Leadership within the CSUEB Special Education Credential Program and Communication within the Institution

Leadership of the Special Education credential programs at CSUEB is provided by Dean Carolyn Nelson and Associate Dean Jeanette Bicais, with Chair Jack Davis at the Educational Psychology Department level. The Special Education Program Coordinators serve in leadership positions for the respective programs. The Credentials Student Services Center (CSSC) office is open for students and applicants as well as for faculty in the Art & Education building, M-F 12-5 PM, year round. Faculty provide Group Advising sessions for each year’s cohort after classes in the early evening, at minimum quarterly, and hold regular, scheduled office hours for current SPED credential candidates, undergraduates in the Liberal Studies SPED Option (Minor) and potential students/applicants on at least two different days a week each quarter. Office hours are listed on each Faculty member/instructor’s course syllabus as well. Faculty are also actively engaged in recruitment for the SPED programs through, for example: 1) attendance and presentation to twice monthly Information Sessions held throughout AY and periodically during Summer quarter by the CSSC for all potential credential applicants; with the Info Session PowerPoint presentation used there at [http://www20.csueastbay.edu/ceas/cssc/files/docs/cssc-ted-cred-info-powerpoint-012314.pdf](http://www20.csueastbay.edu/ceas/cssc/files/docs/cssc-ted-cred-info-powerpoint-012314.pdf) 2) quarterly faculty –initiated and led Information Sessions specifically for potential Education Specialist, TED SPED and Master’s Degree applicants, with presentations by Program graduates as well as faculty, announced on SPED and CSSC web pages and publicized as well through faculty emails to our extensive district and organization contacts list and our Advisory Committee, and appear as well in CSSC Facebook postings, and 3) continued updating of all program materials on our web pages, using colorful brochures as well as SPED and SPED intern handbooks [http://www20.csueastbay.edu/ceas/departments/epsy/files/docs/SPEDhandbook-2014.pdf](http://www20.csueastbay.edu/ceas/departments/epsy/files/docs/SPEDhandbook-2014.pdf)

Communication within the Program

Special education Co-coordinators, Dr. Jacki Anderson/Dr. Ann Halvorsen (Moderate-Severe disabilities) and Dr. Linda Smetana (Mild-Moderate disabilities) have primary responsibility for coordinating the concurrent Education Specialist preliminary credentials along with the Internship and Master’s degree programs. From 2008 through 2013 Dr. Ann Halvorsen coordinated the Internship Program for the two specialist credential areas; a College level coordinator, Ms. Dania Massey, is in place as of 2014 across departments and programs, to manage and ensure the oversight of all new CTC Internship support and supervision requirements.

Multiple vehicles support ongoing communication among faculty and with fieldwork supervisors, across Departments, with instructors and Master Teachers in the field. Two
units per quarter are provided for Coordinators’ responsibilities in annual and quarterly scheduling; for arranging, supporting, reviewing and assigning, e.g. Master Teachers, candidate field placements, university supervision of student teachers and Interns, training and coordination and performance reviews of lecturers and supervisors with the Chair, ongoing and specialized advising, candidate recruitment and program review within the College and with the community. Each year’s incoming 35-40 Education Specialist and Multiple Subject credentials cohort is jointly coordinated by SPED and Teacher Education (TED) faculty with units per year allocated to TED Team Leader and Department Chair Dr. Eric Engdahl, for TED-SPED Coordination through TED in the candidates’ first year. All TED SPED candidates have been interviewed by faculty and attend a joint Orientation Session prior to program start. SPED and TED faculty meet together monthly or more when needed, to address cross-departmental program coordination, review student progress, any program and/or candidate issues; and communicate by electronic means between meetings as needed. SPED faculty meet every two weeks or more often for internal coordination and review, and are in frequent electronic communication. Supervisors and other part time faculty for TED-SPED are hired by the respective departments of Educational Psychology or Teacher Education, and the performance of those teaching in the concurrent program is discussed together. SPED Instructors are included in annual (typically in Summer quarter) Curriculum Review retreats held by the SPED faculty.

Stakeholder Input

The SPED Advisory Committee with representation of program graduates (teachers, administrators), district/SELPA SPED and site level administration, Human Resources personnel, as well as Parent Training and Information Center/advocacy organizations, meets annually, and electronic communications occur several times a year for, e.g. program recruitment and application deadline reminders, and updates, such as recent Internship changes. Members are active participants in program reviews both before and during CTC site visits. Members communicate as well through joint attendance at, for example, the Clear SPED Induction Consortia meetings in East Bay counties; faculty membership on various district activities such as PBS Advisories and Significant Disproportionality Advisory Committees. In addition, several large districts (e.g. Oakland and SFUSD) who requested to have their personnel come to campus for district specific recruitment sessions for pending SPED graduates and Interns, hold these each Spring, after class time, for candidates’ convenience. Finally, key input is received through Employer Evaluations distributed annually to local district and site administrators where recent graduates are teaching. Annual CTC data from Intern online surveys have provided additional input from employers, and annual Program Completer survey data are reviewed and considered as well.

Structure of Coursework and Field Experiences in the Credential program

The Education Specialist programs prepare candidates to individually and collaboratively assess for and plan instruction, use evidence-based practices to teach, and monitor and evaluate the effectiveness of instruction across a full range of specialized instructional
services occurring within general education classrooms, special education classrooms/specialized settings, tiered intervention settings, and the community. All candidates possess or obtain concurrent general education credential(s) and complete all fieldwork experiences in diverse Bay Area schools. Signature in-course Assignments are aligned with fieldwork and program standards and supervised fieldwork experiences are completed by candidates in six of seven quarters. The common trunk of coursework is illustrated by the SPED Program Overview Table. The Standards and Course Matrixes illustrate the program’s structure (Program Standards Matrix and Specialized Standards Matrix).

Program Modifications within the Recent Two Years

The Preliminary Education Specialist Credentials in Mild-Moderate and Moderate-Severe Disabilities are CSUEB’s two primary SPED credential programs. The first Preliminary Credential cohort graduated in June, 2013 and the second in 2014. In the last two years most CSUEB Level 1 graduates who completed the former program in June 2012 have completed their Level II credentials; no new Level II candidates have been admitted since programs closed. One Authorization was added in 2011-2012 in Autism Spectrum Disorder, discussed within the Program Document. In 2012, Dr. Smetana began development of the Early Childhood Special Education Added Authorization program, which has been approved by CTC and will begin this Fall 2014, initially through the Continuing Education division. During its development, given the small SPED program faculty resources, Dr. Smetana needed to take a leave from her program coordination activities, which were assumed by a current lecturer. She has returned as Coordinator of the Ed Specialist Mild-Moderate Disabilities Credential and Master’s Degree programs as of July 2014.

Course of Study: Description of the Sequence

The programs’ curriculum delivery includes concurrent, sequentially organized course and field work designed so that each of the seven quarters of study build upon prior quarters’ work, allowing candidates to develop increasingly complex activities and build their skills as educators. The sequence includes significant overlap for MM and MS candidates (7 courses) in a common trunk, as well as distinct specialization course and fieldwork/student teaching as depicted in the SPED Program Overview Table and the TED-SPED Course and Fieldwork sequence.

Coordination of Coursework with Fieldwork Delivery System

The common ‘trunk’ of seven initial and advanced Specialist courses for credential candidates in both mild-moderate and moderate-severe disabilities in areas include: instructional strategies and evidence based practices in universally designed standards-based instruction; multi-tiered systems of support/intervention; collaborative skills/processes from IEP work to co-teaching, transitions; special education law and program design; positive behavioral support; communication and social networks, augmentative
communication, assistive technology and professional learning design. This common trunk of preparation also includes the Autism Authorization. Additional elements include:

- **Four quarters of coursework that include both Multiple Subjects and Special Education areas** for all candidates in the TED SPED program;
- **Three quarters with advanced coursework in common and specialized areas** of mild-moderate and moderate-severe disabilities;
- **Two quarters of Teacher Education Department Student Teaching** – University supervised student teaching in general education primary and upper elementary grades paired with all Multiple Subjects required coursework and TPEs, as well as successful PACT completion, or, program entry with Multiple or Single Subjects credential;
- **Four quarters of Special Education Fieldwork/Student Teaching** – University supervised fieldwork with Master Teachers and one quarter full-time supervised student teaching with a Master Teacher, and/or
- **Employment as an Education Specialist Intern** (40-80% time in Moderate-Severe Disabilities with additional fieldwork requirements, or up to 100% time in Mild-Moderate Disabilities) while completing the Education Specialist credential, or starting in Year 2 if completing the TED SPED program, in approved LEAs with new CSUEB support and supervision agreements.

**Additional Elements**

- **Coursework** emphasizes universally designed and differentiated instruction and curriculum across Common Core State Standards (CCSS) and all academic and functional domains and specialized evidence-based instructional strategies addressing acquisition and generalization of skills across domains, positive behavioral support, classroom/case management and collaboration;
- **Field experiences** provide the opportunity for University Supervisors and Master Teachers to facilitate candidates’ application of skills, knowledge, and dispositions in diverse school settings across ages and ranges of disability and needs represented by the credential;
- **Formative and summative assessments** provide candidates with the platform to demonstrate required outcomes/competence at each stage of preparation through course-associated and Signature Assignments including quarterly Fieldwork evaluations as well as through the Multiple Subjects PACT TPA assessment in Year 1 for TED SPED candidates, prior to moving forward. Candidates demonstrate competence in all areas of the standards prior to being recommended for the preliminary credentials.
- **Assessment of candidates each quarter includes**: Written supervisor observations and evaluation, performance assessments submitted through Blackboard (EPSY 6860/6862/6880 Fieldwork and Student Teaching Evaluations) and Taskstream (PACT) assessment. Data are collected within each class through assignments and formative assessment documentation, and the culminating preliminary credential review.
Types of Coursework in Critical Areas (e.g. English learners for all initial teaching programs)

All candidates in Education Specialist Mild-Moderate or Moderate-Severe Disabilities Credential programs are prepared to demonstrate knowledge of developing English Language skills among all pupils, including students for whom English is a second language. Individuals enter the credential programs through one of two pathways: TED/SPED or SPED-only. Candidates who enter the TED-SPED program complete the current requirements for both Education Specialist and Multiple Subject Credentials. Candidates who enter the program through the SPED-only pathway hold a valid California Multiple or Single Subject Credential with ELD Authorization. The TED/SPED course of study includes courses for the embedded English Language Development (ELD) authorization within the Multiple Subject credential. In this pathway candidates complete TED 5355 - Equity and Diversity/Teaching English Learners A and TED 5366 Equity and Diversity/Teaching English Learners B. These courses focus on effective instruction for teaching English Learners. Candidates in the TED/SPED program also complete a three-quarter series for teaching Reading and Language Arts, TED 5532 Reading and Language Arts A, TED 5356 Reading and Language Arts B and TED 5360 Reading, Language Arts and Social Studies C, that incorporates strategies for teaching reading to students for whom English is a second language. Candidates who enter the program through the SPED-only pathway, are required to hold a valid California Multiple or Single Subject Credential with CLAD or ELD authorization and have already demonstrated their knowledge of developing English language skills among students for whom English is a second language. Candidates who hold valid California Multiple or Single Subject teaching credential without CLAD or ELD authorization, must obtain such authorization prior to entry into the program. In such situations candidates are informed of their options to meeting the requirements for ELD authorization including completion of a Commission approved ELD program or obtaining a passing score on the California Teaching of English Language (CTEL) examination. Once successfully completed candidates submit proof of completion to the Credential Student Service Center. The proof of completion is placed in the candidate’s file and accompanies the candidate’s application for the Education Specialist credential.

Candidates begin the program with EPSY 5021 which focuses on differentiated and inclusive practices designed for evidence-based instruction of students of all abilities/disabilities, including those at risk for academic failure and/or behavioral/social or family challenges; and across cultural heritage, language, ethnicity, ages, religion, socio-economic status, gender identity/expression and sexual orientation. These themes of equity and excellence mirror the College’s commitment to social justice and frame the program’s commitment to ensuring candidates obtain the knowledge and skill to provide appropriate instruction in all contexts. For example, EPSY 5021 and 5126, two initial courses, introduce state and federal requirements for nondiscriminatory assessment as well as the instruction of English learners with and without disabilities, and address school-based delivery and organizational structures designed to meet the needs of diverse learners. Observations, site interviews and analyses conducted in these courses inform candidates’ understanding of service structures/processes and research guiding these.
High expectations and demonstrations of differentiated, universally-designed instruction as well as specialized supports and intervention/strategies that enable students to meet these expectations are the backbone of this and all subsequent course and fieldwork within the TED and SPED sequences.

Candidates must demonstrate effective practices for developing English language skills, including Reading during their supervised fieldwork experiences. The Program Coordinator and the Credential Analyst verify candidate’s completion of the ELD requirements prior to recommendation for the credential.

Field Supervision, Advisement, Evaluation: Frequency, Type, from both the program personnel and the district employed individual (master teacher) when required in a program.

Candidates are systematically observed, provided written and verbal feedback with each supervisor observation, 4 per quarter for Fieldwork candidates, 5 for Final Student Teaching, 6 Supervision visits for Interns and are evaluated utilizing fieldwork evaluation protocols with their University Supervisor and Master Teacher in each of the 4 SPED fieldwork/student teaching placements as well as the two quarters of TED student teachings (TED 5354, 5359 for TED SPED candidates) and each concurrent Internship quarter, for those in Intern positions. The specific formative feedback that is provided supports candidates’ progressive development in the demonstration of CTC Standards and Teaching Performance Expectations. Interns in Specialist programs are engaged in Individual Intern Plan development and review meetings with the Employer-provided Mentor and the University Supervisor, with goal-setting and progress review mid-quarter and final evaluations as well. The Fieldwork and student teaching protocols based on Program and Specialized standards as well as TPEs are applied to Interns as they are to Student Teacher candidates. Intern candidates in MM and MS disabilities complete all program requirements of Education Specialists, and receive enhanced supervision (6 visits/quarter) and support as defined in CSUEB’s 2014 agreements, including the specific supports provided by the EPM, University Supervisor and district, as well as an added Intern Seminar to begin in Fall 2014 at CSUEB. Ed Specialist Interns in Moderate-Severe Disabilities complete a concurrent fieldwork each quarter of the Internship, with a Master teacher, and are supervised in both settings, with a minimum of six (6) visits per quarter and added supports mentioned above to ensure breadth of experience and competence across complex needs of students with MS disabilities and English Learners with these disabilities as well.

Assessment of Candidates

Candidate performance is assessed across the program through a variety of formative, observable and measurable means including performance on course assignments and activities, instructor observations, evaluation of course and signature assignments, job related artifacts, and candidate performance in the field.
The emphasis is on mastery learning. Specific expectations for knowledge and skills are identified for each credential and organized according to the TPEs and Program Standards in the final evaluations of candidate performance.

TED/SPED candidates must successfully complete the PACT assessment. The PACT is introduced in the first quarter and with continued support through Orientation seminars (TED 5373, 5374) to assist candidates’ preparation. The Teaching Performance Expectations are incorporated into Teacher Education syllabi and key Educational Psychology syllabi. In all course and field experiences, the standards are clearly articulated; with rubrics (e.g. EPSY 5136, 6129, EPSY 6131, 6141, EPSY 6860 and 6880(8)MS; and EPSY 6860 and EPSY 6880 MM) and/or critical elements of assignments provided. Candidates’ performance in all courses and fieldwork contribute evidence to the multi-faceted, multi-level, individualized process of evaluation, culminating in the final competence evaluations using a Final Evaluation Checklist. Candidates actively participate in the evaluation process, reflecting on and documenting their progress toward demonstration of all professional standards with Signature Assignments; key course assignments and fieldwork/internship requirements.

How candidates are informed about assessments and results: There are multiple Signature Assignments within each of the Specialist credentials; 4 in Mild-Moderate Disabilities and 5 in Moderate-Severe disabilities, as presented in the table below. Candidates are informed of these assessment requirements upon program entry and of the specific assignment requirements during each course/fieldwork where a Signature Assignment is embedded and listed on the course syllabus on Blackboard. Rubrics and directions for in-course Signature Assignments are present on the candidates’ course Blackboard page from the outset of the quarter. The Fieldwork-based Signature Assignments in 6860 and 6880 do not require the candidate to input material on Blackboard; these are conducted with the University Supervisor and Master Teacher at the field/Intern site. The candidate learns of their 6860 and 6880 performance results at the final evaluation meeting within that quarter. The candidates learn the results of Course-based Signature Assignments through Blackboard, quarterly grades and advising meetings with their faculty adviser.

### Program Key/Signature Assessments

#### Signature Assignments Moderate-Severe Disabilities

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<tr>
<th>Signature Assignment Assessment Points</th>
<th>Standards Addressed</th>
<th>Description</th>
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<tbody>
<tr>
<td>Signature Assignment 1 2nd quarter: EPSY 5136 Program Evaluation</td>
<td>PS 2 Professional Legal, Ethical Practices; PS 3 Educating Diverse Learners .PS 4 Communication &amp; Collaborative Partnerships; PS 12 Behavioral</td>
<td>1.Develops indicators of research-based practices and legal requirements of services across 6 areas: inclusive schooling, instruction, curriculum, peer</td>
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| Signature Assignment 2: 4th quarter- Fieldwork 6860 (with EPSY 6137) Fieldwork Evaluation | PS 2-Professional, Legal & Ethical Practices  
PS 3- Educating Diverse Learners  
PS 4-Communication and Collaborative Partnerships  
PS 5-Assessment, Curriculum & Instruction  
PS 10-EL  
PS 15- Special Education Field Experiences  
12,14: Behavior supports; Healthy learning Environments  
MS Disabilities Standards 1,4,6,8 | Demonstrates knowledge and application of evidence-based practices in systematic instruction, functional assessment, behavioral principles and positive behavioral intervention according to 6860 criteria and rubric in fieldwork evaluation form |
| --- | --- | --- |
| Signature Assignment 3  EPSY 6141  Develop Comprehensive Positive Behavior Support Plan (PBS) for student with ASD | PS 13 Curriculum & Instruction,  
12 Behavior Supports  
14 Learning Environments, MS Standards 1-8  
AA Standards 1-3 | Knowledge and application of research-based practices in functional assessment of behavior (FBA), learning characteristic of students with ASDs, visual support strategies, social stories and PBS |
| Signature Assignment 4  EPSY 6129  Group Design: Paraprofessional Personnel Development Series | PS 4 Communication  
PS 3,13,14  
MM 6 Case Management | Knowledge, synthesis and application of adult learning principles, personnel development evidence based practices including |
### Signature Assignments Mild-Moderate Disabilities

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<tr>
<td>Signature Assignment 1&lt;br&gt; EPSY 6880 Final Fieldwork Evaluation</td>
<td>All PS Standards 2-16; MM 1-6</td>
<td>Onsite performance of all skills and application of all required standards and TPEs</td>
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<tr>
<td>Signature Assignment 2&lt;br&gt; Professional Portfolio 6670</td>
<td>All PS Standards 2-16; MM 1-6</td>
<td>Selected artifacts chosen by candidates to demonstrate their knowledge and skills related to the TPEs, standards and CSTPs.</td>
</tr>
<tr>
<td>Signature Assignment 3&lt;br&gt; EPSY 6141 Develop Comprehensive Positive Behavior Support Plan (PBS) for student with ASD</td>
<td>PS 13 Curriculum &amp; Instruction, 12 Behavior Supports 14 Learning Environments, MS Standards 1-8 AA Standards 1-3</td>
<td>Knowledge and application of research-based practices in functional assessment of behavior (FBA), learning characteristic of students with ASDs, visual support strategies, social stories and PBS</td>
</tr>
<tr>
<td>Signature Assignment 4&lt;br&gt; EPSY 6129 Group Design: Paraprofessional Personnel Development Series</td>
<td>PS 4 Communication etc. PS 3,13,14 MM 6 Case Management</td>
<td>Knowledge, synthesis and application of adult learning principles, personnel development evidence based practices including coaching, evaluation of development outcomes, supervision, collaboration, effective teamwork</td>
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