Education Specialist Mild Moderate and Moderate Severe Credentials and Master’s Program Seminar

Dr. Linda Smetana
Dr. Meaghan McCollow

July 27, 2018
Summer

- Reflections
- Learnings
- Looking forward
Fall Semester

- Classes begin August 20
- Time 4:30-8
- Be certain you are enrolled in all courses
Year 1

SPED 697 Section 1

- **Fall Semester**
  - **SPED 601** Educational Practices: Mild Moderate Disabilities or **SPED 602** Educational Practices: Moderate Severe Disabilities
  - **SPED 603** Collaborative Educational Processes & Transition Services
  - **SPED 604** Mental Health & Positive Behavior Supports

- **Spring Semester**
  - **TED 509** Curriculum & Instruction: Language Arts & Social Studies
  - **SPED 605** Communication and Technology
  - **SPED 606** Assessment: Mild Moderate Disabilities or **SPED 608** Instruction & Behavioral Supports & Strategies Moderate Severe Disabilities
Year 2

SPED 697 Section 2;

- **Fall Semester** SPED 607 Curriculum & Instruction: Mild Moderate Disabilities or SPED 609 Assessment, Curriculum & Instruction: Moderate Severe Disabilities
- SPED 610 Research & Professional Practices
- SPED 612 Fieldwork II: Mild Moderate Disabilities or SPED 616 Fieldwork II: Moderate Severe Disabilities
- **Spring Semester** SPED 613 Final Student Teaching: Mild Moderate Disabilities or SPED 617 Final Student Teaching: Moderate Severe Disabilities
- SPED 693 Capstone Research Project
- + may be a math class spring quarter
Fieldwork/ Intern Teaching

- All interns complete SPED 695 each quarter in addition to Fieldwork and Student teaching

- **Spring year 1** SPED 611 Fieldwork I: Mild Moderate Disabilities or SPED 615 Fieldwork I: Moderate Severe Disabilities

- **Fall year 2** SPED 612 Fieldwork II: Mild Moderate Disabilities or SPED 616 Fieldwork II: Moderate Severe Disabilities

- **Spring year 2** SPED 613 Final Student Teaching: Mild Moderate Disabilities or SPED 617 Final Student Teaching: Moderate Severe Disabilities
Fieldwork Placements

- Begin spring 2019
  - increase in time from 3 days/week

- Range of grades/models of service delivery
  - Elementary and secondary placements
  - Self contained and distributed

- University Supervisors:
  - Dr. Emmy Fearn
  - Dr. Lois Moulin
  - Andi Tachiki
  - Dr. Kathy Futterman
  - Jeanne Rodriguez
  - Steve Collins
Fieldwork/Student Teaching

- **Increase in time**
  - 3 days/wk (spring yr 1)
  - 4 days/wk (fall yr 2)
  - 5 days/wk (spring yr 2)

- **Placement**
  - Year 1 may remain in employment
  - Placements made by Dr. Smetana and Dr. Mc Collow

- **Requests**
  - Complete Fieldwork Request Form

- **Evaluations**
  - 3 way conference at end of placement; TPEs

- Need Negative TB, Immunization Form Student Health Center

- May also need Fingerprints for school district
Models of Service Delivery

- Learning centers
- Resource room
- Push-in/pull out programs
- Intervention programs
- Inclusion programs
- Co-teaching, consulting, collaborating
- Transition
- Self contained classrooms
- Subject specific classrooms
Expectations

- Minimum gpa of 3.0
- Grades of C, D, F, NC need to be repeated
- Grade of CR for all fieldwork
- Standard American English
- Technology including e-mail, presentation, MS word suite of applications, Google
- Strong listening skills
- Successful work in the field
- Professionalism at all times including phone and email communications
- Check horizon e-mail daily
Success

- Horizon account
  - Activate your account
  - Communication from University
  - Check daily
- Registration
  - Responsibility is yours
  - E-mail from university, register on time
  - Schedule online
  - Pay your fees
Success

- Dress
  - Professional
  - Differentiate yourself from students
  - Avoid……..

- In the field
  - Represent CSUEB
  - Respect, problem solver
  - Confidentiality
  - GET INVOLVED in your placement
  - Plan, teach, reflect, apply
  - Communicate with cooperating teacher/University supervisor
Success

- Theory to practice – GAP
- Dissonance
  - Changes, deadlines, errors, schedules
  - Assignments require your interpretation
  - Cannot tell you exactly what to do
- Problem solving
  - NOT an individualized program
  - Read first, follow instructions
  - Ask cohort members (for your authorization)
  - Use the University website
  - University resources: Financial Aid, Student Services Center
Success in Class

- BLACKBOARD postings for class materials and notices
- Be ON TIME; classes start at 4:30; stay until class ends
- Make childcare, carpool arrangements ahead of time
- Plan appointments, vacations outside of school time
- Make arrangements to leave when students leave
- Bring food, snack
Success in Class

- Read syllabus, note questions
- BE ENGAGED! ACTIVE! ALIVE
- Plan out your assignments, schedule time, meet deadlines
- Notify instructor, emergency or absence
- Accept consequences for absences
- Incomplete grades only assigned in case of an emergency and are up to date with all assignments
- 2-4 weeks for completion
- Enroll in SPED 697 each semester
Internships

- Dr. Linda Smetana, Intern Coordinator
- Complete Intern Application, Google Doc
- Be approved by program coordinator
- Letter of eligibility for internship
- Must have employment offer in writing from a participating school district
- Up to 100%; must make arrangements to complete other field requirements
- Take ADDITIONAL fieldwork course, SPED 695 each quarter
- May be removed by district or program
- No grades of C, D, F, Incomplete, No Credit
Materials

- CSSC Website
- Admitted and Enrolled Students
- Special Education dropdown
- Complete Emergency Contact Form
- Education Specialist Team Form
- Handbooks will be added
Other Information

- Accessibility Services
- Incomplete Grades
Questions

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