

California State University
East Bay
Department of Educational Psychology

**Education Specialist: Mild Moderate Disabilities
Credential Program Handbook**

2011-2012



**CALIFORNIA STATE
UNIVERSITY**

E A S T B A Y

Prospective Education Specialist Credential Candidates

Cooperating Teachers

University Fieldwork Supervisors

Program Faculty

Education Specialist Credential Candidates

College of Education and Allied Studies

Department of Educational Psychology

25800 Carlos Bee Boulevard, Hayward, CA 94542-3076

510.885.3013 ☐ 510.885.2915 (fax)

<http://edschool.csueastbay.edu>

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1.0 Welcome

Welcome to the Education Specialist Mild Moderate Disabilities Credential program at CSU East Bay. By your participation in the program you are joining our community of learners: credential candidates, program graduates, cooperating teachers and university supervisors, school site and district administrators, and the teaching faculty who support you throughout your program. As a member of The CSUEB community you will develop the knowledge and skills to positively impact the lives of the students that you will teach, their families and communities.

As a member of this community, we each have unique expertise to share and responsibilities to fulfill. We honor the hopes and dreams of those that we meet. Our program is designed to support the College of Education and Allied Studies mission:

“To prepare collaborative leaders, committed to professional excellence, social justice and democracy, who will influence a diverse and interconnected world.”

Our program prepares candidates for instructional, support and leadership positions within their communities. Strategies for effective instruction, collaboration, curriculum, assessment, technology and advocacy that are embedded within courses prepare candidates to serve as teachers, change agents, and advocates for individuals with mild/moderate disabilities and those with special needs in general. Our credential programs assist candidates in becoming reflective, collegial collaborative professionals who demonstrate the values of social justice and democracy in education. Thus the influence of the teacher spreads farther than the classroom or school walls, over time we hope each candidate will become a leader and mentor for others.

This Handbook has been prepared to help candidates better understand their roles and responsibilities in our Education Specialist Mild/Moderate Disabilities Credential Program. Our credential programs are designed to encompass both the practical teaching component (field practicum) and the curriculum component (course work). These dual experiences provide our candidates with the opportunity to immediately implement methods and strategies. As part of a diverse group that team that spends a year and a half together, candidates receive support from peers and from program faculty.

Social justice and democracy are exemplified through content and field experiences of the candidates in the Department of Educational Psychology credential and Master’s programs in Special Education, Counseling, School Psychology and Marriage and Family Therapy. These ideals permeate the coursework, fieldwork and intellectual climate of our programs. Candidates examine their attitudes, beliefs and behaviors, as they become reflective professionals.

The following standards are expected of all CSUEB Education Specialist Mild/Moderate Disabilities credential candidates:

- A minimum grade point average of 3.0 for all program coursework;
- Use of standard American English in oral and written communication;
- Basic technology literacy;
- Use of TaskStream web based software;

Use of Blackboard;
Successful teaching experience in the field; and
Professional behavior at all times.

The program content and field experiences are developed in accordance with the standards set forth by the Commission on Teacher Credentialing, No Child Left Behind regulations and the California Teacher Performance Expectations for Education Specialists. Program faculty, graduates, cooperating teachers and service providers model successful problem solving, practice and reflection.

The College of Education and Allied Studies is fully accredited by:
NCATE: National Council for Accreditation of Teacher Education
CTC: Commission on Teacher Credentialing

This handbook is intended to provide an overview of the Education Specialist Mild/Moderate credential programs and to serve as a resource to candidates, cooperating teachers, University Supervisors, and site administrators. Please read this Handbook carefully and thoroughly. **Candidates agree to abide by the policies described in this Handbook as a condition of** participation in the CSUEB credential programs. We look forward to helping you to achieve your career objectives as an Education Specialist. Please note that the information in the handbook is subject to change without notice.

Program faculty, supervisors and I look forward to working with you over the course of the program,

Sincerely,

Linda

Dr. Linda Smetana, Coordinator
Education Specialist Mild/Moderate Disabilities Credential Program
Department of Educational Psychology

2.0 Education Specialist Mild Moderate Disabilities Programs

2.1 Preliminary Education Specialist: Mild/Moderate Disabilities Credential (2008, 2010)

This credential authorizes candidates to provide 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 with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

2.2 Professional Education Specialist: Mild/Moderate Disabilities Level II Credential (1997)

This credential authorizes candidates to provide 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 with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

2.3 Dual Credentials: Multiple Subject & Education Specialist (TED/SPED)

This unique, dual emphasis program enables prospective teachers to acquire the knowledge and skills to meet the needs of students with special needs. It also enables prospective teachers to learn the foundations of general classroom education. Candidates earn both a Multiple Subject and an Education Specialist Instruction (Mild-Moderate or Moderate- Severe) credential concurrently. One can participate in the TED/SPED program and earn just the multiple subject credential. Program participants are eligible for employment and to provide services in general education and/or special education.

More information about the TED/SPED program is available on the Teacher Education Department website: <http://www.csueastbay.edu/teach> or the Department of Educational Psychology website at <http://www20.csueastbay.edu/ceas/departments/epsy/special-ed/index.htmlh>

3.0 Credentials (Licenses)

Upon completion of the Education Specialists Mild/Moderate Disabilities program you will be recommended by the Credential Student Service Center for your teaching credential. Your teaching credential is license to teach and provide services to students in California's public schools. Many private schools require that teachers and other service providers hold Education Specialist Credentials.

3.1 Preliminary Credential

This first Education Specialist teaching license is earned upon completion of the Preliminary Education Specialist Level I credential program. Candidates must complete program course and fieldwork requirements and pass the RICA (Reading Instruction Competency Assessment) Exit Exam*. This first level license is valid only for five years.

* Candidates for whom the preliminary credential is not their first teaching credential do not need to complete the RICA examination.

3.2 Clear Credential

Credentialed teachers completing the Preliminary Credential (2008, 2010) have five years to complete an approved induction program. The Beginning Teacher Support & Assessment (BTSA) induction program is facilitated through most school districts; see <http://www.btsa.ca.gov>.

3.3 Professional Level II Credential

Level I credentialed teachers have five years to complete an approved Professional Education Specialist Level II credential program. Candidates must provide evidence of a minimum of two years of teaching on the Level I credential in order to apply for the Professional Credential.

3.4 Multiple Subject and Preliminary Credential earned concurrently (TED/SPED Dual Credential Program)

Candidates in the TED/SPED dual Credential Program will earn the Preliminary Multiple Subject Credential and the Preliminary Education Specialist Credential. Candidates have five years to complete the requirements for the Clear Education Specialist and Clear Multiple Subject Credentials. Both credentials may be cleared through a single induction process offered through a BTSA program. The Beginning Teacher Support & Assessment (BTSA) induction program is facilitated through most school districts; see <http://www.btsa.ca.gov>. Candidates have five years to complete the induction process and must teach for two years in order to file for the clear credentials.

3.5 Intern Credential

The Education Specialist Programs may be completed through an intern option. Candidates may apply for an intern credential once they have been admitted to the Education Specialist Credential Program in the area of mild/moderate or moderate severe disabilities AND have an offer of employment from a participating school district.

4.0 Program Highlights

4.1 Dual Credentials Preliminary Education Specialist Mild Moderate Disabilities and Multiple Subject Credential Programs (TED/SPED)

Candidates in the TED/SPED Program complete the requirements for the Multiple Subject and the Preliminary Education Specialist Credentials. Specific information for the TED-Multiple Subject component of the TED/SPED program, including the Teacher Performance Assessments (TPA's) may be found on the Department of Teacher Education website. Candidates complete courses in the Teacher Education and Educational Psychology Departments.

The summer quarter start TED/SPED Program is 7 quarters long. Candidates complete coursework in general education and/or special education each quarter. Candidates complete general education student teaching fall and winter quarters of the first year of the program. Supervised fieldwork in special education begins spring quarter for the first year of the program.

4.2 Preliminary Education Specialist Mild Moderate Disabilities Credential Program (SPED only)

Candidates who are completing the Preliminary Education Specialist Mild Moderate Credential Program begin either during the summer or fall quarter. Summer entry candidates complete 7 quarters of study; fall quarter entry candidates complete 6 quarter of study. Determination of the course of study will be made during the admission process

4.3 Cohort Format – ALL Programs

All candidates in the Education Specialist Programs are members of a cohort and progress through the credential program with their TED/SPED and SPED only colleagues. The cohort model provides candidates will a set of colleagues with whom they share ideas, problem solve, network and build professional contacts. Candidates earning the Education Specialist Moderate/Severe Disabilities Credential take core courses with the Education Specialist Mild/Moderate Candidates.

4.4 Concurrent Fieldwork and Coursework

All candidates participate in two types of fieldwork; fieldwork to complete course assignments and supervised structured fieldwork. Beginning in the first year of the program candidates participate in fieldwork experiences as they observe, collect data, and/or deliver special education services to students at elementary, middle, high school or post secondary levels.

Candidates begin supervised structured fieldwork spring quarter of the first year of the program at schools or agencies where they work under the guidance of a cooperating teacher. These supervised fieldwork experiences increase in length of time and level of responsibility over the course of the program.

Candidates take EPSY courses two or three times a week in tandem with their fieldwork. Fieldwork continues into the second year of the program. All courses include field-based assignments.

4.5 University Supervision, Preliminary Credential

All preliminary credential candidates receive four quarters of university supervision that is linked to the fieldwork experience courses. Fieldwork supervisors are knowledgeable of special education, schools and service delivery models, and best practices in supervision. The purpose of supervision is to provide feedback to the candidates about work in their settings, help the candidate reflect on their experiences, and create short and long term goals. The Cooperating Teacher and the University Supervisor evaluate candidate's performance in the fieldwork experience,

4.6 Professional Education Specialist Mild Moderate Disabilities Credential Level II Program

This program is only open to candidates who earned the Preliminary Education Specialist Mild Moderate Level I Credential. Candidates may enter the Level II program for spring quarter or fall quarter. The next application period will be for the spring quarter 2012. Candidates must complete both the university and program applications.

Candidates who begin the Education Specialist Mild/Moderate Disabilities Credential program in Summer or Fall quarters of 2011 will **NOT** complete a Level II Credential Program. Beginning with the 2011-2012 cohort, candidates clear their credential through a BTSA program.

4.7 Induction Plan

During the fall quarter Level II candidates complete an induction plan where they identify strengths and needs and plan a program of professional preparation that includes coursework, fieldwork, electives and professional development. Program faculty work with candidates and district personnel to identify a select a candidate support provider.

At the end of the program candidates prepare an electronic portfolio that demonstrates their knowledge, skills and abilities.

4.8 Specific Emphasis

Candidates in the Level II and master's program may choose an area of specific emphasis in which to focus in depth study. The area of specific emphasis may include program electives or a maximum of 6 units of non- university activities approved by the Program Coordinator. Master's candidates must complete 3 units of elective in a specific area of emphasis.

4.9 University Supervision, Level II

Candidates in the Level II program received one quarter of field based supervision by a university supervisor. This supervision is to support the candidates as they move into full time teaching positions.

4.10 Level II Application

Candidates who hold the Education Specialist Level I credential may apply for the Professional Education Specialist Mild Moderate Credential Level II after the completion of coursework and two years of teaching experience on the Level I credential. Candidates must obtain verification of employment from the school district or districts in which they have been employed under contract. Candidates who begin the Preliminary Education Specialist Mild/Moderate Disabilities Credential program summer 2011 will

not apply for a Level II Credential. These candidates will apply for the Clear Credential through their district of employment.

4.11 Master's Degree

Candidates may complete the master's program by adding Research, EPSY 6023, two quarters of Project/Thesis EPSY 6021 and electives to their credential program.

4.12 Programs for Undergraduate Students

Undergrads who are interested in becoming special education teachers should contact the Liberal Studies Department at (510) 885- 3852. The Option in Special Education for Liberal Studies majors enables undergraduates to complete the first two quarters of EPSY courses in the credential program. During the junior or senior years undergraduates take EPSY 5021, 5126, 5126 and 5136.

5.0 Timelines and Contact Information for 2011 - 2012 Programs

5.1 Timelines and Important Dates

Fall Entry - SPED only Preliminary Education Specialist Mild/Moderate Disabilities Credential

University Application Deadline June 30. University applications must be submitted through csumentor.

Department Application Deadline June 15. The completed Department/Program application must be submitted to the Coordinator of the Education Specialist Mild Moderate Disabilities Program in the Department of Educational Psychology:

Copy of Multiple or Single Subject Credential

Completed Department Application

Statement of Purpose

Three Letters of Reference

Two copies of transcripts

CLAD/ELD certificate or evidence of meeting the requirements for teaching English Learners

Receipt from csumentor application

* Note that the application for Summer 2012 and Fall 2012 admission will be submitted through the Credential Student Service Center (CSSC). Please see the CSSC website <http://www.csueastbay.edu/cssc> for details. Candidates will NOT submit application to the program coordinator. Candidates will submit a complete set of transcripts to the university admissions office to support the csumentor application.

Fall Entry Professional Education Specialist Mild/Moderate Disabilities Credential Level II

University Application Deadline June 30. University applications must be submitted through csumentor.

Department Application Deadline June 15. The completed Department/Program application must be submitted to the coordinator of the Education Specialist Mild Moderate Disabilities Program in the Department of Educational Psychology:

Copy of Multiple or Single Subject Credential

Copy of Preliminary Education Specialist Mild/Moderate Disabilities Credential, Level I

Completed Department Application

Statement of Purpose

Three Letters of Reference

Two copies of transcripts

CLAD/ELD certificate or evidence of meeting the requirements for teaching English Learners

Receipt from csumentor application

* Note that the application for Summer 2012 and Fall 2012 admission will be submitted through the Credential Student Service Center (cssc). Please see the CSSC website <http://www.csueastbay.edu/cssc> for details. Candidates will NOT submit applications to the program.

Spring Entry Professional Education Specialist Mild/Moderate Disabilities Credential Level II

University Application Deadline February 1. University applications must be submitted through csumentor.

Department Application Deadline February 15. The completed Department/Program application must be submitted to the coordinator of the Education Specialist Mild Moderate Disabilities Program in the Department of Educational Psychology:

Copy of Multiple or Single Subject Credential

Copy of Preliminary Education Specialist Mild/Moderate Disabilities Credential, Level I

Completed Department Application

Statement of Purpose

Three Letters of Reference

Two copies of transcripts

CLAD/ELD certificate or evidence of meeting the requirements for teaching English Learners

Receipt from csumentor application

Summer Entry TED/SPED Summer 2011 Entry

Last Exam Dates:

CBEST: June 2011

CSET: July 2011

Final Document Deadline: August 1, 2010

Submit by postmark or in person by 5:00pm verification of your:

Proof of Bachelor's Degree or Provide Official Status of Degree Completion

Basic Skills Proficiency (CBEST)

Subject matter Competency (CSET)

U.S. Constitution Requirement

Fingerprinting Clearance

Negative TB Test Report

Immunization Report (Health Center)

TED SPED First Day of Program: Monday, June 20, 2011

TED Courses and EPSY 5021 will take place during the summer quarter.

TED/SPED General Education Supervised Field Placement I:

Approximate dates are from the beginning of September to the beginning of December.

TED/SPED General Education Supervised Field Placement II: January 16 - March 10, 2011.

Finals Week Begins: Summer: Monday, August 8, 2011

Fall: Monday, December 3, 2011

Winter: March 19, 2012

Spring: June 11, 2012

Last Week of both TED and SPED Summer Program Coursework: June 11-15, 2012

5.2 Contact Information

Credential Student Service Center

Art & Education Building Room 235
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-2272
Fax: (510) 885-3250

Department of Educational Psychology (SPED ONLY and TED/SPED Candidates)

Arts and Education Building, Room 369
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-3011
Fax: (510) 885-2915

Teacher Education Department (TED/SPED candidates)

Arts & Education Building, Room 242
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-3027
Fax: (510) 885-4632

Education Specialist Mild/Moderate Disabilities Program Coordinator

Dr. Linda Smetana
Art & Education Building, Room 367B
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-4489
Fax: (510) 885-2915
<mailto:linda.smetana@csueastbay.edu>

CSUEB Testing Services:

Tel: (510) 885-2624

<http://Testing.csueastbay.edu>

CSUEB Financial Aid

Tel: (510) 885-2784

<http://www20.csueastbay.edu/prospective/cost-and-financial-aid/index.html>

CSUEB Student Health and Counseling Services

Tel: (510) 885-3735

<http://www20.csueastbay.edu/students/campus-life/shs/index.html>

CSUEB Accessibility Services

Tel: (510) 885-3868

<http://www.csueastbay.edu/sdrc>

International Admissions Office

Tel: (510) 885-7571

<http://www20.csueastbay.edu/cie>

Contra Costa Office of Education

<http://www.ccoe.k12.ca.gov>

Alameda County Office of Education

<http://www.acoe.org>

Transition To Teaching Initiative

Joelle Fraser, Project Director

jfraser@aco.org

Commission on Teaching Credentialing

<http://www.ctc.ca.gov>

CSUEB Faculty & Staff E-Mail

First.Last@csueastbay.edu

6.0 2011 - 2012 Program Prerequisites

The Education Specialist Mild/Moderate Disabilities Credential Program and Education Specialist Moderate/Severe Credential Program are approved by the Commission on Teacher Credentialing. The design of the programs require that all candidates enter the program having previously earned a single subject or a multiple subject credential or complete the dual credential TED/SPED program.

TED/SPED (Multiple Subject and Preliminary Education Specialist Credential Mild/Moderate Credential)

TED/SPED candidates must verify by August 1 (Summer 2011 Entry):

- Completed Bachelor's Degree

- Basic Skills Proficiency *CBEST or CSET 142*

- U.S. Constitution Requirement

- Pre-Admission Field Experience

- Letters of Recommendation

- Criminal History Clearance

- Negative TB Test Report

- Immunization Report (submitted to Student Health Center)

Candidates who have not met the requirements may reapply for admission to the TED/SPED program for 2012.

SPED only Preliminary Education Specialist Mild/Moderate Disabilities Credential Level I Candidates

SPED only candidates must verify by June 15:

- Copy of Multiple or Single Subject Credential

- Completed Department Application

- Statement of Purpose

- Three Letters of Reference

- Two copies of transcripts

- CLAD/ELD certificate or evidence of meeting the requirements for teaching English Learners

- Receipt from csumentor application

Professional Education Specialist Mild/Moderate Disabilities Credential Level II Candidates

Candidates must verify by June 15 for Fall entry or February 15 for Spring entry:

- Copy of the Education Specialist Mild/Moderate Disabilities Level I Credential

- Copy of Multiple or Single Subject Credential

- Completed Department Application

- Statement of Purpose

- Three Letters of Reference

- Two copies of transcripts

- CLAD/ELD certificate or evidence of meeting the requirements for teaching English Learners

- Receipt from csumentor application

6.1 Documentation Requirements

Documentation of the following prerequisites is also required for all fieldwork in K – 12 schools

Current Valid Education Specialist, Multiple Subject or Single Subject Teaching Credential

OR Criminal History Certificate of Clearance

Each candidate must submit documentation of a Criminal History Certificate of Clearance. A Certificate of Clearance indicates that, based on an FBI/DOJ fingerprint check, one does not have a criminal record that would preclude him/her from obtaining a credential. The Certificate must be filed with the Commission on Teacher Credentialing. A list of authorized fingerprinting services can be downloaded from the California Office of the Attorney General Website at: <http://ag.ca.gov>.

Select: —Fingerprint Submissions.

To determine if your Certificate of Clearance has already been filed with the Commission, check your permit/credential status on the CTC Website at: <https://teachercred.ctc.ca.gov>.

Select: —Search for a Teacher's Application Status and Credentials Held.

Input your information. The website will generate a list of your CTC registered permits and/or credentials.

Note: If you hold a valid CTC license or permit, you may submit a copy of the document as proof of your Criminal History Clearance. Carefully examine your license or permit to determine the expiration date.

Candidates need to bring a copy of the Certificate of Clearance to the school site where they will student teach.

Official Negative Tuberculosis Test Report

Each candidate must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. An official, signed TB test report from a physician can be submitted as verification of one's TB clearance.

Verification of Up-To-Date Immunizations

Each candidate must also submit documentation of measles/rubella immunization. An official, signed immunization report from a physician can be submitted as verification of one's immunity. A copy of the report must be filed with the CSUEB Student Health Center.

Other Criteria for Full Admission to the Education Specialist Mild/Moderate Disabilities Credential or TED/SPED programs

The candidate must demonstrate:

- professional and ethical behavior;
- sound mental health;
- attention to physical health;
- GPA of 3.0 in the program (No grades of D, F, WU or No Credit);
- prompt arrival for all courses, meetings, and scheduled events;
- openness to feedback; and

- ability to meet all RICA, TPEs and TPA requirements (TED/SPED candidates) OR ability to meet the TPEs for Education Specialist (SPED only and TED/SPED) candidates.

See the TPE section at the end of this handbook for details of the content of the Teaching Performance Expectations. Information on the Teaching Performance Assessment (TPA) may be found in the Department of Teacher Education, Multiple and Single Subject Credential Programs Handbook.

7.0 Program Overview: Education Specialist Programs Preliminary and Level II

Content of Interest to Preliminary and Level II Credential Candidates

7.1 Tuition

Graduate tuition is discounted for credential candidates. Quarterly tuition & fees* (full-time): \$2,200. Total cost: approximately \$13,000. (Subject to change without notice). Credential candidates are considered post-baccalaureate not graduate students.

7.2 GPA Requirement

All candidates must earn a grade of B in all courses. A grade of B- in a course may place the candidate on probation. More than one grade lower than a B may result in dismissal from the program. A candidate may never have more than 2 incompletes (I) or **any** grades of D, F, WU, or No Credit (NC). Failure to meet this requirement may result in dismissal from the program.

7.3 Personal Contact & Residence Information

Candidates inform the TED Office, Credential Student Service Center, and CSUEB Enrollment (through MyCSUEB, <https://my.csueastbay.edu>) and current program faculty of any changes to their name, address, contact telephone, etc.

7.4 Net ID, E-Mail, & Course Enrollment: MyCSUEastBay.edu

Candidates must ensure that they are registered CSUEB students AND must activate their NetIDs and student e-mail accounts prior to course enrollment via the MyCSUEB website: <https://my.csueastbay.edu>. ALL candidates enroll in the courses that are specifically designated for their program. Candidates are expected to enroll prior to the close of the Open Enrollment Period each quarter. **It is crucial that candidates maintain and check their CSUEB e-mail accounts daily for all credential program, faculty, and university correspondences.**

7.5 Financial Aid Opportunities

If you have any questions or need an appointment with a CSUEB Financial Aid Officer, you may call the Student Financial Services at (510) 885-2784. Information regarding financial aid may be found at <http://www.TeachCalifornia.org/Financial>

All candidates can apply for financial aid and may complete a Free Application for Federal Student Aid at: <http://www.FAFSA.ed.gov>

Examples of aid includes grants, loans, and scholarships such as the following:
TEACH Grant Program offers up to \$4,000 per year

Information regarding federal aide such as the Stafford and Perkins Federal Loan Forgiveness Programs is found at <http://StudentAid.ed.gov>

Assumption Program of Loans for Education (APLE) funds up to \$11,000 in loan forgiveness
<http://www.CSUSuccess.org/Scholarship>

More Financial Aid Information for Teachers through CSUEB is found at:
<http://www20.csueastbay.edu/ceas/departments/ted/loans.html>.

7.6 University Policies

Candidates are subject to all CSUEB policies, including those relating to Academic Dishonesty. See the section on Academic Dishonesty herein. For information about specific policies, check the CSU East Bay catalog: <http://www.csueastbay.edu/ecat>.

7.7 Master's Degree Option

During the first year of the Preliminary Education Specialist Credential Program, Level I CSUEB candidates can apply to the MS in Special Education, Option in Mild Moderate Disabilities. Several 6000 level courses included in the Level I and Level II programs may be applied towards the Master's degree. Candidates who enter the program for the Level II credential may also apply for the Master's program. For more information, contact the EPSY Office at (510) 885-3011 or Program Coordinator.

8.0 Education Specialist Mild/Moderate Disabilities Credential Program Coursework

Courses in the Education Specialist Mild Moderate Disabilities Credential Program are sequenced in order to provide candidates with content and field experiences that build upon each other. Candidates are expected to complete the program sequence as identified below.

8.1 Preliminary Education Specialist:

Core Courses

EPSY 5021 Teaching ALL Students in General Education Classrooms (4 units)

EPSY 5126 Special Education Law and Program Design (4 units)

EPSY 6120 Communication: Collaborative Teaming and Management (4 units)

EPSY 6124 Augmentative and Assistive Communication and Technology (4 units)

EPSY 6129 Advanced Study in Collaborative Services, Education and Transition (4 units)

EPSY 6141 Social and Communication Skills of Students with Autism Spectrum Disorders (4 units)

EPSY 6143 Advanced Study School Wide Positive Behavioral Supports (4 units)

Mild Moderate Disabilities Content Courses

EPSY 5125 Methods and Materials for Mild Moderate Disabilities (4 units)

EPSY6127 Instructional and Behavioral Support: Mild Moderate Disabilities (4 units)

EPSY 6131 Assessment: Mild Moderate Disabilities (4 units)

EPSY 6133 Curriculum: Mild Moderate Disabilities (4 units)

EPSY 6134 Advanced Curriculum and Behavioral Supports: Mild Moderate Disabilities (4 units)

EPSY 6206 Advanced Studies in the Education of Students with Mild to Moderate Disabilities:
Case Management

Fieldwork Courses

EPSY 6861 Fieldwork (4 units)

EPSY 6862 Fieldwork group Supervision (4 units)

EPSY 6880 Advanced Internship, 60% student teaching (4 units)

EPSY 6880 Advanced Internship, full time student teaching (12 units)

Exit Requirement

EPSY 6670 Seminar (Final TPE and Standards based portfolio, 3 units)

All candidates enroll in EPSY 6999 Contemporary Issues Seminar (2 units) each quarter.

8.2 Professional Education Specialist, Level II

This program is only available to candidates who entered a Level I program prior to October 1, 2010.

Core Courses

EPSY 6129 Advanced Study in Collaborative Service Delivery, Education and Transition (4 units)

EPSY 6830 Advanced Graduate Seminar: Specific Emphasis (2 units)

Content Courses

EPSY 6630 Seminar: Induction Planning (2 units)

EPSY 6134 Advanced Instructional and Behavioral Supports (5 units)

EPSY 6206 Advanced Studies in the Education of Students with Mild to Moderate Disabilities: Emerging Research and Practice, Case Management (2)

Fieldwork

EPSY 6871 Advance Fieldwork Groups Supervision (3 units)

Electives

EPSY 6124 Advanced Studies in Augmentative Communication and Assistive Technology (3 units)

EPSY 6143 Advanced Studies in Individual and School-wide Positive Behavior Supports (3 units)

EPSY 6130 Advanced Studies in Service Learning and Positive School Climate (3units)

EPSY 6145 Advanced Studies in Adolescent Learning and Secondary Curriculum (3 units)

Candidates may receive credit for a maximum of 6 units of non-institution of higher education (IHE) work to replace the elective work. Candidates must complete the program petition requesting the substitution.

Exit Requirement

EPSY 6820 Advanced Graduate Seminar (final exit portfolio and seminar) (2 units)

8.3 Master's Program

The Master's in Special Education Option in Mild Moderate Disabilities program consists of courses from the Preliminary and Level II programs, research and two quarters of department thesis/project. Candidates in the Preliminary program may apply to the master's program as of the fall quarter year two. Candidates who enter the Preliminary (SPED only) or Level II programs may designate the master's degree in addition to the credential on their university and department program application.

Core Courses

EPSY 6120 Communication: Collaborative Teaming and Management (4 units)

EPSY 6131 Assessment: Students with Mild Moderate Disabilities (4/5 units)

EPSY 6133 Curriculum: Students with Mild Moderate Disabilities (4 units)

EPSY 6134 Advanced Instructional and Behavioral Supports: Mild-Moderate (4/5 units)

EPSY 6129 Advanced Study in Collaborative Service Delivery, Education, and Transition (4 units)

EPSY 6206 Advanced Studies in the Education of Students with Mild to Moderate Disabilities: Emerging Research and Practice (2/4 units)

EPSY 6830 Advanced Graduate Seminar III (0/2 units Candidates who take EPSY 6206 for 4 units do not take EPSY 6830.)

EPSY 6128 (4 units) Fieldwork for Instructional and Behavioral Support/6870 (3 units)/6871 (3 units)

Advanced Fieldwork Group Supervision/ EPSY Fieldwork 6861, EPSY Fieldwork 6862 (choose one)

EPSY 6023 research in Applied Behavioral Sciences
EPSY 6021 (taken twice) Thesis Project Seminar, taken twice

6 units of **electives** or non-IHE equivalent experiences.

EPSY 6124 Advanced Studies in Augmentative Communication and Assistive Technology (3/4)

EPSY 6143 Advanced Studies in Individual and School-wide Positive Behavior Supports (3/4)

EPSY 6130 Advanced Studies in Service Learning and Positive School Climate (3/4)

EPSY 6145 Advanced Studies in Adolescent Learning and Secondary Curriculum (3/4)

8.4 Multiple Subject TED Courses (TED/SPED only)

Foundation & Pedagogy Courses

5110 Computer Technology in the Classroom (3 units)

*5311 Classroom Environment (2 units)

*5351 Psychological Foundations of Education and Planning for Instruction (4 units)

*5355 Equity and Diversity/Teaching English Learners A (4 units)

5366 Equity and Diversity/Teaching English Learners B (3 units)

Curriculum & Instruction Courses (C & I)

5350 Curriculum and Instruction: Mathematics in the Elementary School (3 units)

5357 Curriculum and Instruction: Teaching Science, Health, and Safety in the Elementary School (3 units)

5376 Curriculum and Instruction: Physical Education Methods (1 unit)

5377 Curriculum and Instruction: Visual and Performing Arts Methods (2 units)

*5352 C & I: Reading/Language Arts in the Elementary School A (3 units)

5356 C & I: Reading/Language Arts in the Elementary School B (3 units)

5360 C & I: Reading/Language Arts & Social Studies in the Elementary School (4 units)

*These five courses plus EPSY 5021 Teaching ALL Students in General Education Classrooms or a multiple or single subject credential are required before a candidate may apply for an intern teaching credential.

Field Practicum

5354 Student Teaching I (5 units)

5359 Student Teaching II (6 units)

TPA Tasks Orientation

5372 Orientation to TPA Subject-Specific Pedagogy Task I (1 unit)

5373 Orientation to TPA Designing Instruction Task II (1 unit)

5374 Orientation to TPA Assessing Learning Task (1 unit)

5375 Orientation to TPA Culminating Teaching Experience Task (1 unit)

TPA Submission of Tasks

- 5211 TPA Subject-Specific Pedagogy Task I Assessment (1 unit)
- 5212 TPA Designing Instruction Task II Assessment (1 unit)
- 5213 TPA Assessing Learning Task III Assessment (1 unit)
- 5214 TPA Culminating Teaching Experience Task IV Assessment (1 unit)

Candidates who do not pass a TPA Task must enroll in a remediation sequence as identified below:

- 7651 TPA Subject-Specific Pedagogy Task I Tutorial (1 unit)
- 7652 TPA Designing Instruction Task II Tutorial (1 unit)
- 7653 TPA Assessing Learning Task III Tutorial (1 unit)
- 7654 TPA Culminating Teaching Experience Task IV Tutorial (1 unit)

For candidates who do not pass two TPA Tasks:

- 7656 TPA Intensive Instruction (2 units)

The TPA Intensive Instruction course is designed to provide additional support to candidates who are experiencing difficulty in passing the TPA. Candidates who have who have failed the same TPA task twice or who have failed two or more separate TPA tasks will be required to enroll in this two-unit course.

Additional information regarding the Teaching Performance Assessment is available on the Teacher Education Department website.

8.5 Schedules and Course Enrollment

Candidates must follow their program schedules and enroll in the designated courses and fieldwork experiences. It is illegal for an un-enrolled person to participate in coursework or fieldwork. Failure to enroll in any course or fieldwork will result in No Credit and may cause one to be dropped from the Program. Re-admission is **not** guaranteed. Candidates must arrive **on time** for each class meeting such that they remain on the course rosters.

8.6 DRAFT Course Sequence for SPED ONLY Candidates

Year 1 Summer 2011 EPSY 5021 Teaching ALL Students in the General Education Classroom (For candidates who have not had a recent equivalent course),

Fall 2011	Winter 2012	Spring 2012
EPSY 5125 Ed. Practices	EPSY 6120 Commun.,Collab. Teaming & Management	EPSY 6131 Assessment
EPSY 5126 Special Education Law & Program Design	EPSY 6124 Aug. Assist. Communication/Technology	EPSY 6143 School Wide Positive Behavioral Supports
EPSY 6999 Contemporary Issues	EPSY 6999 Contemporary Issues	EPSY 6861 Fieldwork
		EPSY 6999 Contemporary

		Issues
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SPED only YEAR 2		
Fall 2012	Winter 2013	Spring 2013
EPSY 6127 Instruction and Behavior Support	EPSY 6141-Social Commun. of Students with ASD	EPSY 6206 Professional Practices Case Management & Research
EPSY 6133 Curriculum and Instructional Strategies	EPSY 6129 Adv. Study in Collaborative Service	EPSY 6670 Graduate Seminar
EPSY 6862 Fieldwork	EPSY 6134 Adv. Study in Curriculum and Instruction	EPSY 6880-Spec. Ed. Student Teaching
EPSY 6999 Contemporary Issues	EPSY6880- Spec. Ed. Student Teaching Fieldwork	EPSY 6999 Contemporary Issues
	EPSY 6999 Contemporary Issues	

8.7 DRAFT Course Sequence for TED/SPED Candidates

Year 1 Summer 2011 EPSY 5021 Teaching ALL Students in the General Education Classroom
TED 5352 Reading A
TED 5355 Equity/Diversity
TED 5211 Classroom Environments
TED 5351 Psych Found & Planning
TED 5372 TPA I Orientation
TED 5211 TPA I Assessment

Fall 2011	Winter 2012	Spring 2012
EPSY 5125 Ed. Practices	EPSY 6120 Communication: Collab. Teaming & Mgmt.	EPSY 6131 Assessment
EPSY 5126 Special Education Law & Program Design	EPSY 6124 Aug. Assist. Communication/Technology	EPSY 6143 School Wide Positive Behavioral Supports
EPSY 6999 Contemporary Issues	EPSY 6999 Contemporary Issues	EPSY 6861 Fieldwork
TED 5356 Reading B	TED 5360 Language Arts and Social Studies	EPSY 6999 Contemporary Issues
TED 5357 Science	TED 5350 Math	TED 5375 TPA 4 Orientation
TED 5373 TPA 2 Orientation	TED 5374 TPA 3 Orientation	TED 5314 TPA 4 Assessment
TED 5312 TPA 2 Assessment	TED 5313 TPA 3 Assessment	TED 5110 Computers I
TED 5354 Student Teaching I	TED 5359 Student Teaching 2	TED 5366 Equity and English Learners 2
TED 5376 PE Methods		

TED 5377 Visual and Performing Arts Methods		
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	TED/SPED YEAR 2	
Fall 2012	Winter 2013	Spring 2013
EPSY 6127-Instruction and Behavior Support	EPSY 6141-Social Commun. of Students with ASD	EPSY 6206 Adv. Study Case Management & Research
EPSY 6133 Curriculum and Instructional Strategies	EPSY 6129 Adv. Study in Collaborative Service	EPSY 6670 Graduate Seminar
EPSY 6862 Fieldwork	EPSY 6134 Adv. Study in Curriculum and Instruction	EPSY 6880-Spec. Ed. Student Teaching
EPSY 6999 Contemporary Issues	EPSY6880- Fieldwork	EPSY 6999 Contemporary Issues
	EPSY 6999 Contemporary Issues	

9.0 Application Procedure

Candidates enter the Education Specialist Mild Moderate Disabilities Credential program through one of two pathways: TED/SPED or SPED only. Candidates who do not hold a general education credential must apply for the TED/SPED Credential Program. Candidates who hold a valid general education credential apply to the program as SPED only candidates.

Please read all of the instructions and complete each step carefully. Please note that incomplete or late application packets will not be considered. Therefore, be sure that you fully understand the admission requirements and deadlines. Due to budgetary constraints, please always refer to the online version of this handbook at <http://www.csueastbay.edu/cssc> or the Department of Educational Psychology website as some information may be subject to change. The applications are available online only and will be posted once the application period opens up.

9.1 Documents Required by Previous Applicants or Candidates

If you previously applied or began the coursework at CSUEB, please only submit documents that you have not previously submitted. ***Below are three items needed from ALL applicants (new and re-applying):**

New University Admissions Application and Application Fee. If you want to reuse your Statement of Purpose from your previous application, please note in that section: PLEASE USE PREVIOUS STATEMENT OF PURPOSE.

New Department Admissions Application (free and available online)
Admissions Checklist with your updated information and signature pages
***Acknowledgement Form (if applying for Summer 2012)**

The remaining items required for admissions may be taken from your previous file if you do not submit updated information. Applicants from more than a year ago who did not begin our program may need to resubmit documents. For more details about the admissions requirements, please review the steps listed below. It is the applicant's responsibility to ensure that all documents are received by the posted deadlines.

Notes:

- o Transcripts – only from schools that you did not previously submit transcripts
- o Interviews – Even if you were previously interviewed, you **WILL** need to be interviewed by the Education Specialist Disabilities Program faculty. Prior admittance to a credential program does not guarantee admission to the Education Specialist Mild Moderate Disabilities Credential Program.
- o Prior Experience Forms and Letters of Recommendation – You may use previous letters of recommendation provided that they are within the specified timeframe required and address the specifics of the credential authorization. Again, for more details about the admissions requirements, please review the steps listed below.

Summary of Documents Received by Previous Applicants or Candidates

After you submit a Department Application, you will be sent an admissions requirements sheet listing out all the items we already have on file for you. Due to the volume of processing taking place, the CSSC staff and staff in the Arts and Education Cooperative cannot provide the listing via telephone. Again, it is the applicant's (your) responsibility to ensure that all documents are received by the posted deadlines. If you have any questions, email CSSC at credentials@csueastbay.edu.

Applicants that have not previously applied to the program must follow the instructions below.

9.2 Completing the Application/Admissions Process

Step 1: Review credential admission and program information on our website:
<http://www.csueastbay.edu/cssc>.

It is highly recommended that you view the PowerPoint presentation slides (also available in PDF format) as a supplement to the Admission Handbook. If after you review the information and you still have questions, please contact the CSSC via phone or email.

Step 2: Collect official copies of all academic transcripts to verify your bachelor's degree and ALL college coursework completed.

All applicants must verify their completion of a four-year college course of study and a baccalaureate degree from an institution accredited by a regional accrediting association. Arrange to have sent to you, two (2) official copies of your academic transcripts, from **ALL** of the higher education institutions you attended or are currently attending (request additional transcripts for yourself). If you are a CSU East Bay graduate and/or currently enrolled at the university, one (1) official set of your transcripts is still required for your application. **All official transcripts must be signed and sealed in your application packet when received by CSUEB. One set of transcripts will be retained by the CSSC. The other set of transcripts must be sent to the university to accompany your csu mentor application.**

Foreign Transcripts

Applicants who earned a four (4) year bachelor's degree or its equivalent at a higher education institution outside of the U.S. must have their transcripts evaluated by an agency authorized by the California Commission on Teacher Credentialing (CTC). A list of authorized agencies is available at <http://www.csueastbay.edu/cssc>.

English Language Exams

All applicants, whose native language is not English **and** whose preparatory education was principally in a language other than English, must demonstrate competence in English via one of the following: TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). Request to have your official TOEFL or IELST score report sent directly to CSUEB International Admissions Office and also to you.

TOEFL: <http://www.ETS.org/TOEFL>

IELTS: <http://www.IELTS.org>

This requirement may be waived by presenting to CSUEB International Admissions Office:

1. an official transcript showing graduation with a bachelor's degree from a U.S. college or university;
or
2. an official transcript from an international college or university indicating English is the principal language of instruction; **or**
3. an official letter from the college or university certifying that English was the language of instruction.

Enclose a copy of either your exam score report or your waiver documentation in your application packet.

For more information:

CSUEB Testing Services (510) 885-2624

CSUEB International Admissions Office (510) 885-7571

Step 3: Calculate your GPA

All credential program applicants must have an overall undergraduate GPA of 2.67 **or** a GPA of 2.75 in the last 60-semester or 90-quarter units of baccalaureate work. Review your personal copies of your transcripts. Applicants with lower GPAs may be eligible to petition for a waiver at the time of their admission interviews.

Step 4: Request official documentation of your subject-matter competency

All credential program applicants must meet the CTC requirements for subject matter competency. TED/SPED applicants demonstrate subject-matter competency by: passing CSET Subtests: 101; 102; and 103. <http://www.CTCexams.nesinc.com>.

Scores from this examination expire five years after the test date.

Summer Entry 2012

Must take CSET exam by **March 12, 2012*** in order to be eligible for Top Priority and Priority admission. You must take the CSET exam on May 7, 2011 for provisional consideration if space is available.

Step 5: Request official documentation of your basic educational skills proficiency

Applicants usually meet this requirement by passage of the California Basic Educational Skills Test (CBEST). The scores for this exam do not expire.

Proficiency is verified by submission of one of the following:

1. passing CBEST score report;
2. passing CSET Writing Skills subtest #142 score report, in lieu of CBEST (Multiple Subject Applicants only); or
3. passing basic skills test from another state

<http://www.CTCexams.nesinc.com>

Summer Entry 2012

Must take CBEST exam by **February 5, 2012*** for Top Priority and Priority admission. You must take the CBEST exam on or before April 9, 2012* for provisional consideration if space is available. Request to have a report of your official test scores sent directly to CSUEB and also to **you**. Make a photocopy of your official paper score report (that you receive in the mail) to enclose in your application packet. The final dates to verify passing scores is April 15 (Summer Entry). Other options to meeting the BSR are found at the CTC's website at: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>

* Test dates may be found on the web. Please check the CSSC website for more information on test deadlines.

Step 6: Verify your knowledge of the United States Constitution.

All applicants must meet the state requirements for knowing the provisions and principles the United States Constitution. Meet the U.S. Constitution requirement by passing:

1. an authorized exam in person (online exams are not acceptable by CSUEB); **or**
2. an authorized college level course. (Most CSU grads have taken a course that meets the requirement).

Make a photocopy of your personal, **unofficial** transcript. Circle the course(s) that you think may satisfy the U.S. Constitution requirement. Also make a photocopy of the course descriptions for the classes that may satisfy the requirement but were completed at institutions outside of California.

Alternately, take the U.S. Constitution exam and request to have an official score report sent both to CSUEB and to **you**. The following agencies administer the U.S. Constitution exam: Alameda & Contra Costa County Offices of Education and Lee Clark in Santa Clara. Contact the agencies directly for more information. Enclose in your Application Packet either an **unofficial** copy of your transcript(s) and course description(s) **or** the official report of your U.S. Constitution exam scores.

Step 7: Verify your pre-admission field experience with youth and individuals with disabilities. Solicit recommendations.

A minimum of forty-five (45) hours of successful classroom or classroom-like field experience with children ages five (5) to eleven (11) *for the Multiple Subject program* or adolescents ages twelve (12) to seventeen (17) *for the Single Subject program*. *Candidates for the Education Specialist: Mild/Moderate Disabilities Credential should include experiences with students with disabilities.*

At least fifteen (15) of the forty-five (45) hour minimum must have been completed in a public school classroom within the last two (2) years. Acceptable public school experience includes work as a substitute teacher, para- educator, instructional aide, or classroom volunteer. The experience can be from a paid or non-paid position. The remaining thirty (30) of the forty-five (45) hour minimum must have been satisfied within the last three (3) years. These hours may be completed in public or private school settings; in community-based venues such as the YMCA/YWCA or a park recreation center; or in structured summer camp, after-school, or other formally organized programs. One-on-one tutoring under the direct supervision of a site official is also acceptable. (Faith-based instruction excluded).

Submit one or more letters of recommendation from **each** site that documents your successful completion of pre-admission field experience. A minimum total of two (2) letters of recommendations is required. Each letter must be on formal letterhead and signed by the site official(s) who observed you interact with youth of the appropriate age range. An Experience Verification Form **must** be completed by the recommender(s) and attached to the front of each letter. All letters and forms **must** be submitted and/or hand-delivered on or before the date of your Admission Interview.

Step 8: Write your Statement of Purpose.

Respond to both of the following questions in **one** typed, double-spaced 300-500 word essay:

1. Why do you want to work with groups of children between the ages of five (5) to eleven (11) or adolescents between the ages of twelve (12) to seventeen (17)?
2. How do your background and/or experience inform your decision to pursue a license that authorizes one to work with socially, culturally, and economically diverse groups of children in the state of California?
3. Describe/include your reason for choosing to teach students with mild/moderate disabilities.

Attach the coversheet to your essay and enclose it in your application packet.

Step 9: Complete an Online CSU System Application.

All applicants must apply online to the CSU system for graduate admissions at <http://www.csumentor.com>. Apply only during the application period for the Summer program (or the quarter in which your specific program begins). An application fee is required.

Print a copy of your CSU Mentor confirmation page to include in your application packet. Current CSUEB graduate students do not re-apply to the University. They file a “*Change of Objective*” form with the CSUEB Admissions Office.

Step 10: Complete an Online Teacher Education Department (TED) including TED/SPED program application for TED/SPED candidates

All applicants must complete an online TED application in addition to the CSU system application. Apply only during the application period for the program you will immediately enter (Summer program). NO fee is required.

Make a paper copy of your online TED application receipt that you receive via email to include in your application packet **or**

Complete an online application for the Education Specialist Mild Moderate Disabilities Credential Program.

All applicants must complete an online TED application in addition to the CSU system application. Apply only during the application period for the program you will immediately enter (Summer program). NO fee is required.

Make a paper copy of your online Education Specialist Mild Moderate Disabilities Credential Program application receipt that you receive via email to include in your application packet Should

the online application not be available contact the Program Coordinator, Dr. Linda Smetana at <mailto:Linda.smetana@csueastbay.edu> for application completion instructions.

Step 11: Compile all of your materials. Submit your application packet by the designated deadlines.

Program admission is highly competitive so we strongly encourage you to turn in as many items as possible. Please note that in order for your application to be processed, the following documents **must** be enclosed in one large envelope and postmarked or delivered by 5 PM to the Credential Student Service Center.

Documents Due by Application Deadline:

1. admissions checklist;
2. CSU application receipt;
3. printout of Department Application confirmation email;
4. official U.S. transcripts or official foreign transcript & foreign transcript evaluation;
5. statement of purpose with coversheet; and
6. prior experience verification forms and letters of recommendation

Documents Due by Document Deadline:

1. English Language Exam Score Report or Waiver (if required);
2. Completed Bachelor's degree (official transcript) or provide official Status of Degree Completion (letter from Registrar's Office);
3. U.S. Constitution requirement;
4. fingerprint clearance;
5. negative TB test report; and
6. copy of general education credential (for SPED only applicants),

Documents Due by Exam & Waiver Deadline:

1. Basic Skills Proficiency (e.g., CBEST) and
2. Subject Matter Competency (e.g., CSET or approved subject matter waiver)

Score report and/or subject matter waiver must be submitted by this date in order to be eligible for an interview

Mailing address:

Attn: Admission Officer
Credential Student Service Center
Art & Education Building Room 235
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007

Step 12: Interview with TED and SPED or multiple SPED faculty members

All applicants must interview with TED and SPED or SPED faculty. Applicants will be notified via email

to schedule an interview appointment. Interviews are usually scheduled approximately one (1) to three (3) weeks after the credential program application period ends. If you do not receive notification, contact the CSSC: (510) 885-2272.

Applicants are expected to demonstrate professional behavior at the interview. Some applicants may be asked to seek assistance in refining their oral language and/or communication skills in standard American English.

Interviewers assess applicants on:

Verbal Language Skills

Maturity

Thoughtfulness of Responses

Critical Thinking Strategies

Listening Skills

Capacity for Reflection

Professionalism

Subject Matter Knowledge

Confidence

Nonverbal Body Language

Enthusiasm

Disposition with Others

Applicants will receive notification of their admission status approximately four (4) to six (6) weeks after interviews. Due to the volume of processing taking place, we cannot provide the status via telephone. Again, it is the applicant's responsibility to ensure that all documents are received by the posted deadlines. If you have any questions, email CSSC at credentials@csueastbay.edu.

Documents Due by End of Your First Quarter in the Program:

1. Immunization Report (sent to CSUEB Student Health Services)

10.0 Supervised Field Practicum

The coursework-fieldwork connection is core to the philosophy of the Education Specialist Mild/Moderate Disabilities Credential program and is threaded throughout the entire program. Field practicum provides candidates with an opportunity to apply what they have learned in their courses and to learn from exemplary special education service providers including classroom teachers, resource specialists, designated instructional personnel, paraprofessionals and other support service staff. Field practicum also provides the setting for the Site and University Supervisor to certify that the candidate is on an appropriate growth path toward becoming an effective special education teacher.

ALL candidates are required to complete a total of four (4) or more quarters of fieldwork: spring quarter year 1 (fieldwork 1), fall quarter year 2 (fieldwork 2) and winter quarter year 2 (fieldwork 3) and spring quarter year 2 (full time student teaching). Fieldwork experiences 1 and 2 require 90 hours over the course of the quarter. Fieldwork 1 and fieldwork 2 experiences require that candidates are in their fieldwork settings at least 9 hours/week. Often this requirement is met through two days per week of fieldwork. Fieldwork 3 requires a minimum of half time participation. Candidates are in the placement 2.5 -3 days a week. A one- week solo experience is carried out during the placement. Full time student teaching takes place for a period of 10 weeks during the spring quarter. Candidates complete a one-two week solo teaching experience.

Candidates complete at least two (2) different placements in resource or self-contained settings at the k-2, 3-5, 6-8, 9-12 levels. At least one (1) of the placements must be in a public school (K – 12). Candidates who are intern teachers meet with the program coordinator to arrange fieldwork that meets the requirements of the program.

There are two types of supervised field practicum: traditional student teaching and student teaching under contract.

10.1 Supervised Traditional Fieldwork and Student Teaching

Traditional Student Teachers develop and practice their teaching skills by apprenticing in the classrooms, resource rooms or other settings of experienced Cooperating/Master Teachers. They gain experience through a gradual introduction to the roles, duties and services provided by special education teachers. They observe, team-teach, collaborate, co-teach, assess, design and deliver select lessons, and work with individual students and small groups, as well as the entire class. They also participate in planning, SST and IEP meetings, daily instructional or assessment preparation, and meetings with their Cooperating Teachers. Traditional Student Teachers complete a solo teaching experience at the end of each placement.

The Program Coordinator arranges each of the fieldwork and traditional student teaching placements in accordance with State and University requirements. Thus, candidates are not permitted to arrange their own placements. However, candidates may request a placement through submission of the Request for Fieldwork Placement to the Program Coordinator. The Program Coordinator will determine if the requested placements meets the requirements of the placement.

However, the request must enable you, as a credential candidate, to meet ALL of the fieldwork requirements. Candidates who are teaching under contract outside of the authorization of the Education Specialist Mild Moderate Disabilities Credential may need to make formal arrangements to take time from their contracted position to complete the fieldwork requirements. The Program Coordinator makes every effort to locate candidates' field placements close to their residential addresses and to accommodate documented considerations. Living in an urban region, however, candidates need to be prepared to commute up to 45 minutes to their field sites.

10.2 Supervised Student Teachers Under Contract, Interns

Student Teachers Under Contract (Interns) complete their field practicum as paid teachers in their own classrooms or service delivery settings. Interns share the same responsibilities as standard classroom teachers and are fully accountable for the learning experience of the children under their direction. The intern teaching positions may be full time or part time (at least 50%) and **must** match the credential objective. Each candidate must partner with an experienced teacher at the site who holds the appropriate credential(s) and can provide support as needed.

Education Specialist Mild/Moderate Disability University Internships are one type of paid student teaching positions that are exclusively available to candidates who are **actively enrolled** in a university credential program. Some candidates have sufficient teaching backgrounds to apply for these certificated teaching positions. Enrolled candidates who desire University Internship positions find their own jobs and must obtain University authorization from the Program Coordinator and the Internship Coordinator before they are eligible to accept any job offers. University approval is not given automatically. Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, he/she may **not** leave or change jobs.

10.3 University Internships

Paid public school teaching opportunities for experienced candidates may be found on: <http://www.EdJoin.org>. University Internships are one type of paid student teaching positions that are available to candidates who are actively enrolled in a university credential program. Some candidates have sufficient teaching backgrounds to apply for these certificated teaching positions in selected school districts in Alameda, Contra Costa, San Francisco and San Mateo County public schools. University interns share the same responsibilities as standard classroom teachers. They are accountable for the learning experience of the children under their direction. University Internship positions must match and support the candidates' credential objectives in accordance with the requirements of the University and CTC.

Enrolled candidates who desire University Internship positions find their own jobs. Most public school positions are posted on the website: <http://www.EdJoin.org>. Candidates must obtain University authorization from the Program Coordinator and the Intern Program Coordinator before they are eligible to apply for an internship credential. Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful

teaching experience.

Candidates who seek University Internship credentials must teach in a district or school that has a formal memorandum of understanding (MOU) with CSUEB Department of Educational Psychology, State Approved Educational Specialist Intern Program. Candidates under the University Internship credentials are mentored by Site Partners, have a University Supervisor, and are also evaluated by a school or a district administrator (as any contracted teacher would be). Candidates who obtain a position in a district that does not have an MOU with the CSUEB Education Specialist Intern Program may be able to obtain the Internship Credential through participation in the Teacher Intern Program of Alameda County (TIPAC). This intern program serves all school districts in Alameda County with the exception of the Oakland Unified School District.

Candidates must meet the requirements listed below before they can obtain a University Internship Credential. Candidates must confirm any job offers before a placement is confirmed each quarter. The Internship Coordinator and the Credential Student Service Center will require:

1. documentation of 120 hours of appropriate coursework with a grade of B or higher in each class or a multiple or single subject credential with CLAD and EPSY 5021 or equivalent course;
2. copy of one's District contract (or letter of Intent to Hire);
3. Credential Coordinator's or Intern Program Coordinator expressed written authorization of the job offer;
4. appropriate fees; and
5. full, 100% completion of all admission requirements.

Candidates are expected to communicate to the school district the criteria for obtaining a University Internship Credential through CSUEB. Candidates must have a cumulative GPA of 3.0 exclusive of: Incompletes, No Credits, WU, or grades lower than B. The job assignment must match candidate's credential objective.

The Internship Program Coordinator and the Education Specialist Mild/Moderate Disabilities Program Coordinator must review the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a University Internship credential. The Internship Program and Program Coordinator must also approve the job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential.

Candidates with 50% job assignments need to work with the Program Coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements for the full time student teaching requirement. Intern teacher candidates must make arrangements to meet the fieldwork requirements for the completion of course assignments.

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mentored by Site Partners, have a University Supervisor, and are also evaluated by a school or a district administrator (as any contracted teacher would be).

Candidates must meet the requirements listed below before they can obtain a University Internship Credential. Candidates must confirm any job offers before a placement is confirmed each quarter. The Internship Coordinator and the Credential Student Service Center will require:

1. documentation of 120 hours of appropriate coursework with a grade of B or higher in each class or a multiple or single subject credential with CLAD and EPSY 5021 or equivalent course
2. a copy of one's District contract (or letter of Intent to Hire);
3. the Program Coordinator's expressed written authorization of the job offer;
4. the Intern Program Coordinator's written authorization
5. payment of appropriate fees; and
6. 100% completion of all admission requirements.

Candidates are expected to communicate to the school district the criteria for obtaining a University Internship Credential through CSUEB. Candidates must have a cumulative GPA of 3.0 exclusive of: Incompletes, No Credits, or grades lower than B. The job assignment must match candidate's credential objective. The Internship Program Coordinator and the Education Specialist Mild/Moderate Disabilities Program Coordinator must review the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a University Internship credential. The Internship Program and Program Coordinator must also approve the job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential.

Candidates with 50% job assignments need to work with the Program Coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements for the full time student teaching requirement. Intern teacher candidates must make arrangements to meet the fieldwork requirements for the completion of course assignments.

11.0 Supporting Student Teachers in the Field

Professional field based educators support candidates during in the field and student teaching experiences. Appropriately credentialed special education service providers teachers guide candidates in becoming successful special educators. **Cooperating Teachers**, (aka Master Teachers), serve as classroom hosts and mentors to Traditional Student Teachers. **Site Partners and District Support Providers** serve as on-site or nearby support providers to Intern Teachers Under Contract.

Cooperating Teachers and Site Partners are selected by their Site Administrator, Program Specialist or the University Program Coordinator because they are exemplary teachers who have:

1. training in instruction to teach all learners including students with disabilities and English learners; coaching and mentoring skills;
2. professional expertise in effective planning and delivery of individualized, differentiated content standard based instruction;
3. assessment, data based decision making and collaborative skills;
4. an understanding of beginning teacher development; and
5. an eagerness to assist new teachers as they begin their careers in education.

BOTH orient student teachers to the service delivery model, classrooms, learning centers and to the school site by:

1. introducing student teachers to other teachers and service providers;
2. sharing the school schedules for special education service providers,
3. providing student teachers with a brief survey of the curriculum, students individual instructional goals, specific instructional or assessment programs, work usually covered (or already covered), and with textbooks and other instructional materials; and
4. reviewing the school rules and district policies with the student teachers.

BOTH support student teachers to develop effective instructional skills by:

1. helping student teachers to plan instruction and deliver services; including the preparation of lesson and other instructional plans, Student Study Team procedures and IEPs in a practical format;
2. modeling effective assessment, collaboration and teaching strategies for student teachers;
3. observing student teachers conduct individual, small group, peer and class lessons while providing appropriate written and verbal feedback; and
4. reviewing student teachers' lesson and service delivery plans prior to their delivery.

BOTH nurture student teachers and foster positive teach practices by:

1. conferencing regularly with student teachers to provide guidance and constructive feedback related to the assessment and instruction process, IEP development, development of goals, benchmarks and objectives;
2. keeping notes, such as an ongoing weekly journal or log that records their observations of the student teacher in a way that can be shared with the candidate during conferences; and
3. contacting the student teacher's University Supervisor to discuss any support that the candidate might further require.

11.1 Cooperating Teachers' Responsibilities

In addition to the duties mentioned above, Cooperating Teachers acquaint candidates with the classroom, resource room, learning center or other service delivery model by:

1. providing a list of students and service providers;
2. involving the candidate in class or service delivery activities; and
3. welcoming the candidate to attend school and district professional development programs and meetings.

Cooperating Teachers engage the student teacher in planning the instructional, service delivery program for the class. They also:

1. conference with the candidate at least once per week and give daily guidance and feedback;
 2. require the candidate to submit lesson plans, if in a self contained class, at least one full day in advance of teaching;
 3. review lesson or other instructional plans/outlines with the candidate prior to teaching; and
 4. provide opportunities for the candidate to complete course assignments that may regard teaching lessons or carrying out assignments that do not correspond to the text book program or curriculum.
- Cooperating Teachers evaluate candidates and complete a Summative Field Experience Evaluation Form after the candidate completes the solo-teaching period.

At the end of the placement, Cooperating Teachers participate with the University Supervisor and the candidate in a three-party evaluation conference at which time they share their impressions of the candidate's growth as a student teacher and potential as a professional special educator.

Cooperating Teachers are expected to immediately request a three-party evaluation conference **early** in the CSUEB quarter, if they are concerned about the candidate's competence or commitment to teaching. They may recommend that a candidate be suspended from student teaching if the candidate does not satisfactory demonstrate progress in meeting the TPEs and program standards.

11.2 Site Partners' Responsibilities

In addition to the duties mentioned at the top, Site Partners are also expected to maintain ongoing, close contact with the Student Teachers Under Contract (Interns). They must be able to provide on-site assistance to the candidate as needed. Finally, Site Partners do **not** evaluate student teachers. The site administrator or designee conducts evaluations.

11.3 University Supervisors

The University supervisor is the liaison between the field-work site, the candidate, the University and Program Coordinator. Each university supervisor visits the candidate 3-4 times over the course of the quarter, conducts an observation and meets with the candidate. The University supervisor conducts the three-way conference at the end of the placement. Should problems within the fieldwork experience arise, the cooperating teacher, school administrator or candidate should contact the University supervisor. The University supervisor contacts the Program Coordinator if another 'set of eyes' is needed regarding a situation.

12.0 Candidates' Roles and Responsibilities

Candidates are the most important individuals in the program. As such, they are expected to give 100% participation to their professional preparation program wherein they develop the knowledge, skills, and guidance to become excellent teachers and service providers for California's students with special needs and their families.

Candidates are expected to make arrangements for childcare, carpools and other family obligations such as not to interfere with course or fieldwork obligations. Candidates may be asked to leave the fieldwork placement for excessive absences or tardies or unprofessional behaviors.

12.1 Professional Obligations

At all times, candidates must:

1. adhere to the Teaching Code of Ethics;
2. exercise professional, respectful, and positive behavior;
3. show interest in and attention to both field and coursework;
4. demonstrate cooperation, collegiality, and flexibility;
5. receive feedback and suggestions genially; and
6. exhibit the ability to successfully meet the TPEs and program standards

Failure to meet one's professional obligations may result in probation status or disqualification from the program.

12.2 Academic Accommodations for Documented Disabilities

Candidates who have a documented disability or who would need assistance in the event of an emergency should make an appointment both with the Education Specialist Mild/Moderate Disabilities Credential Program Coordinator and with the Student Disability Resource Center to discuss their approved accommodations as soon as possible.

12.3 Responsibilities as Student Teachers

Candidates may be asked to provide their field site administrators and support providers:

1. a copy of their current Certificate of Clearance or valid teaching credential
2. current telephone number and e-mail address;
3. name and contact information of their Supervisor;

If requested candidates may be asked to provide

4. negative TB report
5. evidence of immunizations
6. transcripts

In addition to adhering to school rules, policies and professional obligations, each candidate is also expected to:

1. report for student teaching or fieldwork as scheduled;
2. arrive at the field site at least one half hour before school begins and to stay at least one half hour

(or other agreed upon time) after school ends on full days;

3. become acquainted with school personnel, service providers and facilities;
4. be prepared to teach, assess, collaborate
5. have all instructional plans and materials ready for the day;
6. be prepared for University Supervisor visits including having lesson plans, notebooks, reflections and other materials ready for review
7. assist in emergency situations as the school site (e.g. step in for a short-time to supervise students);
8. attend faculty meetings, Back to School Night, Open House, and other school functions provided that the events do not conflict with courses, or if the events do conflict, the course instructor has excused the absence in advance.
9. participate in weekly instructional scheduling and lesson, service planning with Cooperating Teacher and/or Site Partner;
10. schedule lesson evaluations and conferences with University Supervisor, Cooperating Teacher, and /or Site Partner;
11. if requested, present to Cooperating Teacher, Site Partner, and/or University Supervisor at least 24 hours in advance of teaching: a) courses of study; b) unit outlines; c) instructional plans; and/or d) other materials that demonstrate satisfactory evidence of lesson or service delivery preparation;
12. maintain and have accessible at all times a field site binder or file of instructional schedules, lesson, service delivery plans, lesson reflections, and other materials germane to daily activity in the classroom;
13. maintain a TaskStream account and upload all necessary documents for fieldwork and/or course evaluations.

Failure to meet one's student teaching responsibilities may result in failure to successfully complete the student teaching or fieldwork requirements and/or disqualification from the program

12.4 Attendance

Each candidate is expected to attend on time every class session, advisory or group meetings, workshop, conference, or event that is scheduled for the candidates. Each candidate is also expected to stay until attendees are dismissed.

Candidates must also notify school site personnel in advance of any absence from their field assignment. They must provide all instructional plans and materials to the school as required for the day.

Candidates are expected to schedule personal, school, site based, and professional appointments on their own time. Those who must miss a session of coursework or other scheduled event need to:

1. notify their professor(s) and
2. accept that their grade may be impacted as a result of their absence(s).

Candidates are responsible for all work covered in courses and are advised to connect with teammates to share notes and information. They should not ask their professors for individualized make-up instruction.

Failure to comply with any portion of this attendance policy may result in a no credit or incomplete from the course, the need to repeat the course and/ or disqualification from the program.

13.0 Fieldwork/Student Teaching Practicum Structure

Candidates complete four field work/student teaching experiences. Settings for the placement may range from k-1 self-contained classrooms to community based instruction. The first two experiences, EPSY 6861 (4 units) and 6862 (4 units) are 90 hour field work experiences. Candidates complete the fieldwork in 9-10 hour/week increments over the course of the quarter. The third fieldwork experience, EPSY 6880 (4 units) is at least half time in duration. Candidates are required to complete a one-week solo teaching experience where they are responsible for the management of the program. The last fieldwork EPSY 6880 (8 units) is a full time student/intern teaching experience. Candidates teach 5 full days a week beginning first Wednesday of the spring quarter and end the Friday before finals week.

Traditional Student Teachers are apprentices. They observe procedures, assist with lessons, and/or work with individual students or small groups of students in the beginning of their field placements. They gradually assume responsibility for writing lesson plans and instructing students, assessing students, writing IEP goals and objectives, conducting functional behavioral analyses, creating and carrying out positive behavior support plans with the guidance of the Cooperating Teacher.

Regardless of the fieldwork or student teaching assignment candidates are expected to:

1. support, monitor, teach students within the service delivery model including individuals, small groups and large group;
2. support self-monitoring and positive behavior using the system developed within the setting;
3. organize and present instruction using the state adopted or specialized materials appropriate to the students needs and the program;
4. administer informal assessments, analyze student work, and collect data regarding an area of interest for the purpose of making instructional decisions;
5. participate in the general education program to the extent that the service delivery model allows;
6. participate in student study team or other pre-referral or intervention meetings and IEP meetings as determined by the cooperating teacher;
7. collaborate with parents, teachers and other service delivery personnel to provide services to students;
8. participate in school/site based/communities activities identified by the cooperating teacher or site administrator; and
9. create a leaning environment that supports students self advocacy, is free from coercion, and promotes positive behavior.

Over the course of the fieldwork experience, candidates are expected to assume more responsibility for assessment, collaboration, planning and instruction. The solo teaching experience is structured by the candidate, cooperating teacher, and the university supervisor and enables the candidate to demonstrate their knowledge and skills.

The first fieldwork, EPSY 6861, takes place spring quarter of the first year of study. Candidates are enrolled in two EPSY courses EPSY 6131 Assessment: Mild/ Moderate Disabilities and EPSY 6143 Advanced Study: Schoolwide Positive Behavioral Supports.

The major assignment for EPSY 6131 carried out in the EPSY 6861 fieldwork is a case study of a student with a disability or identified learning or behavioral need. With the support of the cooperating teacher candidates identify a student for the case study. Candidates collect and then analyze the data collected from a variety of assessments. Based on the analysis of the data collected. Candidates prepare a series of instructional and/or behavioral goals and instructional sequences to meet the goals. Candidates incorporate strategies for motivating students, supporting positive behaviors and academic learning into their instructional sequences. This case study is a signature assignment that is posted on Taskstream.

Candidates will have assignments from EPSY 6143 that will be carried out in the first fieldwork placement.

The second fieldwork experience, EPSY 6862 takes place fall quarter of the second year of the program. Concurrently candidates are enrolled in EPSY 6133 Curriculum and Instruction for Mild/Moderate Disabilities and EPSY 6127 Instructional and Behavioral Supports for (students with) Mild Moderate Disabilities.

The major assignment for EPSY 6133 is a series of instructional sequences on a topic found in the standards based curriculum and an instructional study where candidates focus on a set of strategies used to teach content or provide instructional intervention. Candidates should be able to take on more responsibility for assessment, instruction and management within the service delivery model. They should be able to identify student needs and methods and materials to provide the appropriate instruction or service. Candidates should be able to participate in the development of IEP goals and objectives and positive behavioral support plans. Candidates may be able to participate in the pre-referral intervention process within the school setting.

The third placement, part time (50-60%) student teaching takes place winter quarter of the second year of the program. Candidates are expected to assume responsibility to the point where they are able to take over the classroom or the organization for the delivery of services for 3-5 days. Candidates assist with the development of IEPs and positive behavioral plans. During the period of the placement, candidates are expected to plan and teach of the lessons and carry out the other duties of an education specialist.

The final placement, full time student teaching takes place during the spring quarter of the second year of the program. Candidates assume more responsibility to the point where they are able to assume responsibility to the point where they are able to take over the classroom or the organization for the delivery of services for a minimum 5 days. However it is desirable that candidates take over their class for 7-10 days. Candidates assist with the development of IEPs and positive behavioral plans. During the period of the placement, candidates are expected to plan and teach of the lessons and carry out the other duties of an education specialist.

The Cooperating Teacher may leave the room or work with a student or a small group of students do other work in the classroom during the solo teaching period. CSUEB leaves the amount of time the Cooperating Teacher is in the classroom to that individual's discretion. Cooperating Teachers are encouraged to

observe and assess the candidate's teaching during the solo time. A candidate who fails to successfully complete the solo week/s will not receive credit for fieldwork/student teaching or may be required to extend or repeat the fieldwork/student teaching experience.

14.0 The Fieldwork Site

Professionals at the fieldwork site support the candidate in the development of knowledge, skills, abilities, and practices to provide effective services to students with mild/moderate disabilities. They observe, share ideas for assessment, planning, instruction and classroom management. These professionals support the candidate throughout the fieldwork and student teaching experiences.

14.1 Site Administrators:

1. know district and university policies regarding the CSUEB Program;
2. encourage successful teachers to serve as cooperating teachers and service providers;
3. help orient the candidates to the school;
4. work with University personnel in resolving problems and in evaluating the program;
5. ensure that student teachers are not removed from their master teacher's classrooms to cover other classes or provide services to ineligible students;
6. provide a private space for student teacher conferences;
7. provide coverage for in the classroom for student teachers who are under contract to step away and privately confer after observations if necessary; and
8. enable candidates to meet state requirements including: content areas taught during the time the candidate is in the placement requirements and the opportunity to teach content using a variety of other instructional techniques.

14.2 Cooperating Teachers:

1. orient the candidate to the fieldwork site and the service delivery responsibilities;
2. share instructional or assessment information with the candidate for the purpose of developing appropriate services;
3. orient the candidate to the site's student study/success team, RTI or other pre-referral intervention processes;
4. model instruction, assessment, collaboration and positive behavior support;
5. share when appropriate the IEP goals of students on the caseload;
6. map instruction or other services that lead to the attainment of IEP goals;
7. share case management, scheduling and conferencing strategies;
8. scaffold candidates work with individuals or small groups and gradually enable the candidate to assume more responsibility;
9. provide time for candidates to participate in the general education program with specific students; and
10. invite candidates to IEP meetings when appropriate.

15.0 Supervision and Evaluation of Fieldwork

The supervision of the fieldwork and student teaching experiences is the responsibility of the University Supervisor and the Cooperative Teacher. Both individuals support the candidates through out the fieldwork and student teaching experiences.

15.1 University Supervisors

University Supervisors represent the University in the field and play a key role in the credentialing process. They serve as liaisons to cooperating schools and placement sites and to the University. Supervisors observe and evaluate the student teacher in the fieldwork or student teaching placement. They help the candidate to relate their teaching experiences to previous academic training and current professional preparation and practice. They also explain and reconcile any differences between the philosophy or methods employed by the Cooperating Teacher or Site Partner and those presented in the Credential program.

Protocol

At the start of each field placement, University Supervisors visit the school site to introduce themselves and to give a brief orientation about their supervisory practices to the candidate, cooperating teacher or site partner, and the school site administrator. Then, supervisors observe the candidate facilitate three - four lessons/instructional sequences that are evenly spaced over the course of the placement. At least one (1) lesson is observed during the candidate's culminating or solo-teaching period. After the culminating or solo-teaching period concludes at the end of the field placement, supervisors return to the school site for a final Three-Party Summative Evaluation Conference. They meet with the candidate and either the cooperating teacher (traditional student teachers) or site administrator (student teachers under contract). At the conference, the supervisors and either the cooperating teacher or site administrator evaluate the performance of the candidate. (See below.)

University Supervisors:

1. may prepare a document that outlines their supervision and scheduling practices, encourages open communication among the four parties, and provides their contact information; (This document may be provided to the candidate, cooperating teacher or site partner, and the school site administrator.)
2. observe the candidate deliver lessons, work with small groups of students, individuals and review the candidate's materials, work binder, and if appropriate lessons plans, and reflections every school visit;
3. conduct a 15-minute private post-observation conference with the candidate after each lesson;(Site Administrators are urged to provide coverage for the classroom of the Student Teacher Under Contract when necessary to allow for a private post-observation conference between the candidate and supervisor.)
4. provide the candidate written feedback that aligns with the TPEs and/or program standards, highlights commendable practices, and identifies areas in which improvement is needed and offers suggestions for improvement;
5. notify the Program Coordinator immediately of concerns;
6. consult with Cooperative Teacher or Site Partner;

7. evaluate the performance of the candidate in a Three-Party Summative Evaluation conference which includes the Cooperating Teacher or Site Administrator, the Candidate, and the University Supervisor or obtain information from the Cooperating Teacher that is integrated into the candidate's evaluation; and/or
8. write letters of recommendation for the candidate's employment dossier or communicate, with candidates permission, via e-mail or phone to prospective employers.

15.2 Three-Party Summative Evaluation Conference

At the end of the placement, after a candidate's solo-teaching period concludes, all three parties (Candidate; Supervisor; and Cooperating Teacher or Site Administrator) meet to discuss the growth attained by the candidate over the course of the placement. Prior to the conference, the University Supervisor and either the Cooperating Teacher or Site Administrator completes a Summative Field Experience Evaluation form that validates the candidate's performance in the field. . All parties must sign and date each of the forms. They must also retain a signed copy of each set of forms for their records. Supervisors make certain that all required signatures are on both sets of Summative Evaluation forms before sending the forms to the Program Coordinator.

As an approximate guide, in the first placement candidates are expected to earn 2s or 3s on TPEs on the Summative Evaluations from the University Supervisor and the Master Teacher. In the second placement, candidates are expected to earn 2s and more 3 s on the Summative Evaluations from the University Supervisor and the Cooperating Teacher. In the third placement candidates develop the skills so that they earn 3s on most of the TPEs. In the final student teaching placement candidates are expected to earn a 3 or 4 on each TPE in order to pass. However, there may be instances where a candidate earns a 2 on the final evaluation. In this case the candidate, cooperating teacher and supervisor determine if the 2 impacts the candidates ability to provide effective instruction or assessments. The candidate may be asked to remain in the placement another 1-2 weeks to develop the weak skill, move placements or do nothing. At the end of the three placements, the combined evaluations from the University Supervisors and Cooperating Teachers should indicate that the candidate has earned at least a 3 or 4 on each TPE.

15.3 Procedures When a Candidate Experiences an Unsatisfactory Field Experience

Should the University Supervisor determine that the candidate's performance may **not** warrant credit, early in the process, the University Supervisor will:

1. discuss the situation with the candidate and inform the candidate of the possibility that no credit may be awarded;
2. discuss the situation with the Education Specialist Mild/Moderate Disabilities Program Coordinator and arrange for a formal observation of the candidate by the Program Coordinator or her/his designee;
3. conduct a three-party conference with the candidate, the Cooperating Teacher (traditional student teacher), and the University Supervisor;
4. if the candidate is under contract, carryout the three-way conference with the site administrator /designee. If appropriate, the Program Coordinator and/or Site Administrator may also participate in this conference.

During the conference, the University Supervisor and Cooperating Teacher/Site Administrator should:

1. specify the areas in which the candidate is making unsatisfactory progress;
2. describe, as specifically as possible, the changes that the candidate must make to earn credit;
3. clarify what the University Supervisor and cooperating teacher/ site administrator will do to help the candidate succeed and describe other resources that the candidate may need to draw upon; and
4. answer all questions posed by the candidate.

If such a conference occurs, the University Supervisor will also:

1. prepare a letter or notes to the candidate that outlines #2 above and summarizes the conference. Copies are to be sent to the Cooperating Teacher, Site Administrator, Program Coordinator, the candidate's credential file, and the Department Chairperson, as appropriate, and
2. ask the Cooperating Teacher to prepare letters that document the candidate's performance to date. Copies of this letter should be sent to the candidate and all others mentioned in #1 above.

The University Supervisor and Cooperating Teacher or Site Partner should continue to observe the candidate regularly and document the candidate's performance. The Program Coordinator and Site Administrator may also be asked to provide additional observation/documentation.

The Program Coordinator, after consultation with the University Supervisor, should select from the following options:

1. counsel the candidate to repeat the field experience in another quarter;
2. counsel the candidate to investigate other career choices and formally withdraw from the credential program;
3. seek to declassification the candidate from the program/university.

The Chair of the Department, with the concurrence of the Dean of the College of Education may disqualify a candidate for cause at any time.

16.0 University Personnel

University Personnel support the candidate through out the credential program. Their roles and responsibilities are presented in order to enable the candidate to better direct their questions and concerns.

16.1 Program Coordinator (Education Specialist Mild/Moderate Disabilities Credential Program)

The program coordinator is responsible for the day-to-day management and operation of the Education Specialist Mild/Moderate Disabilities Credential Program. In this capacity the coordinator:

1. coordinates and carries out interviews during the admission process;
2. identifies program and course content and field experiences;
3. responds to inquiries about the program;
4. recruits qualified candidates for the program;
5. presents at Credential Student Service Center Admission and Advisement Sessions;
6. communicates with the CSSC regarding candidates and candidate files;
7. signs the candidate completion form prior to candidates' submission their materials to the CSSC;
8. requests to the chair a request to hire adjunct faculty and field supervisors;
9. orients adjunct faculty and supervisors to their responsibilities;
10. collaborates with faculty to design and update the content of the program;
11. collaborates with faculty to design and implement regarding program processes;
12. advises candidates;
13. counsels candidates who may be experiencing difficulties;
14. responds to candidate concerns; and
15. creates the program schedule

Additional duties related to fieldwork The Education Specialist Mild/Moderate Disabilities Program Coordinator is also responsible for:

1. shepharding Education Specialist Mild/Moderate Disabilities Credential Preliminary and Level II candidates from the initial admission interview period through the final evaluation and to the recommendation for California Teaching Credentials;
2. establishing field placements for each candidate;
3. serving as advisor and counselor to candidates. The Program Coordinator helps or arranges for appropriate faculty to help candidates who may experience difficulty with a University Supervisor, Instructor, Cooperating Teacher, or Site Partner and guides them through the situation in a professional manner);
4. counseling or arranges for appropriate faculty to counsel candidates who are having personal/health problems that may jeopardize their performance as student teachers or as post-baccalaureate students to make prudent choices about continuing in the program;
5. collaborating or arranging for appropriate faculty to collaborate with the University Supervisor in evaluating the student teaching performance of candidates who do not show sufficient progress in meeting the TPEs. They or appropriate faculty assist in establishing an action plan and bringing about a resolution. (In such cases, the Program Coordinator or appropriate faculty may serve as an additional supervisor.)
6. arranging guest speakers, workshops, and other activities to support candidates through the

program;

7. tracking each candidate's progress and communicates this information to the candidate. This includes, but is not limited to: candidate's completion of prerequisites; maintenance of acceptable grades/GPA; student petitions; verification of candidate's demonstration of competence to enter teaching profession;
8. conferring with University Supervisors to assign credit for each quarter of candidate's fieldwork;
9. notifying the Credential Student Service Center in writing of situations that may affect a credential candidate's progress towards the credential completion;
10. working with district office personnel, principals, vice-principals, department heads and teachers in arranging field placements each school semester;
11. making individual contacts, school visitations, telephone calls, record keeping, in order to make placements; and
12. contacting program graduates, program specialists in order to arrange fieldwork placements.

16.2 Program Faculty

Program faculty refers to the instructors for courses in the program. They are identified by the Program Coordinator who makes an request for employment recommendation to the Department Chair.

Program faculty are knowledgeable of the content of the courses that they teach; many have advanced training and graduate degrees in their area of expertise. The program faculty:

1. develop course syllabi that represents research based and best practices in the specific area or field of study, the CEAS vision and the EPSY mission;
2. teach courses in the program and order texts and other materials for the course;
3. carry out the duties of a fieldwork supervisor;
4. counsel candidates to assure successful completion of course requirements;
5. maintain course Blackboard and Taskstream accounts;
6. evaluate signature assignments submitted on Taskstream;
7. regularly communicate with the Program Coordinator regarding candidates progress and the operation of the program;
8. submit grades through the Faculty Center on the CSUEB website; and
9. attend program, department or CEAS meetings and forums as appropriate.

17.0 English Learners

All candidates for the Education Specialist Mild/Moderate Disabilities Preliminary Credential must meet the requirements for teaching English Learners. Candidates who complete the TED/SPED meet this requirement through TED courses and fieldwork that includes English Learners.

SPED only candidates must provide documentation of an authorization for teaching English Learners prior to the completion of the Level I program. This documentation may include the English Learner authorization included in the general education credential, successful completion of a CLAD or ELD authorization program, or successful completion of the CTEL examination. For additional information, see the Commission on Teacher Credentialing website <http://www.ctc.ca.gov/credentials/CREDS/english-learners-FAQ.html>.

18.0 Substitute Teaching and Strike Policies

18.1 Substitute Teaching Policy

Possible Situation

The district wants to employ a candidate as a substitute teacher. The candidate wants to be employed. The most normal instance is when the master teacher is absent and the candidate serves as substitute teacher in the classes in which the candidate is a student teacher *and* the rest of the absent master teacher's classes. If a student teacher is doing a field placement in classes with more than one master teacher, there is a problem. The candidate cannot teach two classes at the same time; that is, to be a student teacher in a class for one master teacher *and* a substitute teacher for another (absent) master teacher simultaneously. The candidate's primary responsibilities are to the classes to which she/he is assigned as a student teacher. Full-day substituting is only possible when all master teachers approve, and when the candidate has *no university class attendance responsibilities*.

Substitute Teaching Procedures

1. Substitute teaching requires that approval of **each** of the following parties: Site Administrator; University Supervisor; Program Coordinator; and District Personnel Office.
2. The candidate must complete: a district teaching position application; an Emergency Permit application through the school district; and other requirements as specified by the district. It is the responsibility of the candidate to make sure that such substitute teaching does not interfere with university coursework.
3. The credential application covering the particular school assignment must be filed with the County Office of Education through the school district accompanied by a Certificate of Need provided by the School District. A fee paid by the candidate must accompany the application. Once the teaching permit is received, the candidate must register with the County Office of Education, and is limited to the number of authorized teaching days.

18.2 Strike Situation Policy

Student Teachers

If the teachers in a school district are involved in a strike, then the field experience placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact the Program Coordinator once a labor dispute has been identified. If the length of the strike will make it impossible for candidates to fulfill the requirements of that field placement, they will be reassigned. In this case, field experience refers to assignments made by CSUEB. This policy does not pertain to paid or volunteer services outside the scope of the student teaching assignment.

Interns/Candidates Teaching under Emergency Credentials

Candidates teaching under emergency credentials and interns are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment.

Status of CSUEB Supervisors

Program faculty ask that both teachers and administrators consider the dilemma a strike poses for our program. We need relationships with all parties in a school district. CSUEB supervisors will not enter schools during a strike situation.

19.0 Declassification Policy and Academic Dishonesty

19.1 Declassification from the Program

1.0 A candidate shall be declassified (also known as dismissed) for failing to provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the Education Specialist Mild Moderate Disabilities Credential Program Department at the next admissions period for the program. However, the candidate must complete the interview process.

2.0 A candidate shall be declassified for failing to achieve the required GPA of 3.0 in required program classes.

3.0 Grades of Incomplete (I) shall not be counted in the candidate's GPA; however, three or more grades of

Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for declassification. Field Experience courses will not be counted in the calculation of GPA. Candidates must repeat any course with a grade lower than C-.

4.0 A candidate shall be declassified for repeatedly failing to enroll in program courses.

5.0 A candidate shall be declassified for failing to achieve the required level of performance in required field experience.

6.0 A candidate shall be either suspended or declassified if the school or school district requests that the candidate be removed from the placement.

7.0 A candidate shall be declassified for failing to demonstrate professional conduct toward any participant in the program; including University administrators, University faculty Credential Coordinators, University faculty, University staff, University students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students.

8.0 A candidate shall be declassified for academic dishonesty.

9.0 A candidate shall be declassified for failing to submit a TPA. These must be attempted and submitted on time according to the posted deadlines

10.0 A candidate may be disqualified from the program for cause **any time** up until the application for the Credential has been approved.

11.0 The Program Coordinator shall notify a candidate subject to dismissal in writing. The notification shall:

1. cite the appropriate section of this policy;
2. detail the specific behaviors that led to the dismissal; and
3. notify the candidate that he/she may appeal within 10 calendar days.

Candidates may appeal dismissal only once during their time in the program.

12.0 Declassified candidates may appeal their dismissal to the EPSY Department Chair who will review the decision and uphold the dismissal or re-instate the candidate with or without conditions.

18.2 Academic Dishonesty

The University, like all communities, functions best when its members treat each other with honesty, fairness, respect and trust. Deception for individual gain is an offense against the members of the entire community. The Department of Educational Psychology adheres to all university rules regarding

academic dishonesty, and feels a particular responsibility to require the utmost professional accountability and academic honesty from candidates in our teaching programs. Whenever dishonesty occurs, your instructor will take appropriate action and file an "Academic Dishonesty Incident Report" detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and the candidate will receive a copy. The report will remain on file for five years or until the candidate graduates, whichever comes first. If the office receives two or more reports on an individual, the Student Disciplinary Officer is notified.

Depending on the circumstances, the candidate may: (a) be warned; (b) be required to resubmit work or retake an exam under specified conditions and with a possible grade penalty; (c) have your grade adjusted for the assignment; or (d) have your grade adjusted in the course, including assignment of an "F" at the discretion of the faculty. If the course grade is adjusted, it is not subject to Grade Forgiveness.

The candidate may appeal an instructor's action to the Fairness Committee. The appeal of an instructor's academic sanction is governed by the "Fairness Document".

Depending upon the severity of the offense or the number of offenses, the instructor may directly refer the instance/event of academic dishonesty to the Student Disciplinary Officer to determine if further action is necessary. (In any instance of academic dishonesty, however, whereby an academic sanction is imposed, the instructor will file an "Academic Dishonesty Incident Report." See three paragraphs above.) At the discretion of the Student Disciplinary Officer, administrative sanctions such as warning, probation, suspension, or expulsion may be imposed. As prescribed in Executive Order 970, Article V. Sanctions, paragraph 5 entitled Record Discipline, "Probation is entered on a student's transcript, with its beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the student's transcript, with the beginning and end date, for the period of time that the suspension is in effect, but remains on the transcript permanently if the suspension is for longer than one academic year." Expulsion is entered on the student's transcript permanently along with the date it takes effect. (If an appeal to the Fairness Committee regarding an academic sanction imposed by the instructor is pending, action by the Student Disciplinary Officer will be postponed until after the adjudication of the appeal.)

The complete text of Title 5, section 41301 of the California Code of Regulations and of Chancellor's Executive Order 970 can be accessed on the Judicial Affairs website at <http://www.calstate.edu/eo/EO-1043.pdf>.

20.0 Program Completion

Candidates must meet all program requirements before requesting a recommendation for the Education Specialist Credential Mild Moderate Disabilities, from the Credential Student Service Center. The final portfolio completed in EPSY 6670 or 6820 requires that candidates articulate their understanding of the Teaching Performance Expectations (TPE's) and Program Standards. Candidates choose artifacts that represent and support their case for documenting the meeting of the TPE's and Program Standards. This portfolio is submitted on Taskstream and is evaluated by the course instructor using the posted rubric.

20.1 Program Completion Requirements

All candidates must submit the completed credential application packets and supporting documentation to the Credential Student Service Center in order to begin the recommendation process.

The Program Coordinator serves as the program advisor for all candidates in the Education Specialist Mild Moderate Disabilities Level I, Preliminary, and Level II Credential programs. In the capacity of the advisor, the Program Coordinator meets with each candidate at the end of the program, completes an exit interview and reviews the candidate's transcript for completion of the required courses. Upon verification that the candidate has completed all of the required courses the Program Coordinator signs the specific program completion form. The Program Coordinator also reviews the transcripts of TED/SPED candidates for completion of the courses for the Multiple and Education Specialists Credential and the successful completion of the TPA process.

Candidates must supply the documentation presented on the Level I Preliminary or Level II Credential Checklist forms. Candidates for the Level I or Preliminary credential do not need evidence of employment for recommendation for the credential.

Candidates for the Level II credential must supply the additional documentation presented on the Level II Credential Checklist form. Candidates for the Level II credential must present evidence of two years of employment on the Level I credential prior to application for the Level II credential. Appendices I and K present the required supporting documentation to accompany the application for the specific credential.

20.2 Exit Survey

Candidates for the Level I or Preliminary Education Specialist credential must complete the CSU Exit Survey available online at <http://www.csuexitsurvey.org>.

Once candidates have secured a signature on the program completion form, collected the supporting documentation, and completed the application form for the credential, they may submit their application packet to the Credential Student Service Center.

Program

1. Check your horizon e-mail account on a regular basis. The University uses the horizon e-mail system to communicate with you. Program faculty, Blackboard and Taskstream also use the horizon e-mail system for communication. Activate your horizon account once admitted and your Taskstream account as soon as instructed to do so.

2. About the Program: This program covers all coursework and student teaching requirements to be recommended for the Education Specialist Mild/Moderate Disabilities Preliminary and Professional Level II Credentials. This is a full time program. As you can see from the schedule, you will be very busy with student teaching and coursework. If possible, it is best not to try to work at an outside job while you are in the program. Financial aid is available. Please contact the Financial Aid office if you are eligible for grants or loans.

3. When in doubt about anything consult this handbook first! Be sure to read and refer to the Handbook. Most answers to your questions may be found there.

4. Registration: You are required to properly register for all classes including fieldwork, seminars and student teaching (whether or not you have an intern teaching position). Please check the schedule on line. You must take all classes and field experience in the order presented in the program outline. It is your responsibility to pay all fees and to register on time. Please visit the Student Administration information desk if you are blocked from registering. If you miss the first day of class without notifying the professor, you will be dropped from that class and will have to take it at another time on your own. This will usually delay your credential. Since fieldwork, student teaching requirements and class requirements take place concurrently, this could also have other serious consequences. Everyone, including every intern, is required to register for student teaching. It is your responsibility to register for the correct section and check back to confirm that you are indeed registered.

Interns are required to register for EPSY 6770, Internship for each quarter of the internship; candidates must be supervised for the school year. This registration is in addition to fieldwork and student teaching.

5. This is NOT an individualized program. You are expected to take courses as scheduled. This means that you will be expected to take all courses as identified in the program materials and meet all CSUEB requirements. The Program Coordinator will make all of the fieldwork and student teaching placements. You will not be placed at a school where you have relatives.

INTERNSHIPS: You may only accept an internship position with the approval of the Program and Internship Coordinator. All internship requirements must be met before this will be considered. You internship cannot count for student teaching unless your internship placement has been approved and all papers are signed and on file.

6. Prompt attendance is essential. This means that interns and student teachers alike are expected to attend

all class sessions on time and not leave early. They are to report for fieldwork and student teaching according to the schedule given to them by the Program Coordinator and follow the CSUEB schedule. Student teachers and interns may not deviate from these schedules without the permission of the Program Coordinator and others that will be impacted by their absence. Failure to comply may result in disqualification from the program. You are also expected to attend all meetings, conferences, workshops, seminars and other program events. This applies to both student teachers and interns.

During student teaching you are expected to arrive at the school where you are teaching at least one half hour before school begins (or other agreed upon time) and stay at least one half hour (or other agreed upon time) after school. Check with your cooperating teacher for specific attendance requirements for the school district.

Take care of personal business on your own time. Please be sure to schedule personal (including childcare, non-emergency medical) and professional appointments accordingly. If you must miss a class or other event, we assume that you have a pressing and unavoidable reason. Usually there is a consequence to your grade if you miss or are late for a class. The procedure is as follows: A) notify the professor about why you will not be (or were not) present, do not make a lot of excuses or go into undue detail, B) accept the grade consequence graciously. Please do not embarrass yourself or the professor by arguing about why you should receive full credit even though you were not there. We understand that pressing needs do occur, however, it is not fair to those who do attend every class for one who is absent to expect the same grade as those in attendance. Whether in class or not, you are responsible for all work covered. Find a buddy or two in class to share notes and information. Do not ask your professor to individually cover this work with you.

7. These are graduate level courses. You are expected to read the text, participate in class, write graduate quality papers, submit assignments and take all tests and examinations on time. All papers must be typed and look professional. Do not expect to receive a grade of A, unless your work is of outstanding quality and you have attended all classes. The CSUEB Academic Honesty policy is strictly enforced. Among other things this means no plagiarism, falsifying data, cheating, copyright infringement or other misrepresentation,

8. Professionalism is essential. No whining or complaining. No gossiping. Keep an open mind and do not judge others, including cooperating/master teachers, professors and each other! Act like a professional. Be friendly and helpful to others. Dress in a professional manner. Do not ever take a child or other unauthorized person to class, meetings, fieldwork or to student teaching. Part of your professional responsibility is to take care of personal issues, such as daycare, carpools, and to make advance arrangements in the event of illness or other situations that may call you away from teaching or class. Never have an audible beeper, phone or timer go off during class or when you are teaching.

9. Respect your professors' office hours and privacy. Never call a professor or supervisor at home unless specifically instructed to do so. Follow guidelines for office visits or other appointments. Email or take care of individual business during office hours. Do not corner professors at the beginning or end of class

and please let the professor have a break during break time. Never take up office hour time giving excuses about why you were not in class or could not do your work. Please follow professor's guidelines for use of email and faxes.

10. Be flexible. The Program Coordinator will try to keep you informed about upcoming events and scheduling, however, these are always subject to change. Plan for the "worst case scenario" regarding your time and do not schedule yourself too tightly. Be sure to make advance arrangements for personal responsibilities, such as childcare and driving, so that these do not infringe upon your work. Have contingency plans for the unexpected, such as illness (of yourself or your child.) Leave room in your schedule to account for traffic and unexpected delays. This will be a more realistic approach and will relieve much stress. This is not the time to take on extra activities. Try to cut down on "extra curricular activities" this year.

11. Complete and submit all Taskstream assignments on time. Failure to submit is grounds for dismissal from the program.

12. Take responsibility for your own professional growth. Work with others at your school site to schedule your supervisor's time. Be sure to schedule both observation time and conference time. Schedule a regular time to meet with your cooperating/master/mentor teacher each week or on a regular basis. If you have concerns regarding a class, consult the instructor immediately. Do not gossip or discuss your concerns with teammates or others at the school site. Be adult, pleasant, and professional. You are encouraged to attend professional conferences and to participate in PTA meetings, carnivals, shows, etc., as well as in-service training at your school site; however your coursework for CSUEB must be your first priority.

13. Disqualification from the Program: (It rarely happens....) If you are removed from a student teaching/intern placement at the request of the School District, you will be immediately disqualified from the program. Disqualification from the program for cause may take place at any time up until the application for the Credential has been approved.

14. Budget your time and your money: This is a rigorous, full time program. We recommend that you avoid working at an outside job if at all possible. You may have the opportunity to substitute teach for your master teacher if it does not interfere with attendance in your CSUEB classes. Work at an outside job is not considered a legitimate excuse for missing or being late to classes, teaching assignments, or meetings. You will have class assignments to complete when you are not participating in these activities. We promise to keep you busy!

Please contact the Financial Aid office if you think that you may qualify for a grant or a loan. Budget an additional \$300.00 for the year for participation in professional conferences and activities.

15. Collect artifacts of your work across service delivery models over the course of the program, as you will need to document how you have met the Teaching Performance Expectations and the program

standards in your final class EPSY6670 and use them to guide your development. Become familiar with the Teaching Performance Expectations and standards.

16. Lesson Planning: The lesson planning and implementation process will be different for each candidate. Some of your placements will be in classrooms that have a set curriculum with adaptations and modifications. Other settings are less structured; the teacher plans on a day-day basis in response to the performance the day before.

When your supervisor comes you should have a schedule or outline of what he/she will see during the observation. If you are working with individual groups, include the methods and materials for the instructional sequence. Make connections with your students and become engaged in the learning community.

If you have any concerns about your fieldwork or student teaching, placement or your performance therein, consult your supervisor.

17. Strive for excellence, not perfection! Perfection is not attainable and you will become frustrated. Excellence means doing your very best under the given circumstances. Learning to teach is a never-ending process. Effective teachers, and service providers are life long learners. Consider yourself a learner! The faculty and supervisors are here to support you, however, you must put forth the effort to complete the task. We know that you have made a significant investment in your professional development and will be successful.

Appendix B: California Teaching Performance Expectations (TPEs) for Education Specialists

The Teaching Performance Expectations (TPEs) are at the foundation of the knowledge for all education specialists. The Teaching Performance Expectations describe the set of knowledge, skills, and abilities that California expects of each candidate for an Education Specialist Teaching Credential. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion of coursework and fieldwork. The TPEs are identified below. The standards identified in the parentheses refer to the program standards for the development and implementation of Education Specialist programs. The program at CSUEB has been developed to ensure that candidates meet all of the program standards.

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction (Standards 12, 13, 23 and 25)

- The candidate instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
- The candidate demonstrates knowledge of the disability and the effects of learning, skills development and behavior.
- The candidate implements appropriate accommodations for assessment and instruction as described in the IEP.
- The candidate demonstrates the ability to adapt, modify accommodate, supplement instruction when appropriate.

TPE 2 Monitoring Student Learning During Instruction (Standards 12, 13 and 17)

- The candidate uses progress monitoring based on each student's Individualized Educational Program to determine whether students are progressing adequately toward achieving goals.
- The candidate paces instruction and re-teaches content based upon evidence gathered using assessment strategies.

TPE 3 Interpretation and Use of Assessments (Standards 17 and 22)

- The candidate utilizes a variety of formal and informal, formative and summative assessments to determine students' progress and plan instruction.
- The candidate utilizes multiple measures to assess student knowledge, skills and behaviors.
- The candidate demonstrates knowledge of requirements for appropriate assessment and identification of students whose cultural, linguistic, ethnic, or gender differences may be confused with manifestations of a disability.

TPE 4 Making Content Accessible (Standards 10, 11)

- The candidate demonstrates the ability to participate in the development and implementation of IEP instructional goals aligned with CA content standards leading to the effective inclusion in the general education core curriculum with the use of appropriate materials, supports and classroom procedures.

TPE 5 Student Engagement (Standard 15)

- The candidate demonstrates the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels.

TPE 6 Developmentally Appropriate Teaching Practices (Standard 24 and 25)

- The candidate demonstrates the ability to set student expectations based on their knowledge of typical and atypical development.
- The candidate develops and implements behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting as well as plans that are specific for age appropriateness and severity of the disability

TPE 7 Teaching English Learners** (for candidates who have not met ELD requirements)

- The candidate implements instructional strategies that promote English listening and speaking abilities; English literacy abilities; EL's acquisition of appropriate academic content.

TPE 8 Learning About Students (Standard 25)

- The candidate uses a variety of formal and informal methods to understand students' mastery of academic language, content knowledge, academic skills; to understand students' abilities, ideas, interests, and aspirations, and the candidate uses this information to identify students needing specialized instruction.

TPE 9 Instructional Planning (Standard 23)

- The candidate prepares both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students' current level of achievement, and reflect IEP goals and objectives.

TPE 10 Instructional Time (Standard 16)

- The candidate demonstrates the ability to coordinate, direct, and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities

TPE 11 Social Environment (Standards 15 and 24)

- The candidate demonstrates the ability to use a variety of effective strategies including methods for promoting positive behavior and social skills for building constructive relationships between students.

TPE 12 Professional, Legal, and Ethical Obligations (Standards 10, 11)

- The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

TPE 13. Professional Growth (Standard 16)

- The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness

Appendix C: Record of Field Experience/Student Teaching Placements

(To be kept by the candidate)

FIELDWORK PLACEMENT ONE, EPSY 6861

District	School	Principal
School Address	School E-mail	School Phone
Cooperating Teacher	E-mail	Service Delivery Model
Supervisor	E-mail	Phone

FIELDWORK PLACEMENT TWO, EPSY 6862

District	School	Principal
School Address	School E-mail	School Phone
Cooperating Teacher	E-mail	Service Delivery Model
Supervisor	E-mail	Phone

FIELDWORK PLACEMENT THREE, EPSY 6880 – 4 units

District	School	Principal
School Address	School E-mail	School Phone
Cooperating Teacher	E-mail	Service Delivery Model
Supervisor	E-mail	Phone

STUDENT TEACHING PLACEMENT, EPSY 6880 8 units

District	School	Principal
School Address	School E-mail	School Phone
Cooperating Teacher	E-mail	Service Delivery Model
Supervisor	E-mail	Phone

**Appendix D: Education Specialist Mild/Moderate Disabilities Credential
Program Fieldwork/Student Teaching Evaluation Form**
Department of Educational Psychology
Education Specialist: Mild/Moderate Disabilities Field Experience Evaluation

Candidate _____ Placement 1st (fieldwork) 2nd (fieldwork)

3rd (fieldwork) 4th (full time student teaching) Qtr./Yr. _____ Grade _____ Model of Service Delivery _____

Candidate Status: Student Teacher Intern General Education Teacher

District _____ School _____

Form completed by: **Cooperating Teacher** (student teachers) _____

University Supervisor (both student teachers and interns) _____

School or district administrator or designee (interns completing student teaching) _____

Instructions: Please use the code below to indicate your assessment of the candidate's performance towards meeting the Teaching Performance Expectations (TPEs). Assign one numeral per TPE. Candidates should be increasing their knowledge and skills as evidenced by the higher scores as the candidate moves from the first fieldwork placement through student teaching. The rubric identifying qualities for each of the levels of evidence is attached to this evaluation. Additional information may be found at the end of this evaluation form.

n/a = indicates that the candidate did not have an opportunity to meet the TPE or that the University Supervisor or Cooperating Teacher did not have an opportunity to observe the candidate's work towards meeting the TPE.

1 = little or no evidence **2** = partial evidence **3** = clear evidence **4** = clear, consistent and convincing evidence

Teaching Performance Expectations For Education Specialists – Field Experience Components

_____ 1. Specific Pedagogical Skills for Subject Matter Instruction (Standards 12, 13, 23 and 25)

The candidate instructs students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.

The candidate demonstrates knowledge of the disability and the effects of learning, skills development and behavior.

The candidate implements appropriate accommodations for assessment and instruction as described in the IEP.

The candidate demonstrates the ability to adapt, modify accommodate, supplement instruction when appropriate.

_____ 2. Monitoring Student Learning During Instruction (Standards 12, 13 and 17)

The candidate uses progress monitoring based on each student's Individualized Educational Program to determine whether students are progressing adequately toward achieving goals.

The candidate paces instruction and re-teaches content based upon evidence gathered using assessment strategies.

_____ 3. Interpretation and Use of Assessments (Standards 17 and 22)

The candidate utilizes a variety of formal and informal, formative and summative assessments to determine students' progress and plan instruction.

The candidate utilizes multiple measures to assess student knowledge, skills and behaviors.

The candidate demonstrates knowledge of requirements for appropriate assessment and identification of students whose cultural, linguistic, ethnic, or gender differences may be confused with manifestations of a disability.

_____ 4. Making Content Accessible (Standards 10, 11)

The candidate demonstrates the ability to participate in the development and implementation of IEP instructional goals aligned with CA content standards leading to the effective inclusion in the general education core curriculum with the use of appropriate materials, supports and classroom procedures.

The following descriptors identify the knowledge, skills, abilities and behaviors characteristics of each level of competency. Candidates should move from 1s and 2s to 3s and 4s over the course of the fieldwork and student teaching experiences.

(1) Unacceptable	(2) Basic	(3) Skilled	(4) Mastery
Little or no evidence of candidate's ability to understand and apply elements consistent with the standard(s)/teaching performance expectation.	Partial evidence, some indicators of candidate's ability to understand and apply elements consistent with the standard(s)/teaching performance expectation.	Clear evidence, multiple indicators of candidate's ability to understand and apply elements consistent with the standard(s)/ teaching performance expectation.	Clear, consistent, convincing evidence, extensive indicators of candidate's ability to understand and apply elements consistent with the standard(s)/ teaching performance expectation.
Little or no evidence of application of the standard demonstrated in candidate's work. Cannot meet standard(s)/teaching performance expectation with additional support from cooperating teacher and/or supervisor.	Partial evidence of application of the standard(s)/ teaching performance expectation demonstrated in candidate's work. Required additional support from cooperating teacher and/or supervisor in order to make progress towards meeting the standard(s)/teaching performance expectation.	Clear evidence of consistent application of the standard(s)/teaching performance expectation demonstrated in candidates' work. Rarely required additional support from cooperating teacher and/or supervisor in order to make progress towards meeting the standard(s)/teaching performance expectation.	Clear, consistent convincing evidence of application of the standard(s)/ teaching performance expectation demonstrated in candidates work. Required no additional support from cooperating teacher and/or supervisor in order to make progress towards meeting the standard(s)/teaching performance expectations.

APPENDIX E: Candidate Observation Form

The Candidate Observation Form structures and guides the university supervisor's observation of the candidate in fieldwork and student teaching. University Supervisors and Cooperating Teachers may use the Candidate Observation Form as a tool to gather data regarding candidate's performance as they participate in the elements of the classroom or model of service delivery. Candidates should incorporate the elements of the Teaching Performance Expectations in their work with students, members of student's family, cooperating teacher, site administrator, and service providers.

Supervisor's Signature _____ Candidate's Signature _____

Appendix F: Information and Basic Application for Intern Status

Please see the Special Education Internship Handbook for a complete description of the Education Specialist Mild/Moderate or Moderate Severe Disabilities Internship requirements and responsibilities. A brief description of the Education Specialist Internship is presented in this document.

The CCTC-approved CSU East Bay Education Specialist Credential program requires that all students either hold or obtain a California general education credential. All Interns in Special Education Mild-Moderate or Moderate-Severe Disabilities areas must meet these requirements in order to be admitted into the Education Specialist Credential programs. *In addition, CTC established a new requirement in 2008 for 120 clock hours of 'preservice' coursework by Interns in specified areas, prior to the candidate's being hired as an as an Intern.* CSUEB has an approved sequence for these areas. Second year TED SPED students will have met each of these requirements, as will have many if not most entering credentialed general educators. Some may need additional work, to be reviewed at the time of application.

The joint TED/SPED program was designed by the Departments of Teacher Education and Special Education (Educational Psychology) and has been in operation since 1998, for applicants who do not possess a Multiple or Single Subject Credential.

APPLICATION PROCESS

For Intern Applicants who **Possess a Valid California Multiple or Single Subject Credential**

Complete and submit a University Application

(call 885-CSUH, or go to the CSUEB website: www.csueastbay.edu)

Complete and submit in person:

Departmental Application (for Special Education Program) **and**

the Internship Application

(call the Department of Educational Psychology at (510) 885-3011 for information and application materials)

Schedule an interview with and submit departmental and intern program applications to SPED Internship Coordinator.

Schedule a second appointment. and bring a 1 page written offer of 40-100% employment from the cosponsoring district, with proposed start date of employment.

Provide copies of the following:

A valid California Multiple or Single Subject Credential

Bachelor's Degree (Transcripts)

GPA of at least 2.7 in Undergraduate work overall; and 3.0 in last 90 units in previous Credential work

CBEST score (passed)

Completion of subject matter competence through CSET exam

Negative TB test and fingerprint clearance

- Verification of employment or offer of employment letters as a 40-80% time (for moderate severe candidates) or 40-100% (mild moderate candidates) Intern position in participating districts for an Education Specialist position in either Mild-Moderate or Moderate-Severe Disabilities areas.
- File for Intern Credential through CSUEB's Credential office (AE, 2nd floor).
DO NOT file for your intern credential through any other office (e.g. district, alternative program).**
- Let a SPED Internship Coordinator know when you have processed your credential.
- Once admitted stay in touch with Internship Coordinator; complete all required on-line data submissions for CTC, etc.

NOTE: You cannot be in both a BTSA program and an intern program simultaneously.

REMINDER TO ALL APPLICANTS

The Application for Intern Status must be approved by the Program Coordinator and the Intern Coordinator

**Following your admission by the department (TED for TED/SPED; Educational Psychology for SPED only), make an appointment with the CSUEB Credential Services Center (AE 235, (510) 885-2272), and bring your district employment verification/offer with you. The Credential Services Center will complete the paperwork for the Internship Credential. **Stay in touch with Internship Coordinator; complete all required on-line data submissions for CTC, etc.

INTERN STATUS

Employment

Candidates accepted into the Internship in the Mild- Moderate Disabilities area *may* have an employment contract up to **100%** if time with faculty permission, if time will be provided by the candidate to meet requirements of field and course assignments with the range of ages, grade levels and populations authorized by the credential.

INTERNSHIP REQUIREMENTS

All requirements toward the Preliminary Education Specialist Credential, including general education requirements **must be completed by the Intern within two calendar years of obtaining the Internship Credential, or the CCTC will revoke that Internship Credential.** Therefore, it is essential that the Intern:

1. Fulfill all district and CTC-required preservice requirements, **including on time, on-line CTC registration;**
2. Register for and successfully complete all coursework and fieldwork/student teaching in sequence and on schedule.
3. Register for and successfully complete all Internship requirements on schedule;
4. Initiate and participate in a regular quarterly appointment with the faculty advisor to discuss progress in the program;
5. Fulfill all requirements of the Intern Induction Plan, as scheduled, including regular meetings with the District Support Provider (DSP) and University Supervisor.

Additional Intern Information

The following conditions must be met to achieve and sustain Internship status in the CSUEB Education Specialist Credential Program:

1. The School District has a partnership agreement (MOU) with CSUEB. If the School District does not have such a relationship, the candidate must work with the Intern Coordinator and District Personnel to secure an MOU.
2. The intern will be assigned a mentor teacher and receive other support and assistance from the School District as deemed appropriate, including but not limited to guidance in instruction and assessment, data collection and application, classroom management, SST and IEP development, and collaboration.
3. The intern will meet all CSUEB requirements as stated in the Program Handbook
4. The intern will attend all CSUEB classes on time and maintain a grade of all B or higher. This may necessitate the intern being excused from Faculty meetings or other District responsibilities on evenings when CSUEB classes are held. The intern may be excused from CSUEB classes for Open Hour and Back to School Night, with prior discussion with the class instructor(s) and the understanding that there may be a penalty for missing work.
5. CSUEB reserves the right to revoke internship status and/or program participation in cases of unsatisfactory performance or unprofessional behavior.
6. The Intern will register for EPSY 6770 Internship (Intern teaching) for each quarter that the/she is teaching on the internship credential.

Appendix G: Cooperating Teacher Sample Candidate Placement Letter

Placement Letters to the Cooperating Teachers are generated on letterhead for each placement. The placement letters outline the details of the placement and the responsibilities of the candidate, cooperating teacher, and university supervisor.

Teacher's name, Specialist

Name of School

Street Address

City, State, zip code

Date

Dear *Name of Teacher*,

In advance, I wanted to thank you for serving as the EPSY 6862 field experience cooperating teacher for *Student's name*. I hope that this experience will be as successful for you as it is for her. The EPSY 6861 fieldwork experience requires *Student's name* to complete at least ninety (90) hours of fieldwork carried out in nine-ten (9-10) hour a week increments over the duration of the spring quarter. The placement begins the week of March 30 and continues through the week of June 1. *Student's name* is expected to begin her participation in classroom activities prior to April 7.

This placement is *Student's name's* second fieldwork experience in the area of teaching students with mild/moderate disabilities. During this EPSY 6861 fieldwork experience, she is expected to participate in classroom and service delivery activities including assessment of student learning, teaching individual and groups of students, and other processes to supporting the instructional program. Concurrent with this placement, *Student's name* is taking EPSY 6127 Instructional and Behavioral Support for Students with Mild/Moderate Disabilities. In EPSY 6127 s/he will be learning about strategies to increase student's positive behavior, motivation and engagement in learning. *Student's name* will be required to complete some of the EPSY 6127 assignments, including a positive behavior support plan, in the EPSY 6861 fieldwork experience. The candidate will be learning to general goals linked to the core academic curriculum.

Please meet with *Student's name* to review the new candidate fieldwork evaluation form. This form is based on the Teaching Performance Expectations (TPE) for Education Specialists. Candidates are not expected to achieve mastery of the TPEs at this time in the program. A University Supervisor will be assigned to *Student's name* and will visit her three times. Please share with the supervisor your impression of *Student's name's* work and any concerns that may arise. At the end of the placement, the supervisor will lead the three-way conference that encompasses the final evaluation of *Student's name's* performance.

I have requested that *Student's name* contact you directly to make arrangements to begin the placement. Since this is a fieldwork and not a student teaching placement, *Student's name* will not have a solo experience where s/he has responsibility for planning and instruction, classroom management and the development of IEP goals and objectives.

Again, thank you for sharing your valuable expertise and time, and for your commitment to the professional development of future special education teachers. If you have any questions please feel free to discuss them with the supervisor or with me. I may be contacted at linda.smetana@csueastbay.edu.

Sincerely,

Linda

Linda Smetana, Ed.D., Coordinator,

Education Specialist: Mild/Moderate Disabilities Credential Program

Appendix H: Candidate Placement Letter

Candidates receive a formal placement letter on letterhead indicating the details of their fieldwork placement for fieldwork experiences EPSY 6861, EPSY 6862 or EPSY 6880 (4 units) and the student teaching experience EPSY 6880 (8 units) from the Program Coordinator. The Cooperating Teacher receives a copy of this placement letter.

Date

Candidate Name,

Please find the placement information for the EPSY 6861 Fieldwork Experience. This placement consists of ninety hours; often candidates complete between nine and ten hours a week for the duration of the placement. This placement provides you with an introduction to students receiving special education services. During the placement you are expected to carry out the assignments from EPSY 6127 and other tasks as determined by your cooperating teacher. Use this time to become involved in the instructional and procedural processes of the instructional program. You will not have a solo teaching experience during this placement.

The placement begins the week of *date* and ends *date*. Please make arrangements with your cooperating teacher to begin your placement. Contact information is enclosed. A university supervisor will be assigned to you and will visit at least 3 times over the course of the placement. This fieldwork placement may be considered structured and supervised volunteering. You have no responsibilities for planning or any of the legal elements of IEP development.

After the beginning of the spring quarter please share with your master teacher the course syllabi for EPSY 6127 and 6861 highlighting the assignments that may need to be carried out in the fieldwork setting. Also please share the Education Specialist Mild/Moderate Disabilities Fieldwork Handbook that will be posted on the EPSY 6127 course blackboard.

Teachers name will receive a copy of this letter as well as the formal request for placement letter.

Candidate: *Insert Name*

Candidate's e-mail: *Insert Address*

Cooperating Teacher: *insert name*

Position: *Title*

School Name

Street Address

City, Zip Code

e-mail teachers identification @ name.

k12.ca.us

Please contact your cooperating teacher to make arrangements to begin your placement. If you require additional information, please contact me at linda.smetana@csueastbay.edu.

Best wishes for a successful placement.

Sincerely,

Linda

Linda Smetana, Ed.D.

Coordinator, Education Specialist:

Mild/Moderate Disabilities Credential Program

Appendix I Preliminary and Level I Education Specialist Mild/Moderate Disabilities Credential Checklist

This Credential Checklist details the supporting materials that must accompany the application for recommendation for the credential. Candidates are provided with the checklist at the beginning of the program as well as in the EPSY 6670 course.

SPED Preliminary MM Credential Checklist

- Recent TB within 3 years or clear chest x-ray within 5 years.
- Proof of basic skills requirement, CBEST.
- Official transcripts showing bachelor's degree and all transfer work even though the coursework appears on another transcript.
- Copy of California Multiple or Single Subject Credential or verification that you have completed all requirements for the multiple or single subject credential.
- CSET verification of passing –subject matter competency.
- Completion of the preliminary credential program; evaluation sheet verified and signed off by faculty advisor.
- CSSC application (available on the CSSC website).
- Credential processing fee.
- RICA – verification of passing

Notes:

EL Authorization is required for all candidates who do not hold CLAD/English Language Development authorization on their credential. Candidates may complete the English Learner authorization requirements through the completion of an approved CLAD program or the successful completion of the CTEL examinations.

APPENDIX: J
CALIFORNIA STATE UNIVERSITY, EAST BAY
PRELIMINARY CREDENTIAL REQUIREMENTS
MILD-MODERATE

EVALUATION SHEET

APP	<input type="checkbox"/>
CTC	<input type="checkbox"/>
LRC/TC	<input type="checkbox"/>
CBEST	<input type="checkbox"/>

STUDENT LAST NAME,	FIRST MIDDLE	STUDENT NO.
ADDRESS	NUMBER	STREET
CITY	STATE	ZIP
		PHONE (DAY)
		EMAIL

<u>COURSE#</u>	<u>TITLE</u>	<u>UNITS</u>	<u>GRADE</u>	<u>SUBSTITUTION</u>	<u>WAIVERS</u>
<i>Common Courses (7):</i>					
EPSY 5021	Educating All Students in Diverse Classrooms	4	_____	_____	_____
EPSY 5126	Special Education Law & Program Design	4	_____	_____	_____
EPSY 6120	Communication: Collaborative Teaming and Management	4	_____	_____	_____
EPSY 6124	Assistive and Augmentative Communication	4	_____	_____	_____
EPSY 6129	Advanced Studies in Collaboration	4	_____	_____	_____
EPSY 6141	School-wide and Individual Positive Behavioral Support	4	_____	_____	_____
EPSY 6143	Social Communication of Students with Autism Spectrum Disorders	4	_____	_____	_____
<i>M/M Content Courses (6)</i>					
EPSY 5125	Methods & Materials for Mild Moderate Disabilities	4	_____	_____	_____
EPSY 6127	Instruction & Behavioral Support for Mild/Moderate Disabilities	4	_____	_____	_____
EPSY 6131	Assessment of Students with Mild Moderate Disabilities	4	_____	_____	_____
EPSY 6133	Curriculum for Teaching Students with Mild Moderate Disabilities	4	_____	_____	_____

	Advanced Curriculum for Teaching Students with Mild Moderate Disabilities	4
EPSY 6134	Professional Practices; Case Management and Research	4

MM Fieldwork Courses and Final Seminar (5)

EPSY 6861	Fieldwork	4		
EPSY 6862	Fieldwork	4	_____	_____
EPSY 6880	Fieldwork	4	_____	_____
EPSY 6880	Student Teaching Mild Moderate Graduate Seminar Mild Moderate	8	_____	_____
EPSY 6670	Disabilities	3	_____	_____
Total = 75 units of coursework and fieldwork				

REVIEWED BY ADVISOR _____ **DATE** _____

Appendix K: Level II Program Completion Checklist

The Level II Credential Checklist details the supporting materials that must accompany the application for recommendation for the credential. Candidates are provided with the checklist at the beginning of the program as well as in the EPSY 6820 course.

SPED Level II MM Credential Checklist

- Recent **TB** within 3 years or **clear chest x-ray** within 5 years.
- Proof of basic skills requirement, e.g., **CBEST score**
- Official transcripts** showing bachelors degree (please note this is separate from the ones you send to the university, these are for the CTC).
- Verification of subject matter competency**, CSET (copy of single subject or multiple subject credential)
- Completion of the Level II program verified and signed off by an instructor (CSUEB level 2 credential requirements evaluation sheet).
- 2 years of experience under the preliminary Level 1 credential verified by employing district personnel office, human resources, or credential analysts (no supervisors or principals can sign this form). It is form-CL-41 exp.
- Approved course in health education and CPR for adult, infant, & children (provide copy of certificate or card for CPR and transcript for health course). Candidates may substitute work in a BTSA program to complete this requirement.
- Course in computer education (must be completed at an accredited college or university, no certificates will be accepted; may have been completed as part of the general education credential).
- Any additional items listed by the CTC on the Level 1 Education Specialist credential.
- CSSC credential application
- Credential processing fee

Notes:

- If credential was done elsewhere we will need official transcripts showing bachelors degree and of all schools attended (please note this is separate from the ones you send to the university, these are for the CTC).
- **EL Authorization** is for all people who do not have CLAD/English learner on their general or special education credential.
- Candidates may meet the EL Authorization requirement by submitting evidence to verify completion of CLAD certificate program or completion of the CTEL examination.
- International students you must have your degree evaluated by a CTC approved foreign evaluator.

APPENDIX: L
CALIFORNIA STATE UNIVERSITY, EAST BAY
LEVEL II CREDENTIAL REQUIREMENTS
MILD-MODERATE

EVALUATION SHEET

APP	<input type="checkbox"/>
CTC	<input type="checkbox"/>
LRC/TC	<input type="checkbox"/>
CBEST	<input type="checkbox"/>

STUDENT LAST NAME, FIRST MIDDLE STUDENT NO.

ADDRESS NUMBER STREET PHONE (DAY)

CITY STATE ZIP EMAIL

COURSE# TITLE UNITS GRADE SUBSTITUTION WAIVERS

Common Courses:

EPSY 6129	Adv. Study Coll. Ser Del	4	_____	_____
EPSY 6830	Adv. Grad. Seminar	2	_____	_____

Ed. Specialist M/M

EPSY 6630	Grad. Seminar III: Induction	2	_____	_____
EPSY 6871	Adv. Fldwrk. Group Sup.	3	_____	_____
EPSY 6134	Adv. Instru. & Beh. Support	5	_____	_____
EPSY 6206	Adv. Studies: Res. & Prac.	2	_____	_____
EPSY 6820	Adv. Grad. Induction Sem.	2	_____	_____

Electives: (two required)

EPSY 6124	Adv. Studies Aug. Com	3	_____	_____
EPSY 6130	Adv. Studies Srv. Learn	3	_____	_____
EPSY 6143	Adv. Studies Indv. Pos. Beh.	3	_____	_____
EPSY 6145	Adv. Studies Adol. Lrn. Curr.	3	_____	_____
Non IHE units approved by advisor		1- 6	_____	_____

REVIEWED BY ADVISOR _____ **DATE** _____

APPENDIX: J
CALIFORNIA STATE UNIVERSITY, EAST BAY
PRELIMINARY CREDENTIAL REQUIREMENTS
MILD-MODERATE

EVALUATION SHEET

APP	<input type="checkbox"/>
CTC	<input type="checkbox"/>
LRC/TC	<input type="checkbox"/>
CBEST	<input type="checkbox"/>

STUDENT LAST NAME, FIRST MIDDLE			STUDENT NO.
ADDRESS	NUMBER	STREET	PHONE (DAY)
CITY	STATE	ZIP	EMAIL

<u>COURSE#</u>	<u>TITLE</u>	<u>UNITS</u>	<u>GRADE</u>	<u>SUBSTITUTION</u>	<u>WAIVERS</u>
<i>Common Courses (3):</i>					
EPSY 5021	Educating All Students in Diverse Classrooms	4	_____	_____	_____
EPSY 5126	Special Education Law & Program Design	4	_____	_____	_____
EPSY 6120	Communication: Collaborative Teaming and Management	4	_____	_____	_____
<i>M/M Content Courses (4)</i>					
EPSY 5125	Methods & Materials for Mild Moderate Disabilities	4	_____	_____	_____
EPSY 6127	Instruction & Behavioral Support for Mild/Moderate Disabilities	4	_____	_____	_____
EPSY 6131	Assessment of Students with Mild Moderate Disabilities	4	_____	_____	_____
EPSY 6133	Curriculum for Teaching Students with Mild Moderate Disabilities	4	_____	_____	_____
<i>MM Fieldwork Courses and Final Seminar (4)</i>					
EPSY 6128	Fieldwork	4	_____	_____	_____
EPSY 6870	Fieldwork	4	_____	_____	_____
EPSY 6880	Fieldwork	12	_____	_____	_____
EPSY 6670	Graduate Seminar Mild Moderate Disabilities	3	_____	_____	_____

REVIEWED BY ADVISOR _____ **DATE** _____