | 1 (Not Demonstrated) | 2 (Beginning Level) | 3 (Proficient) | 4 (Met with Distinction) |
| 6. Evaluation: Teacher checks for mastery of the concepts/skills taught. | Incomplete, inaccurate, facile or no information provided. | Lesson objective criteria identified and rubric used to show mastery or progress. | Lesson objective criteria identified and rubric used to show mastery or progress. Data charted. | Lesson objective criteria identified and rubric used to show mastery or progress. Data charted and part of a long-range assessment. |
| 7. Enrichment/Extension and Re-teaching: Enrichment--activities that extend the knowledge of the subject matter at a higher level than the original lesson. Re-teaching--activities that re-visits the lesson with different teaching approaches for students who have not mastered the lesson. | Incomplete, inaccurate, facile or no information provided. | Identifies enrichment activities and guidelines to "re-teaching" the lesson. | Identifies enrichment activities and guidelines to "re-teaching" the lesson. Provides multiple opportunities for enrichment and re-teaching. | Identifies enrichment activities and guidelines to "re-teaching" the lesson. Provides multiple opportunities for enrichment and re-teaching. Evaluation of results of enrichment and re-teaching activities is designed. |
| 8. Accommodations/Modifications: Adjustments made for individual differences (English Language Learners, modality strengths and needs, physical needs, adaptations). | Incomplete, inaccurate, facile or no information provided. | Identify individual student accommodations and modifications to be made. | Identify individual student accommodations and modifications to be made. Multiple suggestions made for accommodations and modifications. | Identify the accommodations and modifications to be made. Multiple suggestions made for accommodations and modifications and are related to information in student IEPs. |
| Lesson Reflection | 1 (Not Demonstrated) | 2 (Beginning Level) | 3 (Proficient) | 4 (Met with Distinction) |
| Lesson Reflection Essay: Form of problem solving and the use of critical thinking in reviewing the lesson taught. | Submitted after the 3-day due date. Responses do not address all questions. | Submitted after 3-day due date. Responses address all questions. Consideration of supervisor recommendations and feedback | Submitted on time. All questions addressed with description and detail. Demonstrates supervisor recommendations and feedback | All level 3 requirements met plus reflection is thoughtful and includes own ideas for next steps to improve subsequent lessons. Indicates ability to |

| | | | | |
|---|----------------------------|---|--|--|
| | | are not evident. Lack of graduate level writing (sentence construction, spelling, and grammar). | were reviewed and considered. Written at a graduate level – sentence construction with correct spelling and grammar. | generalize recommendations to other directed lessons and instructional settings. |
| Total ratings ____/4 = ____ points | ____ 1 rating total | ____ 2 rating total | ____ 3 rating total | ____ 4 rating total |

Comments:

Appendix C

Fieldwork Competency Evaluation

The following pages include Fieldwork Competency Final Evaluation Sheets for the Intern and Student Teaching Options in Mild/Moderate, Moderate/Severe, and Early Childhood Special Education



SPECIAL EDUCATION INTERN PROGRAM
1000 East Victoria St. • Carson, CA 90747 • (310) 243-2626

SPE 523/SPE 525/SPE 526

Individual Transition Plan

**Preliminary Review
of
Teaching Strengths and Growth Needs**

Identify and discuss your teaching strengths and growth needs as they relate to one or more of the six California Standards for the Teaching Profession (CSTP). Each Standard provides a set of related elements that identify important teaching components. For the CSTP selected you will develop a specific Improvement Plan (see below).

Directions:

1. Identify and discuss your teaching strengths related to the standard/element selected.
2. Identify and discuss one or more elements that you perceive as your most important growth need. Provide evidence that supports your selection of this element for growth.
3. For each targeted Standard describe, in detail, how you will implement an Improvement Plan. The Plan must address the following:
 - a. State the growth objective. What do you plan to accomplish?
 - b. Describe the activities/strategies that you will undertake.
 - c. Give times lines/benchmarks.
 - d. List the resources/support that will be needed to implement your Improvement Plan
 - e. Intern, support provider and university supervisor sign the plan (to be signed in Directed Teaching—SPE 555 or SPE566 or SPE 569)

CSUDH EDUCATION SPECIALIST INDIVIDUAL TRANSITION

☐ SPE 523 ☐ SPE 523 ☐ SPE 525
☐ SPE 556 ☐ SPE 479
☐ SPE 569 ☐ SPE 566 ☐ SPE 576

Credential Candidate Name: _____ School/District: _____

Preliminary Credential Institution: _____ Type of Credential: _____

| CA Standards for the Teaching Profession | STRENGTHS | CHALLENGES | GROWTH ACTION PLAN |
|--|-----------|------------|--------------------|
| CSTP 1: Engaging and Supporting Students in Learning | | | |
| CSTP 2: Creating and Maintaining Effective Environments for Student Learning | | | |
| CSTP 3: Understanding and Organizing Subject Matter for Student Learning | | | |
| CSTP 4: Planning Instruction and Designing Learning Experiences for Students | | | |
| CSTP 5: Assessing Student Learning | | | |
| CSTP 6: Developing as a Professional Educator | | | |

Candidate Signature/Date

Intern Support Provider/Master Teacher Signature/Date

School/District Administrator Signature/Date

CSUDH University Supervisor Signature/Date

rev1/30/14

California State University, Dominguez Hills - Special Education Program **Mild/Moderate Final Fieldwork Competency Evaluation**

Credential Candidate: _____ Term: _____

Evaluator's Name: _____

Position: _____

Teacher/Candidate)

(e.g., Univ, Supervisor., Site Admin./Master

Class Type: _____
(e.g., Special Day Class, Resource Room, Full Inclusion)

Intern Option or Student Teaching Option
(Circle one of the above)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. **Credential candidate must receive a minimum rating of 3 in all areas to receive Credit for SPE 469 or 479 by University Supervisor and Site Administrator/Master Teacher.**

| Assessment and Program Planning including Transition | | | | |
|---|---|---|---|---|
| 1. Use multiple sources of information for progress monitoring and decision making regarding eligibility and services. (CTC Program Std 5; CSTP 1.6, 5.1, 5.2, 5.3, 5.8*; TPE 2, 3, & 8) | 1 | 2 | 3 | 4 |
| 2. Assess the developmental, academic, behavioral, social, communication/language, career and community life skill needs of students, and monitor students' progress. (CTC Program Std 5, 10, MM Std 2; CSTP 4.5; TPE 2 & 3) | 1 | 2 | 3 | 4 |
| 3. Use both formal and informal assessments to make accommodations, modifications, instructional decisions and ongoing program improvements. (CTC Program Std 5;CSTP 5.2, 5.3, 5.7*; TPE 2 & 3) | 1 | 2 | 3 | 4 |
| 4. Utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans.. (CTC MM Std 3; CSTP 5.3; TPE 1, 2, 3, 4, 6, 8, 11 & 12) | 1 | 2 | 3 | 4 |
| 5. Use and communicate the results of a variety of individualized assessment and evaluation approaches (CTC MM Std 2; CSTP 5.7; TPE 2, 3, & 8) | 1 | 2 | 3 | 4 |
| 6. Participate in state-mandated accountability measures. (CTC MM Std 2) | 1 | 2 | 3 | 4 |
| 7. Develop appropriate IEP/transition planning goals based on standards and legal requirements. (CTC Program Std 8; CSTP 4.2, 4.3, 4.6*, 5.4; TPE 1, 3, 4, 6, 10 & 11) | 1 | 2 | 3 | 4 |
| 8. Use of computer-based technology for information collection, analysis and management. (CTC Program Std 6; CSTP 5.6; TPE 3 & 10) | 1 | 2 | 3 | 4 |
| Curriculum and Instruction | | | | |
| 9. Develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans. (CTC Program Std 13; CSTP 4.1, 4.3, 4.4; TPE 1, 4, 5, 6, 8 & 9) | 1 | 2 | 3 | 4 |
| 10. Develop differentiated lessons and instructional sequences that address diverse strengths and needs in a variety of educational environments including English language learners. (CTC Program Std 10, 13; CSTP 1.1, 1.2, 1.4, 3.6; TPE 1, 4, 5, 6, 7, 8 & 9) | 1 | 2 | 3 | 4 |
| 11. Use flexible grouping, individualized instruction, and whole-class instruction as needed. (CTC Program Std 9; CSTP 4.4; TPE 1, 2, 3, 4, 5, 6, 7, 8 & 9) | 1 | 2 | 3 | 4 |
| 12. Select curricula, teach and adapt instruction in reading e.g., orientation, presentation, structured guided and independent practice. (CTC Program Std 9, MM Std 3 & 5; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 4, 5, 6, 7, 8 & 9) | 1 | 2 | 3 | 4 |
| 13. Organize and manage differentiated reading instruction and interventions including remediation strategies, accommodations, and modifications. (CTC Program Std 9; CSTP 4.4; TPE 1, 4, 5, 6, 7 & 11) | 1 | 2 | 3 | 4 |
| 14. Select curricula, teach and adapt instruction in listening and speaking e.g., listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication. (CTC Program Std 9; MM Std 3 & 5; CSTP 3.1 – 3.4, 3.5*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, 8 & 9) | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 15. Select curricula, teach and adapt instruction in foundational writing strategies, conventions (sentence structure, grammar, punctuation, capitalization and spelling), organization and focus. (CTC Program Std 9, MM Std 5; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, 8 & 9) | 1 | 2 | 3 | 4 |
| 16. Select curricula, teach and adapt mathematical skills, applications and problem-solving methods. (CTC MM Std 3 & 5; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, 8 & 9) | 1 | 2 | 3 | 4 |
| 17. Design instruction to support access to the core curriculum. (CTC Program Std 8; CSTP 3.5; TPE 1, 3, 4, 5, 6, 7, 8, 9 & 10) | 1 | 2 | 3 | 4 |
| 18. Teach students appropriate self-determination and expression skills. (CTC Program Std 7; CSTP 5.5; TPE 5) | 1 | 2 | 3 | 4 |
| 19. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (CTC Program Std 6; CSTP 1.4; TPE 4 & 5) | 1 | 2 | 3 | 4 |
| Behavioral, Social, and Environmental Supports for Health Learning Environments | | | | |
| 20. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (CTC Program Std 12; CSTP 2.1, 2.2, 2.6; TPE10 & 11) | 1 | 2 | 3 | 4 |
| 21. Participate in school wide behavior support processes and create instructional and behavior support partnerships with parents/families.. (CTC MM Std 3, 4; TPE 11) | 1 | 2 | 3 | 4 |
| 22. Establish and maintain an educational environment where interventions are positive, proactive, and respectful of students. (CTC Program Std 11, MM Std 4; CSTP 2.5; TPE 11) | 1 | 2 | 3 | 4 |
| 23. Design and implement positive behavioral support plans and interventions based on functional behavior assessments. (CTC MM Std 4; TPE 11) | 1 | 2 | 3 | 4 |
| Effective Communication and Collaborative Partnerships | | | | |
| 24. Communicate effectively with individuals with disabilities and their parents, and primary caregivers. (CTC Program Std 4; CSTP 5.7, 6.4) | 1 | 2 | 3 | 4 |
| 25. Communicate effectively with general/special education teachers, and co-teachers, related service personnel, and administrators. (CTC Program Std 4; CSPT 6.3; TPE 10) | 1 | 2 | 3 | 4 |
| 26. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services. (CTC Program Std 4; CSRP 6.3, 6.5; TPE 3 & 10) | 1 | 2 | 3 | 4 |
| 27. Participate effectively as a team member in the IEP/transition planning process. (CTC Program Std 8) and coordinate the IEP process and service delivery (CTC MM Std 6; CSTP 6.3; TPE 4 & 10) | 1 | 2 | 3 | 4 |

Comments: Please describe the candidate's class composition (e.g., SES, Ethnicity, Disability Categories). Summarize the candidate's strengths, areas for professional growth and overall aptitude for teaching.

Credential Candidate's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

California State University, Dominguez Hills - Special Education Program **Moderate/Severe Final Fieldwork Competency Evaluation**

Credential Candidate: _____ Term: _____
 Evaluator's Name: _____ Position: _____
 (e.g., Univ, Super., Site Admin./Master Teacher/Candidate)
 Class Type: _____ Intern Option or Student Teaching Option
 (e.g., Special Day Class, Resource Room, Full Inclusion) (Circle one of the above)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. **Credential candidate must receive a minimum rating of 3 in all areas to receive Credit for SPE 466 or 476 by University Supervisor and Site Administrator/Master Teacher.**

| Assessment and Program Planning including Transition | | | | |
|---|---|---|---|---|
| 1. Utilize assessment data from multiple sources to develop effective programs and guide instruction (CTC MS Std 4; TPE 3) and progress monitoring and decision making regarding eligibility and services. (CTC Program Std 5; CSTP 1.6, 5.1, 5.2, 5.3, 5.8*; TPE 2 & 3) | 1 | 2 | 3 | 4 |
| 2. Assess the developmental, academic, behavioral, social, communication/language, career and community life skills needs of students. (CTC Program Std 5; CSTP 4.5; TPE 3) | 1 | 2 | 3 | 4 |
| 3. Use both formal and informal assessments including functional/ecological assessment to make accommodations, modifications, instructional decisions and ongoing program improvements. (CTC Program Std 5, MS Std 4; CSTP 5.2, 5.3; TPE 2 & 3) | 1 | 2 | 3 | 4 |
| 4. Develop appropriate IEP/transition planning that use person-centered/family-centered planning that lead to meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum. (CTC Program Std 8, MS Std 4; CSTP 4.2, 4.3, 4.6*; TPE 3) | 1 | 2 | 3 | 4 |
| 5. Use assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results (CTC MS Std 4; CSTP 5.4, 5.7*; TPE 2 & 3) | 1 | 2 | 3 | 4 |
| 6. Use of computer-based technology for information collection, analysis and management. (CTC Program Std 6; CSTP 5.6; TPE 3 & 10) | 1 | 2 | 3 | 4 |
| Curriculum and Instruction | | | | |
| 7. Develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans. (CTC Program Std 13; CSTP 4.1, 4.3, 4.4; TPE 1, 4, 5, 6, 8 & 9) | 1 | 2 | 3 | 4 |
| 8. Develop differentiated lessons and instructional sequences that address diverse strengths and needs in a variety of educational environments including English language learners. (CTC Program Std 10, 13; CSTP 1.1, 1.2, 1.4, 3.6; TPE 1, 4, 5, 6, 7, 8 & 9) | 1 | 2 | 3 | 4 |
| 9. Develop and implement systematic, evidence based instructional strategies to teach skills within the general education classroom, the school, community and work settings, including. (CTC MS Std 4; CSTP 1.3, 3.5; TPE 1, 2, 3, 4, 5, 6, 7, 8, & 9) | 1 | 2 | 3 | 4 |
| 10. Use flexible grouping, individualized instruction, and whole-class instruction as needed. (CTC Program Std 9; CSTP 4.4; TPE 1, 2, 3, 4, 5, 6, 7, 8, & 9) | 1 | 2 | 3 | 4 |
| 11. Select curricula and teach reading e.g., orientation, presentation, structured guided and independent practice. (CTC Program Std 9; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 4, 5, 6, 7, 8, & 9) | 1 | 2 | 3 | 4 |
| 12. Organize and manage differentiated reading instruction and interventions including remediation strategies, accommodations, and modifications. (CTC Program Std 9; CSTP 4.5; TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10) | 1 | 2 | 3 | 4 |
| 13. Select curricula and teach listening and speaking e.g., listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication. (CTC Program Std 9; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, & 9) | 1 | 2 | 3 | 4 |
| 14. Select curricula and teach foundational writing strategies, applications according to genres, and conventions (sentence structure, grammar, punctuation, capitalization and spelling), organization and focus. (CTC Program Std 9; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, & 9) | 1 | 2 | 3 | 4 |
| 15. Plan, implement, and evaluate transitional life experiences across the lifespan. (CTC Program Std 7; TPE 3, 5 & 6) | 1 | 2 | 3 | 4 |
| 16. Teach students appropriate self-determination and expression skills. (CTC Program Std 7; CSTP 5.5; TPE 5) | 1 | 2 | 3 | 4 |
| 17. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (CTC Program Std 6; CSTP 1.4; TPE 4 & 5) | 1 | 2 | 3 | 4 |

| Behavioral, Social, and Environmental Supports for Learning Environments | | | | |
|---|---|---|---|---|
| 18. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (CTC Program Std 11, 12; CSTP 2.1, 2.2, 2.6; TPE 10 & 11) | 1 | 2 | 3 | 4 |
| 19. Establish and maintain educational environments that are free from coercion and punishment; and interventions are positive, proactive, and respectful. (CTC MS Std 6; CSTP 2.3, 2.5; TPE 11) | 1 | 2 | 3 | 4 |
| 20. Participate effectively in school wide, positive behavior support processes. (CTC MS Std 6; TPE 11) | 1 | 2 | 3 | 4 |
| 21. Design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. (CTC MS Std 6; TPE 11) | 1 | 2 | 3 | 4 |
| Effective Communication and Collaborative Partnerships | | | | |
| 22. Communicate effectively with individuals with disabilities and their parents, and primary caregivers. (CTC Program Std 4; CSTP 5.7, 6.4) | 1 | 2 | 3 | 4 |
| 23. Communicate effectively with general/special education teachers, and co-teachers, related service personnel, and administrators. (CTC Program Std 4; CSTP 6.3; TPE 10) | 1 | 2 | 3 | 4 |
| 24. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services. (CTC Program Std 4; CSTP 6.3, 6.5; TPE 10) | 1 | 2 | 3 | 4 |
| 25. Participate effectively as a team member in the IEP/transition planning process. (CTC Program Std 8; CSTP 6.3; TPE 10) | 1 | 2 | 3 | 4 |
| Moderate/Severe Disabilities Specific Competencies | | | | |
| <i>Communication Skills: Developing Social Interaction Skills and Facilitating Social Relationships</i> | 1 | 2 | 3 | 4 |
| 26. Assess their students' verbal and non-verbal communication abilities to identify effective intervention and support techniques. (CTC MS Std 2; TPE 3, 4, 5, & 11) | 1 | 2 | 3 | 4 |
| 27. Collaborate with team members, including family, to teach and facilitate each student's ability to effectively communicate and increase the extent and variety of social interaction. (CTC MS Std 3; CSTP 2.8*, 6.3, 6.4) | 1 | 2 | 3 | 4 |
| 28. Application of augmentative and alternative communication systems and devices to facilitate communication, improved academic performance, and skill development. (CTC MS Std 2, 8) | 1 | 2 | 3 | 4 |
| 29. Implement instruction of communication and social skills in general education and other integrated environments to create and facilitate opportunities for interaction. (CTC MS Std 2; CSTP 2.1, 2.8*) | 1 | 2 | 3 | 4 |
| <i>Movement, Mobility, Sensory and Specialized Health Care</i> | 1 | 2 | 3 | 4 |
| 30. Support the movement, mobility, sensory and specialized health care needs to participate fully to the fullest extent of their ability. (CTC MS Std 5) | 1 | 2 | 3 | 4 |
| 31. Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. (CTC MS Std 5) | 1 | 2 | 3 | 4 |
| 32. Consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings. (CTC MS Std 5; CSTP 6.4) | 1 | 2 | 3 | 4 |

Comments: Please describe the candidate's class composition (e.g., SES, Ethnicity, Disability Categories). Summarize the candidate's strengths, areas for professional growth and overall aptitude for teaching.

Credential Candidate's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

California State University, Dominguez Hills - Special Education Program
Early Childhood Special Education Culminating Fieldwork Competency Evaluation

Credential Candidate: _____ Term: _____

Evaluator: _____ Position: _____

Class Type: _____ Intern Option or Student Teaching Option
 (e.g., Special Day Class, Collaborative, Full Inclusion) (Circle one of the above)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. **Credential candidate must receive a minimum rating of 3 to receive Credit for SPE 455 or SPE 475 by University Supervisor and Site Administrator or Master Teacher.**

| Assessment and Program Planning including Transition | | | | |
|--|---|---|---|---|
| 1. Utilize multiple sources of developmentally appropriate and standards based assessment instruments and practices in natural environments to determine the child's development, functional behaviors, strengths, and needs within the context of the family's concerns and priorities. (CTC Program Std 5; ECSE Std 4; CSTP 5.2, 5.4; TPE 3) | 1 | 2 | 3 | 4 |
| 2. Assess students from diverse backgrounds and varying language, communication, and cognitive abilities and recognize the influence of specific disabilities on development and learning. (CTC Program Std 5; ECSE Std 4; TPE 3) | 1 | 2 | 3 | 4 |
| 3. Use both appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing) within the role of the interdisciplinary team (CTC Program Std 5; ECSE Std 4; CSTP 5.2, 5.4, 5.6*; TPE 3). | 1 | 2 | 3 | 4 |
| 4. Develop, implement, and monitor progress of the IFSP/IEP with the family and other members of the team. (CTC Program Std 8; ECSE Std 5; CSTP 4.2, 4.3, 4.4, 4.6*, 5.7*, 5.8*; TPE 2) | 1 | 2 | 3 | 4 |
| 5. Develop and implement appropriate IFSP/IEP/transition planning goals based on Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and legal requirements. (CTC Program Std 8; ECSE Std 5; CSTP 4.2, 4.4, 4.6*) | 1 | 2 | 3 | 4 |
| 6. Collaborate with personnel from other educational and community agencies to plan for successful transitions by students. (CTC Program Std 7; CSTP 6.3, 6.8*) | 1 | 2 | 3 | 4 |
| Curriculum and Instruction | | | | |
| 7. Use strengths-based and relationship-based approaches that embeds specific evidence-based practices and interventions within daily routines and natural environments. (CTC Program Std 13; ECSE Std 3, 6; TPE 1, 4, & 6) | 1 | 2 | 3 | 4 |
| 8. Design and implement intervention and instructional strategies that address specific learning needs, that are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. (CTC Program Std 13; ECSE Std 6; CSTP 1.2, 4.1, 4.3, 4.4, 4.5; TPE 7 & 11) | 1 | 2 | 3 | 4 |
| 9. Implement processes and strategies that support transitions among settings for infants and young children including teaching self-determination and communication skills (CTC Program Std 7; ECSE Std 5; CSTP 1.3, 1.4) | 1 | 2 | 3 | 4 |
| 10. Demonstrate skills in working with young child individually, in small and, and whole-class instruction as needed. (CTC Program Std 9; ECSE Std 10) | 1 | 2 | 3 | 4 |
| 11. Demonstrate components of effective instruction and intervention of early literacy as described in the Preschool Learning Foundations and Kindergarten standards (CTC Program Std 9; CSTP 3.1, 3.2, 3.4, 3.6*) | 1 | 2 | 3 | 4 |
| 12. Demonstrate components of effective instruction and intervention in listening and speaking as described in the Preschool Learning Foundations and Kindergarten standards (CTC Program Std 9; CSTP 3.1, 3.2, 3.4, 3.6**) | 1 | 2 | 3 | 4 |
| 13. Demonstrate components of effective instruction and intervention of writing as described in the Preschool Learning Foundations and Kindergarten standards (CTC Program Std 9; CSTP 3.1, 3.2, 3.4, 3.6**) | 1 | 2 | 3 | 4 |
| 14. Implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills. (CTC Program Std 10; TPE 7 & 11) | 1 | 2 | 3 | 4 |
| 15. Use of computer-based technology for information collection, analysis and management in the instructional setting. (CTC Program Std 6) | 1 | 2 | 3 | 4 |

| | | | | |
|--|---|---|---|---|
| 16. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (CTC Program Std 6; CSTP 3.5) | 1 | 2 | 3 | 4 |
| Behavioral, Social, and Environmental Supports for Health Learning Environments | | | | |
| 17. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (CTC Program Std 12; CSTP 2.2, 2.3, 2.4*; TPE 1, 3, 4, 6, & 11) | 1 | 2 | 3 | 4 |
| 18. Support positive learning experiences for young children with disabilities in a wide range of natural environments. (CTC ECSE Std 7; CSTP 2.4*) | 1 | 2 | 3 | 4 |
| 19. Utilize universal precautions designed to protect the health and safety of the candidates themselves. (CTC Program Std 14; TPE 11) | 1 | 2 | 3 | 4 |
| 20. Organize space, time, and materials to match the child's individual learning needs in safe, natural and structured environments. (CTC Program Std 11; ECSE Std 7; CSTP 2.1, 2.4*, 2.5) | 1 | 2 | 3 | 4 |
| Effective Communication and Collaborative Partnerships | | | | |
| 21. Communicate effectively with young children with disabilities and their families including those from culturally and linguistically diverse backgrounds to provide information regarding typical developmental expectations as well as the impact of the disability on developmental progress. (CTC Program Std 4; ECSE Std 2; CSTP 5.1, 5.5, 6.4; TPE 11) | 1 | 2 | 3 | 4 |
| 22. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. (CTC Program Std 4; TPE 10; CSTP 2.7*, 6.8*) | 1 | 2 | 3 | 4 |
| 23. Participate as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. (CTC Program Std 4; ECSE Std 8; CSTP 5.5, 6.7*; TPE 10) | 1 | 2 | 3 | 4 |
| 24. Consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments). (CTC Program Std 4; ECSE Std 8; CSTP 2.8*, 6.5, 6.8*) | 1 | 2 | 3 | 4 |
| 25. Consult and collaborate with appropriate specialist in implementing developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families (CTC ECSE Std 9; CSTP 6.5) | 1 | 2 | 3 | 4 |

Comments: Please describe the candidate's class composition (e.g., SES, Ethnicity, Disability Categories). Summarize the candidate's strengths, areas for professional growth and overall aptitude for teaching.

Appendix D

Program Plans

On the following pages are the Program Plan for the Intern and Student Teaching options for the Mild/Moderate, Moderate/Severe, and Early Childhood Preliminary Credential Programs, for the Early Childhood Added Authorization Program, for the MA Program, and for the Induction Program.

Preliminary Education Specialist Teaching Credential Early Childhood Special Education

The Early Childhood Special Education (ECSE) Education Specialist Preliminary teaching credential authorizes services for children ages birth to pre-kindergarten with mild/moderate/severe developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and emotional disturbance.

Student Teaching Option

Preliminary Course Requirements

| | | | |
|---------|---------------------|---|---------|
| 6 units | Pre-Service | SPE 480 Educating Exceptional Children and Youth | 3 |
| | Pre-Service | SPE 481 Educating Diverse Learners w/Exceptionalities | 3 |
| 9 units | Semester 1 | SPE 553 Assessment in ECSE and Mod/Severe Disabilities | 3 |
| | Semester 1 | SPE 461 (561) Typical/Atypical Development and Assessment Issues in Special and General Education | 3 |
| | Semester 1 | SPE 552 Communicative and Collaborative Partnerships with Families and Professionals | 3 |
| | Semester 2 | SPE 554 Curriculum and Instruction in ECSE (fall only) | 3 |
| 9 units | Semester 2 | SPE 462 (560) Language Disorders and Communication | 3 |
| | Semester 2 | SPE 549 Seminar in Infants and Toddlers in ECSE (spring only-must apply during previous semester) | 2 |
| | Semester 2 | SPE 550 Fieldwork in Infants and Toddlers in Early Childhood Special Education*(spring only-must apply during previous semester) | 1 |
| 9 units | Semester 3 | SPE 458 (558) Behavior Management in School Settings | 3 |
| | Semester 3 | SPE 551 Biomedical Information and Technological Intervention with Children with Disabilities (fall only) | 3 |
| | Semester 3 | TED 403 Elementary Reading /Language Arts I: K-3 (not required for students with multiple subject credential) | 3 |
| 9 units | Semester 4 | SPE 575 Student Teaching in ECSE* (must apply for during previous semester) | 9 |
| | *Supervision | You must submit an application the prior semester Deadlines: Fall- April 1 st and Spring- October 1 st Late applications may only be approved for compelling reasons. | -- - |

Additional Requirements for Preliminary

| | | | |
|---------|--------------|--|---|
| 2 units | Any semester | HEA 300 Health in Public Education (with CPR certification) >Required for Level I candidates when they are in Level II or Clear Program >If individual has a Clear Multiple/Single Subject, they have met the Health requirement | 2 |
|---------|--------------|--|---|

All Preliminary coursework must be completed before beginning the Clear Core, and a Change of Objective must be submitted.

Preliminary Education Specialist Teaching Credential Early Childhood Special Education

The Early Childhood Special Education (ECSE) Education Specialist Preliminary teaching credential authorizes services for children ages birth to pre-kindergarten with mild/moderate/severe developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and s emotional disturbance.

University Intern Program

Preliminary Course Requirements

| | | | |
|----------|---------------------|---|-----|
| 6 units | Pre-Service | SPE 480 Educating Exceptional Children and Youth | 3 |
| | Pre-Service | SPE 481 Educating Diverse Learners w/Exceptionalities | 3 |
| 9 units | Semester 1 | SPE 553 Assessment in ECSE and Mod/Severe Disabilities | 3 |
| | Semester 1 | SPE 461 (561) Typical/Atypical Development and Assessments Issues in Special and General Education | 3 |
| | Semester 1 | SPE 523 Special Education Intern Initial Field Experience /Seminar | 3 |
| 12 units | Semester 2 | SPE 554 Curriculum and Instruction in ECSE | 3 |
| | Semester 2 | SPE 462 (560) Language Disorders and Communication | 3 |
| | Semester 2 | SPE 525 Special Education Intern Advanced Field Experience /Seminar | 3 |
| | Semester 2 | SPE 549 Seminar in Infants and Toddlers in ECSE | 2 |
| | Semester 2 | SPE 550 Fieldwork in Infants and Toddlers in ECSE* | 1 |
| 11 units | Semester 3 | TED 403 Elementary Reading / Language Arts I: K-3 | 3 |
| | Semester 3 | SPE 458 Behavior Management in School Settings | 3 |
| | Semester 3 | SPE 552 Communicative and Collaborative Partnerships with Families and Professionals | 3 |
| | Semester 3 | SPE 458 Behavior Management in School Settings. | 3 |
| | Semester 3 | SPE 526 SpEd Intern Continuing Field Experience /Seminar | 2 |
| 9 units | Semester 4 | SPE 551 Biomedical Information and Technological Intervention with Children with Disabilities | 3 |
| | Semester 4 | SPE 555 Practicum Directed Teaching in ECSE* | 6 |
| | *Supervision | You must submit an application the prior semester Deadlines: Fall- April 1 st and Spring- October 1 st Late applications may only be approved for compelling reasons. | --- |

Additional Requirements for Preliminary

| | | | |
|---------|--------------|--|---|
| 2 units | Any semester | HEA 300 Health in Public Education (with CPR certification) >Required for Level I candidates when they are in Level II or Clear Program >If individual has a Clear Multiple/Single Subject, they have met the Health requirement | 2 |
|---------|--------------|--|---|

All Preliminary coursework must be completed before beginning the Clear Core, and a Change of Objective must be submitted.

Preliminary Education Specialist Teaching Credential Mild/Moderate Disabilities

The Mild/Moderate Disabilities (M/M) Education Specialist Preliminary teaching credential authorizes services for children and youth in grades K-12 and adults through age 21 with specific learning disabilities, mild to moderate developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and emotional disturbance.

Student Teaching Option

Preliminary Course Requirements

| | | | |
|--------------|---------------------|---|------------------|
| 6 units | Pre-Service | SPE 480 Educating Exceptional Children and Youth | 3 |
| | Pre-Service | SPE 481 Educating Diverse Learners w/Exceptionalities | 3 |
| 7 or 9 units | Semester 1 | SPE 458 (448) Behavior Management in School Settings | 3 |
| | Semester 1 | SPE 461 (561) Typical/Atypical Development and Assessment Issues in Special and General Education | 3 |
| | Semester 1 | SPE 403 (503) Reading and Language Arts Instruction for K-12 Student with Disabilities (fall only) OR SPE 504 Reading/Language Arts for 9-12 Students with Disabilities (fall only) – If completed TED 403 and 404 or has Multiple Subject Credential | 3 OR 1 |
| | Semester 2 | SPE 467 (567) Assessment of Students with Mild/Mod Disabilities | 3 |
| | Semester 3 | TED 410 Elementary Mathematics Methods (not required for students with Multiple Subject Credential) | 3 |
| 6 units | Semester 3 | SPE 462 (560) Language Disorders and Communications | 3 |
| 12 units | Semester 4 | SPE 405 (505) Collaborating to Develop Self-Determined Learners | 3 |
| | Semester 4 | SPE 479S (579S) Student Teaching of Individuals with Mild/Moderate Disabilities*(must apply during previous semester) | 9 |
| | *Supervision | You must submit an application the prior semester Deadlines: Fall- April 1 st and Spring- October 1 st Late applications may only be approved for compelling reasons. | --- |

Additional Requirements for Preliminary

| | | | |
|---------|--------------|--|----|
| 2 units | Any semester | HEA 300 Health in Public Education (with CPR certification) >Required for Level I candidates when they are in Level II or Clear Program >If individual has a Clear Multiple/Single Subject, they have met the Health requirement | 2 |
| | | Reading Instruction Competence Assessment (RICA) Completion | -- |

All Preliminary coursework must be completed before beginning the Clear Core, and a Change of Objective must be submitted.

Preliminary Education Specialist Teaching Credential Mild/Moderate Disabilities

The Mild/Moderate Disabilities (M/M) Education Specialist Preliminary teaching credential authorizes services for children and youth in grades K-12 and adults through age 21 with specific learning disabilities, mild to moderate developmental and intellectual disabilities, autism, other health impairments, traumatic brain injury, and emotional disturbance.

University Intern Program

Preliminary Course Requirements

| | | | |
|--------------|---------------------|---|---------|
| 6 units | Pre-Service | SPE 480 Educating Exceptional Children and Youth | 3 |
| | Pre-Service | SPE 481 Educating Diverse Learners w/Exceptionalities | 3 |
| 9 units | Semester 1 | SPE 458 (558) Behavior Management in School Settings | 3 |
| | Semester 1 | SPE 467 (567) Assessment of Students with Mild/Mod Disabilities | 3 |
| | Semester 1 | SPE 523 SpEd Intern Initial Field Experience/Seminar | 3 |
| | Semester 2 | SPE 403 (503) Reading and Language Arts Instruction for K-12 Students with Disabilities (fall only) OR SPE 504 Reading/Language Arts for 9-12 Students with Disabilities (fall only)- If completed TED 403 and 404 or has Multiple Subject Credential | OR 1 |
| | | SPE 468 (568) Instructional Strategies and Early Fieldwork for Individuals | 3 |
| 7 or 9 units | Semester 2 | SPE 525 SpEd Intern Advanced Field Experience/Seminar | 3 |
| | Semester 3 | TED 410 Elementary Mathematics Methods (not required for students with Multiple Subject Credential) | 3 |
| 11 units | Semester 3 | SPE 461 (561) Typical/Atypical Development and Assessment Issues in Special and General Ed. | 3 |
| | Semester 3 | SPE 462 (560) Language Disorders and Communications | 3 |
| | Semester 3 | SPE 526 SpEd Intern Continuing Field Experience/Seminar | 2 |
| | Semester 4 | SPE 405 (505) Collaborating to Develop Self-Determined Learners | 3 |
| 9 units | Semester 4 | SPE 569 Directed Teaching of Individuals with Mild/Moderate Disabilities* (must apply during previous semester) | 6 |
| | *Supervision | You must submit an application the prior semester Deadlines: Fall- April 1 st and Spring- October 1 st Late applications may only be approved for compelling reasons. | --- |

Additional Requirements for Preliminary

| | | | |
|---------|--------------|--|---|
| 2 units | Any semester | HEA 300 Health in Public Education (with CPR certification) >Required for Level I candidates when they are in Level II or Clear Program >If individual has a Clear Multiple/Single Subject, they have met the Health requirement | 2 |
| | | Reading Instruction Competence Assessment (RICA) Completion | |

All Preliminary coursework must be completed before beginning the Clear Core, and a Change of Objective must be submitted

Preliminary Education Specialist Teaching Credential Moderate/Severe Disabilities

The Moderate/Severe Disabilities (M/S) Education Specialist Preliminary teaching credential authorizes services for children and youth in grades K-12 and adults through age 21 with autism, deaf-blindness, moderate to severe developmental and intellectual disabilities, multiple disabilities, traumatic brain injury, and emotional disturbance.

Student Teaching Option

Preliminary Course Requirements

| | | | |
|----------|---------------------|---|-----|
| 6 units | Pre-Service | SPE 480 Educating Exceptional Children and Youth | 3 |
| | Pre-Service | SPE 481 Educating Diverse Learners w/Exceptionalities | 3 |
| 9 units | Semester 1 | SPE 553 Assessment in ECSE and Mod/Severe Disabilities | 3 |
| | Semester 1 | SPE 458 (448) Behavior Management in School Settings | 3 |
| | Semester 1 | SPE 461 (561) Typical/Atypical Development and Assessment Issues in Special and General Education | 3 |
| 12 units | Semester 2 | TED 403 Elementary Reading /Language Arts 1:K-3 | 3 |
| | Semester 2 | TED 410 Elementary Mathematic Methods (not required for students with Multiple Subject Credential) | 3 |
| | Semester 2 | SPE 565 Instructional Planning and Curriculum Development for Individuals with Mod/Severe Disabilities(fall only) | 3 |
| | Semester 2 | SPE 456 (556S) Field Experiences in General and Special Education, Student Teaching Option* (must apply for during previous semester) | 3 |
| 9 units | Semester 3 | SPE 552 Communicative and Collaborative Partnerships with Families and Professionals | 3 |
| | Semester 3 | SPE 551 Biomedical Information and Technological Intervention with Children with Disabilities (fall only) | 3 |
| | Semester 3 | SPE 462 (560) Language Disorders and Communications | 3 |
| 12 units | Semester 4 | SPE 405 (505) Collaborating to Develop Self-Determined Learners | 3 |
| | Semester 4 | SPE 576 Student Teaching of Individuals with Mod/Severe Disabilities* (must apply for during previous semester) | 9 |
| | *Supervision | You must submit an application the prior semester Deadlines: Fall- April 1 st and Spring- October 1 st Late applications may only be approved for compelling reasons. | --- |

Additional Requirements for Preliminary

| | | | |
|---------|--------------|--|----|
| 2 units | Any semester | HEA 300 Health in Public Education (with CPR certification) >Required for Level I candidates when they are in Level II or Clear Program >If individual has a Clear Multiple/Single Subject, they have met the Health requirement | 2 |
| | | Reading Instruction Competence Assessment (RICA) Completion | -- |

All Preliminary coursework must be completed before beginning the Clear Core, and a Change of Objective must be submitted.

Preliminary Education Specialist Teaching Credential Moderate/Severe Disabilities

The Moderate/Severe Disabilities (M/S) Education Specialist Preliminary teaching credential authorizes services for children and youth in grades K-12 and adults through age 21 with autism, deaf-blindness, moderate to severe developmental and intellectual disabilities, multiple disabilities, traumatic brain injury, and emotional disturbance.

University Intern Program

Preliminary Course Requirements

| | | | |
|----------|---------------------|---|-----|
| 6 units | Pre-Service | SPE 480 Educating Exceptional Children and Youth | 3 |
| | Pre-Service | SPE 481 Educating Diverse Learners w/Exceptionalities | 3 |
| 9 units | Semester 1 | SPE 458 (448) Behavior Management in School Settings | 3 |
| | Semester 1 | SPE 461 (561) Typical/Atypical Developmental and Assessment Issues in Special and General Education | 3 |
| | Semester 1 | SPE 523 Special Education Intern Initial Field Experience/Seminar | 3 |
| 12 units | Semester 2 | TED 403 Elementary Reading / Language Arts I:K-3(not required for students with Multiple Subject Credential) | 3 |
| | Semester 2 | SPE 553 Assessment in ECSE and Mod/Severe Disabilities | 3 |
| | Semester 2 | SPE 565 Instructional Planning and Curriculum Development for Individuals with Mod/Severe Disabilities (fall only) | 3 |
| | Semester 2 | SPE 525 Special Education Intern Advanced Field Experience/Seminar (fall only) | 3 |
| 11 units | Semester 3 | TED 410 Elementary Mathematics Methods (not required for students with Multiple Subject Credential) | 3 |
| | Semester 3 | SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (fall only) | 3 |
| | Semester 3 | SPE 462 (560) Language Disorders and Communications | 3 |
| | Semester 3 | SPE 526 SpEd Intern Continuing Field Experience /Seminar | 2 |
| 12 units | Semester 4 | SPE 552 Communicative and Collaborative Partnerships with Families and Professionals | 3 |
| | Semester 4 | SPE 405 (505) Collaborating to Develop Self-Determined Learners | 3 |
| | Semester 4 | SPE 566 Directed Teaching of Individuals with Mod/Severe Disabilities * (must apply for during previous semester) | 6 |
| | *Supervision | You must submit an application the prior semester Deadlines: Fall- April 1 st and Spring- October 1 st Late applications may only be approved for compelling reasons. | --- |

Additional Requirements for Preliminary

| | | | |
|---------|--------------|--|----|
| 2 units | Any semester | HEA 300 Health in Public Education (with CPR certification) >Required for Level I candidates when they are in Level II or Clear Program >If individual has a Clear Multiple/Single Subject, they have met the Health requirement | 2 |
| | | Reading Instruction Competence Assessment (RICA) Completion | -- |

Appendix E

Program Advisement Plan Sample

The following page is the Mild/Moderate Intern Option sample of the Program Advisement Plan. Please see your advisor for plans for you specific program.

California State University, Dominguez Hills
Program Plan for the Education Specialist Credential
Mild/Moderate Disabilities Intern Option

Name _____ Student ID _____
 Last First MI
 Address: _____
 Street City Zip Code
 Phone # _____ Email: _____

| Total Units | Progression | Course # | Course Title | Units | Grade | Trans Course # and Title |
|---|-------------|----------|--|--------|-------|--------------------------|
| A. Preliminary Course Requirements | | | | | | |
| 6 Units | Pre-Service | SPE 480 | Educating Exceptional Children and Youth | 3 | | |
| | Pre-Service | SPE 481 | Educating Diverse Learners w/Exceptionalities | 3 | | |
| 9 Units | Semester 1 | SPE 458 | Managing Learning Environments in SpEd. and GenEd. | 3 | | |
| | Semester 1 | SPE 523 | SpEd Intern Initial Field Experience | 3 | | |
| | Semester 1 | SPE 467 | Assessment of Students with Mild/Mod Disabilities | 3 | | |
| 7 or 9 Units | Semester 2 | SPE 403 | Reading and Language Arts Instruction for K-12 Student (fall only) OR SPE 504 Reading/Language Arts for 9-12 Students with Disabilities (fall only) – If completed TED 403 and 404 or has Multiple Subject Credential | 3 or 1 | | |
| | Semester 2 | SPE 468 | Instructional Strategies for Students with Mild/Mod Disabilities | 3 | | |
| | Semester 2 | SPE 525 | SpEd Intern Advanced Field Experience | 3 | | |
| 11 Units | Semester 3 | TED 410 | Methods for Teaching Mathematics (not required for students with Multiple Subject Credential) | 3 | | |
| | Semester 3 | SPE 461 | Typical/Atypical Development | 3 | | |
| | Semester 3 | SPE 462 | Language Disorders and Communications | 3 | | |
| | Semester 3 | SPE 526 | SpEd Intern Continuing Field Experience (only if needed) | 2 | | |
| 12 Units | Semester 4 | SPE 405 | Collaborating to Develop Self-Determined Learners | 3 | | |
| | Semester 4 | SPE 569 | Directed Teaching* (must apply during previous semester) | 9 | | |

*Supervision class (Final Field): Must submit application the prior semester, Deadlines: Fall - April 1st and Spring - October 15

B. Additional Requirements for Preliminary

| | | | | | | |
|---------|--------------|---------|--|---|--|--|
| 2 Units | Any Semester | HEA 300 | Health in Public Education (with CPR certification) >Required for Level I candidates when they are in Level II or Clear Program >If individual has a Clear Multiple/Single Subject, they have met the Health requirement | 2 | | |
|---------|--------------|---------|--|---|--|--|

Total Units

Notes: _____

Student: _____ Date _____
 Faculty Advisor: _____ Date _____
 Department Chair: _____ Date _____

Clear Credential Core Requirements (12 units) "Under Development"

- This plan is the course sequence for the credential only. Please see your advisor regarding requirements for the M.A. degree.
- Refer to the University Catalog and the SPE Program Handbook for requirements and procedures.

Appendix F

Master's Degree Capstone Alternatives

Comprehensive Exam

The comprehensive examination consists of four (4) essays: two essays selected by the program; two by the candidate.

Comprehensive Exam Requirements

- Candidates must be enrolled in coursework during the semester that they take the comprehensive examination. If all coursework is completed and candidates are not enrolled in any university courses, they must enroll in SPE 600. All candidates seeking to enroll in SPE 600 must complete the application process. Applications are available in the SPE Advisory under Organizations on Blackboard.
- Candidates seeking to complete the MA Exam must submit an application to the Special Education Program.. The application is to be submitted within the first three weeks of the semester the examination is to be taken. Applications and instructions are available in the SPE Advisory under Organization on Blackboard.
- Candidates may retake the comprehensive examination one time provided it is within the seven-year limit for coursework. The thesis is not an option for someone who selected the exam option, but did not receive a passing score on all essays.

Thesis Requirements

- See advisor for thesis preparation guidelines. Candidates must have the approval of a faculty advisor prior to enrolling for thesis courses.
 - The approval of the Thesis Committee must be secured before beginning work on the thesis. This approval requires the signature of the three faculty members (designate chair) who have agreed to serve on the Thesis Committee. Approval forms are available online at https://www.csudh.edu/Assets/csudh-sites/graduate-studies/docs/thesis/Intent-to-Submit/Intent%20to%20Submit_revised%20102018.pdf.
- Candidates enroll in a thesis course after completing the Course of Study. There is a required minimum of two semesters (3 units each) of thesis coursework.
- During the semester that candidate writes the thesis, they must be enrolled in thesis coursework.
- A Thesis/Project packet entitled *Thesis and Project Guide* is available in the campus bookstore or online at <https://www.csudh.edu/gsr/graduate-studies/thesis/thesis-project-guides>.

Appendix G

Bilingual Authorization

4. Bilingual Authorization

All candidates pursuing the Bilingual Authorization must contact the Bilingual coordinator Dr. Elexia Reyes McGovern by email at emcgovern@csudh.edu to make an advising appointment.

The Bilingual Authorization (offered in Spanish) licenses the holder to teach in the approved target language.

The candidate must fulfill requirements in the following areas:

- Language Proficiency
- Culture of Emphasis
- Methods
- Supervised Dual Language/Bilingual Fieldwork

The Language Proficiency requirement may be met by one of the following options. (*Note: Interns must meet the language proficiency requirement prior to attaining Intern status.*):

- SPA 280: Grammar for Spanish Composition & SPA: 341 Advanced Conversation (*Note: Must maintain the GPA requirement of your undergraduate, credential, or MA program*)

OR

- CSET Spanish Subtest III – passing score

The Culture of Emphasis requirement may be met by one of the following options:

- Spanish 351 Hispanic Culture (*Note: Must maintain the GPA requirement of your undergraduate, credential, or MA program*)

OR

- CSET Spanish Subtest V – passing Score

The Methods requirement is met through the following coursework. (*Note: Interns must meet this requirement during their first year of service.*):

- SPE 481: Diverse Learners with Exceptionalities
- TED 403: Elementary Reading/Language Arts: K-3 (Bilingual section)
- SPE 522 Teaching Bilingual Learners in Inclusive Dual Settings
- TED 410: Elementary Math Methods (Bilingual Section) - Mild/Moderate and Moderate/Severe pathways only.

The Fieldwork requirement is met by completing fieldwork in a Dual Language or Bilingual school setting.

EXPAND YOUR POSSIBILITIES!

Earn Your Bilingual Authorization

Be prepared to teach:

- Instruction for English Language Development (ELD)
- Instruction for Spanish Language Development
- Specially Designed Academic Instruction delivered in English (SDAIE)
- Content Instruction delivered in Academic Spanish

Program Requirements

| Program Type | Language Proficiency | Culture | Methods | Fieldwork |
|---|--|---------------------------|--|--|
| Multiple Subject | SPA 280: Grammar for Spanish Composition SPA: 341 Advanced Conversation | SPA 351: Hispanic Culture | TED 507: Language Learning TED 403: Rdg & Lang. Arts K-3 TED 412: History and Reading TED 416: Science TED 410: Math | TED 433: Bil./Dual TED 435: Bil./Dual Interns: TED 445 |
| Single Subject | SPA 280 SPA 341 | SPA 351 | TED 507 | TED 435: Bil./Dual TED 455: Bil./Dual Interns: TED 445 |
| Special Education Early Childhood Moderate/Severe Mild/Moderate* | SPA 280 SPA 341 | SPA 351 | SPE 481: Diverse Learners with Exceptionalities. SPE 462: Language Disabilities TED 403 / SPE 304: Reading or *SPE 503: Reading Lang. Arts. SPE 522 Teaching Bil. Learners in Inclusive Dual Settings (Fall 2017) | SPE Fieldwork Bilingual / Dual |

Alternate Option for Language and Culture—CSET: LOTE Sub-tests III & V

California State
University
Dominguez Hills

College of Education,
Teacher Education
Division

1000 E. Victoria Street
Carson, CA 90747

CSUDH
COLLEGE OF
EDUCATION

For more information

Contact

Dr. Lilia Sarmiento,

Bilingual Coordinator

College of Education

310-243-1026

lsarmiento@csudh.edu



Appendix H

Competency Checklists

On the following pages are the Competency for the Mild/Moderate, Moderate/Severe, and Early Childhood Preliminary Credential Programs.