

California State University, Chico

VOLUME II

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Core Standards For All Specialist And Services Credentials

STANDARD 9

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

For an internship program: The development of the design and the coordination of an internship program include the institution of higher education and the participating district(s), with advice from representatives of persons who hold the affected credential from each participating district.

I. PROGRAM RATIONALE

The cogent rationale and cohesive design for this program are based on current research findings in the fields of special education and services, education of Limited English Proficient and culturally diverse students, teacher preparation and performance, adult learning development, and organizational management. The CSU, Chico programs for specialist preparation are rooted in the beliefs that all children can benefit from effective teaching, that all educators need preparation for diverse groups, and that collaboration among disciplines and between universities and public schools is essential to producing reflective, responsive educators (Cruickshank, 1990; Evans, Evans, Gable & Schmid, 1991; Idol-Maestas, 1983; Pugach, 1992; Maheady, 1992).

Over time, individuals with disabilities have been seen as individuals with deficits. In the cultural reorientation embedded in this program, these children, youth, and adults are seen with strengths, ready for accelerated learning and part of a school and/or community's rich diversity (Kaufman, 1991). Faculty and public school partners believe that the success of the efforts to enlarge experiences and foster independence of students with disabilities will depend largely on the beliefs, behavior, skills, and preparation of the educators with whom they work.

The rationale for the CSU, Chico Education Specialist programs is supported by a set of operational beliefs which commit program faculty to work together in partnerships with public schools and campus-based colleagues, to encourage outstanding teaching and life-long learning for all teacher candidates. Further rationale for the education specialist professional preparation programs is found in documents that influence public education in the State of California. The California State Board of Education Curriculum Frameworks represent a consensus of best practices to be employed in classrooms. A common thread throughout the documents is the expectation that practicing educators will bring together

teaching practices, language acquisition theory, and cross-cultural sensitivity to provide access to the core curriculum for all students. Teachers are asked to “employ a variety of instructional techniques to help students achieve conceptual understanding” (Science Framework, 1990 p.155). The English/Language Arts Framework (1987, p.13) invites teachers to “incorporate knowledge about language acquisition and learning in their instruction.” In addition, The History-Social Science Framework (1998, p.5) “calls on teachers to recognize that the history of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups.” The Mathematics Framework (1992, p.53) continues by directing that “when teachers respect and celebrate the diversity of the classroom and students follow the teachers’ lead, the students also learn to appreciate the variety of ideas, approaches, strategies, and solutions to a problem.” The Foreign Language Framework (1989, p. 33) expands on these recommendations by advocating a “new approach-communication-based language instruction.”

If the school of tomorrow is to be a heterogeneous learning community offering unified service to increasing diverse student populations, its teachers must be skilled in both instruction and collaboration. Collaborative problem-solving across disciplines and specialized areas will be essential.

Given current demographics in California and the commitment to ensure educational equity for all students, it is crucial to redesign teacher education. With the knowledge explosion we are experiencing and the diverse needs of our K-12 population, we can no longer afford a system which prepares prospective teachers to merely disseminate information and exist in the vacuum of their classrooms. Program rationale is also supported by an extensive local needs assessment and research study. The CSU, Chico Special Education Advisory Board representing fourteen counties in a 33,000 square mile region, conducted what became a four-year study of the role of the special education specialist in a rapidly changing rural and state context. This study included focus groups and interviews between the Advisory Board and CSU, Chico faculty from special education and other disciplines.

The conclusions of the faculty and CSU, Chico Special Education Advisory Board paralleled those of current literature in special education: it is no longer considered effective practice for special educators to withdraw, along with their students into secure, self-contained classrooms. Both students and teachers are encouraged to interact in inclusive schools within early intervention and prevention service models. Besides demonstrating subject matter competency, special education teachers of this state’s multicultural, multiethnic, multilingual student population need to possess sophisticated pedagogical skills that can address a wide range of learning styles. In order to fill new collaborative and consultative roles, special educators need a strong repertoire of technical and interpersonal skills. Special educators must be prepared to offer culturally appropriate diagnostics and instruction, act as classroom managers

sensitive to the special socio-emotional needs of each child, function as behavioral and academic consultants, work collaboratively with parents and other professionals, become informed decision-makers and active researchers.

With a picture of these multiple specialist roles in mind, faculty and Special Education Advisory Board members pursued multiple sources of data in order to delineate candidate competencies for the education specialist program content and design. In addition to the guidance of these research bases, the following sources of information contributed to the program's cogent rationale and cohesive design:

- The Council of Exceptional Children (CEC) report of common core of knowledge and skills essential for beginning special education teachers.
- Results of the 1992 California Commission on Teacher Credentialing (CTC) competency study, specifying teacher competencies considered necessary for the delivery of quality educational services to the state's students with disabilities.
- Annual California Special Education Preservice-Inservice Needs Assessments produced by the Comprehensive System of Personnel Development Advisory Committee (CSPDAC).
- Annual program graduate and employer evaluations, from which patterns of current program strengths and weaknesses were evaluated.
- California Beginning Teacher Support and Assessment (BTSA) reports and (most recently) California Standards for the Teacher Profession and standards for Education Specialist Preparation.
- Annual follow-up surveys of this University's graduates.

The identified knowledge base and its related candidate competencies were subjected to a Delphi response cycle: members of the Special Education Advisory Board, their designees and general and bilingual/multicultural education faculty reviewed each content element and competency and rated its importance on a 1-3 scale. Findings based on these results and upon the new state standards are contained in this document. In sum, the CSU, Chico Education Specialist program described here offers a cohesive professional teacher preparation program design which is consistent with the notion of preparing education specialists and service providers for multiple roles on collaborative settings, and for focusing upon individual pupil learning needs.

II. PROGRAM COORDINATION

The special education program is housed within the Department of Professional Studies in Education (PSED), a department comprised of faculty from special education, reading specialization, bilingual/multicultural education, and general education, as well as feeder programs including Upward

Bound, Teacher Recruitment, and Mini-Corps. The Department's mission is to foster continuous learning communities dedicated to excellence and equity in education. This department enacts its mission through scholarship and research to develop and deliver exemplary, comprehensive programs that recruit, prepare, and sustain educators skilled in addressing the needs of a diverse set of learners. It meets twice monthly to review its progress, plan for ongoing change, and share resources and information across disciplines. PSED reading and bilingual/multicultural faculty teach within the Education Specialist Program.

In preparation for the newly established standards of Quality and Effectiveness for Education Specialist Credential Programs, the CSU, Chico Special Education programs in conjunction with PSED submitted: A Collaborative Experimental Professional Preparation Program for Teaching Exceptional Learners and Culturally and Linguistically Diverse Student Populations, an application for approval under the experimental program standards of the California Commission of Teacher Credentialing (CCTC). In 1993, this application was approved by CCTC and the experimental program implementation began immediately thereafter.

This program, structured to give attention to the realities associated with research demographics and relevant practices, emphasizes the teaching of exceptional learners and culturally and linguistically diverse student populations. Among the components are a Concurrent Special Education/Multiple Subject/CLAD or BCLAD Program and an Internship program for preparing on-the-job regional special education teachers. This document clarifies how the course curricula and fieldwork experiences within this program design meet new state Education Specialist standards in both internship and non-internship configurations. Slight structural modifications are made to allow this transition and to offer the Education Specialist credential as a basic credential.

The special education programs have been directed by Dr. Mary C. Jensen for nine years. Individual strands have the following coordinators: Regional Internship and Level II: Dr. Lisa R. Churchill; Level I and Concurrent Special Education/Multiple Subject design: Dr. Teresa Davis. Their vitae and those of other full-time faculty are found in Volume I, Appendix L. (See Volume I, Common Standards, for details of program admission, advisement, candidate assessment, and program evaluation.) Faculty efforts are well supported by two full-time assistants, one staffing the Regional Internship and Level II strands, one staffing Level I and undergraduate access programs. For the last seven years, the special education programs have received significant federal and state support for their outreach programs to the vast rural region and for scholarship assistance to underrepresented groups, including individuals with disabilities. This funding base has allowed the program to meet the demands of a service region as large as the state of Indiana, and to simultaneously develop program structures to fit varied audiences and career paths.

The special education program and its department maintain strong links to other academic departments on campus, participating in the All University Responsibility for Teacher Education Committee (AURTEC), in the School of Education Credentials Coordinators monthly meetings, and in the School of Education Executive Committee Sessions. Special Education faculty and staff also view themselves as active partners with the region's schools, on a day-to-day basis. The Special Education Advisory Board is an active board of university, public school, and community members who provide direct input and feedback regarding all aspects of the Special Education Programs at CSU, Chico. As demonstrated in their vitae, university special education faculty are most often drawn from the region's public school staff, following their extensive experience in co-teaching courses and co-supervising practica.

III. PROGRAM DESIGN

The Level I program is based on extensive teacher education research that supports creation of cohort training groups, formation of faculty/public school teaching teams, continuous immersion in public school classrooms, and integration of curriculum content with field practicum and teaching experiences. Because groups are trained in cohorts and because faculty work together as a team in planning and often co-teaching sessions, duplication of content is avoided while essential instruction in each element is ensured within a designated course.

The following tables show course and fieldwork experiences that prepare candidates for recommendations for Education Specialist, Preliminary Level I credentials. At the candidate's option, these Education Specialist credentials may be combined with full Multiple Subject/CLAD or BCLAD course and field experiences in a concurrent design. Valid equivalencies for these requirements will be honored and general education core coursework within the Education Specialist credentials credited towards requirements for Multiple Subject and Single Subject credentials at a later time and at the candidate's discretion. Each candidate at CSU, Chico is individually assessed for academic and experiential background as well as career direction.

The Education Specialist structure is designed to allow candidates progressing satisfactorily to seek employment and transfer to the regional internship structure for Level I completion and (presumably) ongoing Level II program and services. The Level I program is organized on a 12-month basis with early coursework and experiences accessible at multiple points: in summer sessions prior to the academic year, within the undergraduate program, and in part on regional distance education via satellite network.

In addition to providing alternative routes for varied audiences, another unique feature of the program design is its recognition of and accommodation to developmental stages in the formation of the beginning

teacher. In this design, knowledge, and skill are viewed as developmentally or incrementally attained. Program faculty, including public school adjunct faculty and cooperating teachers, work as a team, cycling and recycling key content throughout courses and fieldwork, persistently assessing candidate formation, and redesigning course and field curriculum and instruction to meet the changing needs of specific training cohorts or individuals. Throughout this process, the candidates' portfolios document individual understanding and progress. Frequent and required review of these documents by faculty ensure validity of this program design feature.

Utilizing contemporary research in teacher education that supports integrated theory-to-practice forms of preparation, this program places candidates in a series of varied field placements throughout the preparation. Course instruction and fieldwork supervision are united processes, each aspect informing and strengthening the other.

Insert Level I Core Matrix Here

Following is the typical course and fieldwork sequence for the Education Specialist Credential, Mild/Moderate Disabilities (non-intern cohort):

**Preliminary LEVEL I Course and Field Experiences -
Education Specialist Credential - Mild/Moderate Disabilities**

Prerequisites:

Units	Course Number and Title	Instructional Focus
SPED 143	Overview of Special Education	(0-22+ emphasis)
SPED 289C	Field Experience - General and Special Education	(k-12 emphasis)

Units	Course Number and Title	Instructional Focus
3	EDTE 201 Issues in Literacy & Multicultural Education (or EDTE 201A/B)	(k-12 emphasis)
3	SPED 229B Curriculum & Instruction: CLAD/BCLAD Emphases for Inclusive Settings	(k-12 emphasis)
2	SPED 245A Management of Learning Environments	(k-12 emphasis)
2	SPED 244C Collaboration in Education and The Helping Professions	(0-22+ emphasis)
3	EDTE 229C Reading/Language Arts	(k-8 emphasis)
3	SPED 285T Fieldwork - General Education	(k-8 emphasis)
2	SPED 229A Methods for Teaching Math: General and Special Education	(k-8 emphasis)
2	SPED 245B Behavioral Management	(0-22+emphasis)
2	SPED 346C Technology in Specialized Instruction	(0-22+emphasis)
1	SPED 298A Seminar for Fieldwork Experience	
3	SPED 285E Practicum - Special Education	(k-12 emphasis)

Candidates may at this point transfer to the regional Education Specialist internship program if employed in Special Education Teaching Position. Whether continuing as interns or continuing in the non-intern cohort, candidates complete:

3	PSY 251	Assessment & Evaluation in General and Special Education	(k-22+emphasis)
1	SPED 348C	Laws and Regulations in Special Education	(0-22+emphasis)
1	SPED 298A	Seminar for Mild/Moderate Student Teaching	
3	SPED 346L	Curriculum & Instruction - Mild/Moderate Disabilities	(k-22+emphasis)
2	SPED 344H	Home/School/Community Relations in General and Special Education	(0-22+emphasis)
5-8	SPED 285L	Student Teaching - Mild/Moderate Disabilities	

Following is the typical course and fieldwork sequence for the Education Specialist Credential, Moderate/Severe Disabilities (non-intern cohort):

**Preliminary LEVEL I Course and Field Experiences -
Education Specialist Credential - Moderate/Severe Disabilities**

Prerequisites:

Units	Course Number and Title	Instructional Focus
SPED 143	Overview of Special Education	(0-22+ emphasis)
SPED 289C	Field Experience - General and Special Education	(k-12 emphasis)

Units	Course Number and Title	Instructional Focus
3	EDTE 201 Issues in Literacy & Multicultural Education (or EDTE201A/B)	(k-12 emphasis)
3	SPED 229B Curriculum & Instruction: CLAD/BCLAD Emphases for Inclusive Settings	(k-12 emphasis)
2	SPED 245A Management of Learning Environments	(k-12 emphasis)
2	SPED 244C Collaboration in Education and The Helping Professions	(0-22+ emphasis)
3	EDTE 229C Reading/Language Arts	(k-8 emphasis)
3	SPED 285T Fieldwork - General Education	(k-8 emphasis)
2	SPED 229A Methods for Teaching Math: General and Special Education	(k-8 emphasis)
2	SPED 346C Technology in Specialized Instruction	(0-22+emphasis)
1	SPED 298A Seminar for Fieldwork Experience	
3	SPED 285E Practicum - Special Education	(k-12 emphasis)

Students may at this point transfer to the regional Education Specialist internship program if employed in Special Education Teaching Position. Whether continuing as interns or continuing in the non-intern cohort, candidates complete:

3	SPED 345	Advanced Behavior Management	(0-22+emphasis)
3	PSY 251	Assessment & Evaluation in General and Special Education	(k-22+emphasis)
3	SPED 346S	Curriculum & Instruction - Moderate/Severe Disabilities	(K-22+emphasis)
1	SPED 348C	Laws and Regulations in Special Education	(0-22+emphasis)
1	SPED 298A	Seminar for Moderate/Severe Student Teaching	
2	SPED 344H	Home/School/Community Relations in General and Special Education	(0-22+emphasis)
5-8	SPED 285S	Student Teaching - Moderate/Severe Disabilities	

DESCRIPTIONS OF COURSES USED IN LEVEL I: (See Appendix A for Syllabi for Level I)

EDTE 201 ISSUES IN LITERACY AND MULTICULTURAL EDUCATION 3 UNITS
(or 201/A/B)

This core course focuses on enhancing the personal and professional awareness of prospective teachers regarding the development of children and youth and the complexities and importance of living and teaching in a pluralistic, multicultural society. Prospective teachers will examine social and legal issues of education relative to current demographics of California schools and demonstrate understanding of how to implement multicultural education. Prospective teachers will also examine issues of language and literacy development for first and second language learners. The effects of prior knowledge and culture on reading and writing are addressed. Reading and writing strategies to support learning and enhance self-esteem of diverse student populations are explored.

SPED 229B CURRICULUM AND INSTRUCTION: CLAD/BCLAD EMPHASES FOR INCLUSIVE SETTINGS 3 UNITS

This course focuses on the principles and practices of elementary school instruction in language arts, fine arts, mathematics, science, and social studies art, and national and state curriculum and subject matter standards. It includes selecting appropriate instructional strategies, lesson planning, assessment, writing goals and objectives, and methods for enhancing critical thinking and content area reading skills to meet the educational needs of culturally and linguistically diverse students.

EDTE 229C READING/LANGUAGE ARTS IN THE MULTICULTURAL SETTING 3 UNITS

This course enhances the development of a knowledge and application base for teaching and evaluating reading/language arts programs in culturally and linguistically diverse classrooms. Prospective teachers study the basic principles and practices of reading/language arts instruction: beliefs, factors influencing learning, instructional strategies, organizational practices, assessment, and materials. Prospective teachers continue to examine issues of second language development and select appropriate scaffolding strategies and materials for students of diverse cultural and linguistic backgrounds.

PSY 251 ASSESSMENT AND EVALUATION IN GENERAL AND SPECIAL EDUCATION 3 UNITS

Study of techniques used in assessing skills and needs of general and exceptional learners. Topics include examination of standardized tests in general and special education; use and interpretation of standardized test results; development and use of teacher-made techniques for assessment; principles of curriculum-based assessment; and consideration of cultural and linguistic diversity factors in assessment. Activities focus on construction of teacher-made instruments and on administration and scoring of selected standardized tests. This course is part of the Level I preparation program for Education Specialists in Mild/Moderate/Severe Disabilities. Enrollment normally limited to Special Education Credential candidates.

SPED 143 OVERVIEW OF SPECIAL EDUCATION 3 UNITS

This is a survey course recommended for students interested in all types of exceptional learners and a prerequisite to professional preparation programs in the Department of Professional Studies in Education. Content includes (1) an overview of the characteristics, identification, and educational needs of special populations; (2) social, familial, biological, historical, cultural, economic, political and legal contexts in which special education occurs; and (3) characteristics of effective programs.

SPED 229A METHODS FOR TEACHING MATH: GENERAL AND SPECIAL EDUCATION 2 UNITS

This course focuses on strategies and methodologies of elementary school instruction in mathematics for general and special education. Prospective teachers examine relevant learning theory, practices, current research, recommendations and state and national standards and framework documents pertaining to mathematics instruction. Included are strategies integrating modern technologies, problem solving, and manipulations. Practice in writing, delivering, and evaluating mathematics lessons and utilizing appropriate assessment practices.

SPED 244C COLLABORATION IN EDUCATION AND THE HELPING PROFESSIONS 2 UNITS
Roles and relationships of families and professionals involved in the special education service delivery process. Emphasis on developing professional communication with administrators, regular education personnel, specialists, paraprofessionals, district personnel. Pre-referral services and interactions, student study/student success teams, IEP/ITP teams and co-teaching models.

SPED 245A MANAGEMENT OF LEARNING ENVIRONMENTS 2 UNITS
This course focuses on the management of safe and effective learning environments that facilitate positive self-esteem and self-advocacy for all learners. It includes knowledge of behavior management models, communication styles that impact learning, and strategies for promoting behavior that is positive and self-regulatory.

SPED 245B BEHAVIORAL MANAGEMENT 2 UNITS
(or SPED 345 (3) for interns)
This course is designed to provide participants with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management of all students including those with exceptional needs. Emphasis on proactive management of naturalistic contingencies, conflict avoidance and resolution, productive social interaction, safety issues.

SPED 285E PRACTICUM - SPECIAL EDUCATION 3 UNITS
Practicum experience in special education settings. Early development of teaching skills and knowledge, assessing needs of the exceptional student and his/her academic progress, adapting classroom management techniques, and participating in collaborative activities.

SPED 285L STUDENT TEACHING - MILD/MODERATE DISABILITIES 5-8 UNITS
Enrollee participates in, and gradually assumes full responsibility for, instruction of students with mild/moderate disabilities.

SPED 285S STUDENT TEACHING - MODERATE/SEVERE DISABILITIES 5-8 UNITS
Enrollee participates in, and gradually assumes full responsibility for, instruction of students with moderate/severe disabilities.

SPED 285T FIELDWORK - GENERAL EDUCATION 3 UNITS
Field practicum in general education crosscultural setting. Development of awareness of the general education curriculum, instruction, and management, teaching skills and knowledge, assessing diverse student needs and academic progress, adapting classroom management techniques, and participating in collaborative activities.

SPED 289C FIELD EXPERIENCE - GENERAL AND SPECIAL EDUCATION 3 UNITS
Students enrolled in this course will participate in introductory field experiences in general and special education classroom settings. The course will include guided observations and exposure to varied educational environments and practices in teaching to diversity, and participating in special education and integrated regular education settings, preschool to adult levels. Settings include programs in schools and agencies that provide services to students of 6 categories of exceptionalities, including those from culturally and linguistically diverse populations. The legal bases for special education will be included.

SPED 344H HOME/SCHOOL/COMMUNITY RELATIONS IN GENERAL AND SPECIAL EDUCATION 2 UNITS
Development of conferencing, guidance, and referral skills for use with students and their families. Development of sensitivity to multicultural, community-based and socio-economic factors involved in serving the individual and family.

SPED 346C TECHNOLOGY IN SPECIALIZED INSTRUCTION 2 UNITS
Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional

strategies; the enhancement of critical thinking and problem solving skills; and assistive technology to meet the needs of students with disabilities.

SPED 346L CURRICULUM AND INSTRUCTION - MILD/MODERATE DISABILITIES 3 UNITS
Curricula, instructional models, methods, and materials for students with mild/moderate disabilities. Modifications of core curriculum and instructional approaches used in specialized or generalized settings.

SPED 346S CURRICULUM AND INSTRUCTION - MODERATE/SEVERE DISABILITIES 3 UNITS
Curricula, instructional models, methods, and materials for students with moderate/severe disabilities. Study of techniques for developing programs that are critical, functional, and comprehensive across life skills, community, vocational, social, and cognitive domains. Emphases on individualized learning styles, use of adaptations and instruction in integrated natural environments.

SPED 348C LAWS AND REGULATIONS IN SPECIAL EDUCATION 1 UNIT
This course develops understanding and application of laws and regulations which relate specifically to federal, state, and local master plan compliance requirements in special education.

INTEGRATED LEVEL I & LEVEL II INTERNSHIP
(Mild/Moderate, Moderate/Severe)

The internship for Education Specialist Mild/Moderate and Moderate/Severe integrates Levels I and II. Preservice for Education Specialist interns is individualized, depending upon their academic and experiential backgrounds. Applicants with valid California teaching credentials in Multiple or Single Subject areas complete as their required preservice these prerequisites: SPED 143, 3 units (Overview of Special Education) and SPED 289C, 3 units, (Field Experience - General and Special Education). Applicants without the basic Multiple or Single Subject Credential take the same prerequisite courses and also participate in PSY 202, 3 units, (Survey of Child and Adolescent Psychology), SPED 245A, 2 units, (Management of Learning Environments), and SPED 229B, 3 units, (Curriculum and Instruction: CLAD/BCLAD Emphases for Inclusive Settings). Appropriate equivalencies for each requirement will be accepted. Such individualization of prerequisite requirements will be done jointly by the University and potential employer. The CSU, Chico Special Education Advisory Board is developing a performance assessment process that will better ensure that intern candidates without basic credentials possess strong potential for success in their position.

CSU, Chico course and fieldwork requirements for the integrated internship structure follow. Volume II contains full content and competency information regarding the Level II portion of this integrated program.

INTEGRATED INTERNSHIP LEVELS I and II COURSE SEQUENCE

Note: Intern candidates are individually evaluated by their potential employer and by the university. Their backgrounds (indicating any basic credentialing, experience in classrooms, and academic courses) are evaluated against the CCTC standards represented in each of the following CSU, Chico courses and individualized preservice contracts are established:

SPED 143	Overview of Special Education (3 units)
SPED 289C	Field Experience - General and Special Education (3 units)
SPED 229B	Curriculum and Instruction: CLAD/BCLAD Emphases for Inclusive Settings (3 units)
SPED 245A	Management of Learning Environments (2 units)
SPED 229A	Methods for Teaching Math: General and Special Education (2 units)

INTEGRATED INTERNSHIP LEVELS I and II: MILD/MODERATE DISABILITIES

Units	Course Number and Title	
1	SPED 284	Intern Orientation
3	SPED 345	Advanced Behavior Management
3	SPED 289I	Mentored Support/Induction and Professional Assessment (Includes development of individualized professional program plan)
3	SPED 346L	Curriculum Development and Adaptation for Students with Mild/Moderate Disabilities
1	SPED 348C	Laws and Regulations in Special Education
2	SPED 346V	Transition/Vocational Education
2	SPED 244C	Collaboration in Education and The Helping Professions
3	PSY 251	Assessment & Evaluation in General and Special Education
2	SPED 344H	Home/School/Community Relations in General and Special Education
3	SPED 346M	Advanced Curriculum Content - Mild/Moderate Disabilities
3	SPED 346T	Instructional Strategies for Behavior and Emotionally Disturbed
3	SPED 348J	Consultation and Staff Development
8	SPED 285L	Student Teaching - Mild/Moderate Disabilities

Plus one course each in reading instruction, ESL/Multicultural education, and technology for specialized instruction or equivalents are required and may be completed before, within or immediately after the program and prior to certification. Non-university activities included in a candidate's Level II Professional Induction shall be equivalent to 45 hours.

In the regional Education Specialist Internship program, Levels I and II are integrated and adapted to meet the needs of this unique audience. Fourteen counties, encompassing 42 LEAs, actively participate in the ongoing design, delivery, and evaluation of the intern program, meeting at least twice a year in addition to the regional, bi-monthly SEACO/SELPA meetings in which CSU, C special education internship faculty participate. Representatives of the LEAs hold credentials affected by the programs.

INTEGRATED INTERNSHIP LEVELS I and II: MODERATE/SEVERE DISABILITIES

Units	Course Number and Title	
1	SPED 284	Intern Orientation
3	SPED 345	Advanced Behavior Management
3	SPED 289I	Mentored Support/Induction and Professional Assessment (Includes development of individualized professional program plan)
3	SPED 346S	Curriculum Development for Students with Moderate/Severe Disabilities
1	SPED 348C	Laws and Regulations in Special Education
2	SPED 346V	Transition/Vocational Education
2	SPED 244C	Collaboration in Education and The Helping Professions
3	PSY 251	Assessment & Evaluation in General and Special Education
2	SPED 344H	Home/School/Community Relations in General and Special Education
3	SPED 346U	Advanced Curriculum Content - Moderate/Severe Disabilities
3	SPED 346T	Instructional Strategies for Behavior and Emotionally Disturbed
3	SPED 348J	Consultation and Staff Development
8	SPED 285S	Student Teaching - Moderate/Severe Disabilities

Plus one course each in reading instruction, ESL/Multicultural education, and technology for specialized instruction or equivalents are required and may be completed before, within or immediately after the program and prior to certification. Non-university activities included in a candidate's Level II Professional Induction shall be equivalent to 45 hours.

In the regional Education Specialist Internship program, Levels I and II are integrated and adapted to meet the needs of this unique audience. Fourteen counties, encompassing 42 LEAs, actively participate in the ongoing design, delivery, and evaluation of the intern program, meeting at least twice a year in addition to the regional, bi-monthly SEACO/SELPA meetings in which CSU, C special education internship faculty participate. Representatives of the LEAs hold credentials affected by the programs.

Core Standards For All Specialist And Services Credentials

STANDARD 10

Professional, Legal and Ethical Practices

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

The development of professionalism encompasses critical factors of informed decision-making and adherence to a code of ethics. The Level I Education Specialist Program is designed to uphold and advance the standards and ethical practices of the profession. Candidates define and develop their practice according to CTC, The California Standards for the Teaching Profession (CSTP, 1997) and the Council for Exceptional Children Professional Code of Ethics. These standards and competencies provide the basis for both fieldwork and coursework. Candidates must demonstrate successful attainment of these competencies through a number of performance-based assessments and summative evaluation methods. Syllabi for SPED 143, SPED 244C, SPED 344H, and all fieldwork syllabi (SPED 289C, SPED 285E, SPED 285T, SPED 285L, SPED 285S) include the clarification: "Each candidate will be able to demonstrate knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct." The CEC professional code of ethics is also included in the required professor packet of readings for SPED 244C and examined in the content of that introductory course.

Evidence that candidates have met this standard is found on the Level I Field Experience Competencies Checklist (See Appendix B). Standard 6 of the California Standards for the Teaching Profession (CSTP), Developing as a Professional Educator, specifies six elements related to professional, legal and ethical practices:

- (1) reflecting on teaching and learning;
- (2) engaging families in student learning;
- (3) utilizing community resources to support student learning;
- (4) working with colleagues to improve teaching and learning;
- (5) pursuing opportunities to contribute and grow professionally; and
- (6) balancing professional responsibilities.

(Teacher Education, Induction and Development for 21st Century Schools: Progress Report on the Comprehensive Review of Teaching Credential Requirements, CTC, April 9, 1997 - See Appendix C)

In addition to these elements of professional and ethical competence, the program specifies additional elements as competencies candidates for Educational Specialist credentials must meet:

- (7) adhering to high standards of professional conduct (including preparedness, dependability, punctuality, collegiality);
- (8) demonstrating proficiency in oral communication (grammar, word choice, fluency);
- (9) demonstrating proficiency in written communication (clarity, grammar, punctuation, and spelling in both planned and spontaneous writing);
- (10) directing the activities of classroom paraprofessionals, aides, volunteers, peer tutors during solo teaching;
- (11) assuming initiative and responsibility for tasks and assignments;
- (12) knowing relevant school and special education federal and state laws and regulations;
- (13) applying requirements regarding referral, coordination, implementation, due process, evaluation, and use and revision of the IEP to individual practice; and
- (14) identifying ethical issues of equity and access, including elements of school law and school financing, in relation to the purpose and goals of educating diverse populations.

During Level I, each candidate is required to develop a portfolio of documentation and artifacts from courses and fieldwork. The section of the portfolio entitled "Developing as a Professional Educator" (Standard 6, CSTP) contains artifacts and rationale statements in which each candidate states why he/she has included each specific artifact in the section and how each artifact documents successful attainment of each element of the standard on professionalism (see Teacher Specialist Program Portfolio Document, Appendix C). The portfolio is presented to faculty at 3 check-point individual conferences for formative and self-assessment review. Each candidate formally presents his/her portfolio to the faculty and peers at the end of Level I for a summative assessment process.

Candidates in the Level I program are required to complete products which provide valid and reliable documentation that they are developing professional practices which benefit individuals and their families and acquiring knowledge of ethical standards and laws and regulations. Some examples of those products are:

Examples of assignments and activities in courses which demonstrate students meet Standard 10:

- (1) A videotape and written critique of an interview with a school professional in which the candidate models effective communication skills (SPED 244C) (Professional Practices/Ethical standards emphasized) ;
- (2) Written examination & application evidencing of the theory of collaboration to practices occurring at candidate's field experience sites (SPED 244C) (Professional Practices/Ethical standards emphasized);
- (3) A simulated problem solving project based upon ethical dilemmas and founded upon segments of the CEC Code of Ethics (SPED 244C) (Ethical standards emphasized);
- (4) A written summary paper of an interview conducted with a parent of an individual with special needs and signed memo of understanding regarding confidentiality of the interview responses (SPED 143) (Professional Practices/Ethical standards emphasized);
- (5) A written paper demonstrating knowledge of federal and California laws and regulations delineating parent and family rights and responsibilities and ability to apply to current teaching situations (SPED 143, SPED 289C, SPED 348C) (Laws and Regulations emphasized);
- (6) Membership in the local chapter of Council for Exceptional Children (CEC) including attending meetings and reading the journals (SPED 346L) (Professional Practices emphasized);
- (7) A written paper demonstrating sensitivity to and understanding of the complexities of living and teaching in a pluralistic, multicultural society (EDTE 201) (Professional Practices emphasized);
- (8) Field Experience Competencies Checklist indicating feedback from field supervisors and university supervisors of candidate competence exemplifying the highest standard of professional conduct in all field activities including interactions with pupils, school personnel, parents, and community members (SPED 285E) (Professional Practices/Ethical standards emphasized); and
- 10) Written journal entries regarding interactions with parents and school personnel including samples of written communications to parents as required by coursework and field experience (SPED 229B, SPED 285E, SPED 285L/S) (Professional Practices/Ethical standards emphasized).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies receive emphasis. The critical themes of professionalism, law, and ethics are strands program faculty reinforce in almost all coursework and fieldwork.

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
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<ul style="list-style-type: none"> Each candidate demonstrates knowledge of relevant and current laws, practices and procedural safeguards, and regulations pertaining to California public education, including individuals with disabilities and their parents and care providers. 	SPED 143, SPED 348C, SPED 244C, SPED 344H, PSY 251
<ul style="list-style-type: none"> Each candidate examines the ethics and values of the professional educator, understands the benefits and responsibilities of membership in professional organizations and the importance of staying abreast of the current knowledge base of the discipline. 	SPED 143, SPED 229B, SPED 244C, SPED 245B, SPED 344H, SPED 345
<ul style="list-style-type: none"> Each candidate examines and evaluates his or her own culture and values, including personal biases and differences which may affect the candidate's teaching. Each candidate examines how these factors may affect attitudes towards individuals of different cultural, socio-economic and disability groups. 	SPED 143, SPED 289C, EDTE 201, SPED 229B, SPED 244C, SPED 245A
<ul style="list-style-type: none"> Each candidate demonstrates awareness of the importance of the educator as a model for students. 	SPED 229B
<ul style="list-style-type: none"> Each candidate demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities. 	SPED 143, SPED 289C, SPED 244C
<ul style="list-style-type: none"> Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas. 	SPED 285E, SPED 285T, SPED 285L, SPED 285S
<ul style="list-style-type: none"> Each candidate assesses his or her own progress, accepts professional advice, considers constructive criticism, and engages in a continuous program of professional development. 	All Courses and monitored field experiences
<ul style="list-style-type: none"> Each candidate models respect for the cultures, religion, gender and lifestyle orientation of students and their families. 	SPED 285E, SPED 285T, SPED 285L, SPED 285S

Core Standards For All Specialist And Services Credentials

STANDARD 11

Educational Policy and Perspectives

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.

Candidates in the Preliminary Level I program first gain knowledge and understanding of overview issues in general and special education, historical trends in education, major general and special education theories and terminology, and the legal basis for special education through program prerequisite coursework. Before engaging in student teaching, candidates must demonstrate through written examination, group presentations, interviews with parents and professionals, classroom observation logs, and reflective journals a basic knowledge of the characteristics, identification, and educational needs of individuals with special needs; social, familial, historical, biological, cultural, economic, political and legal contexts in which special education occurs; characteristics of effective programs and delivery service models; and personal attitudes and biases which may affect their ability to teach individuals with diverse needs. This knowledge base is then applied, extended, and refined through supervised field experiences and student teaching in a variety of general and special education settings and age groups.

Program coursework in curriculum and instructional practices provides an examination of educational policies and best practices in general and special education. Candidates are required to formulate written personal statements of educational philosophy that demonstrate a perspective grounded in current research of how to meet the needs of pupils identified for special education services as well as the role of special education in society.

Field placements are chosen on the premise that they exemplify research-based, best practices in special education and extend candidate knowledge of general education and special education legal requirements and special education services. Faculty and site supervisors guide candidates to effectively translate theory into practice in constant and varied field placements throughout the program.

Level I candidates develop a professional perspective based on educational policies and practices as evidenced by course assignments and activities. Each Level I candidate will complete the following specific course assignments which directly address Standard 11:

- (1) A personal philosophy paper, research-based and articulate, evidencing understanding of the role of education and special education in society (SPED 143, SPED 229B);
- (2) A research paper demonstrating awareness of historical, social, and legal issues of education relative to current demographics of California schools (EDTE 201);
- (3) Policy to Practice Project: a written analysis showing the application of state and federal laws and regulations both to actual teaching practice and to hypothetical scenarios (SPED 244C, SPED 348C); and
- (4) An oral presentation of the Level I completed portfolio evidencing a professional perspective based on educational policies and practices (SPED 285L/S).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate examines historical, legal, social, political, and economic perspective regarding the role of general education and special education in society. 	SPED 143, SPED 348C
<ul style="list-style-type: none"> • Each candidate explores the works of major general and special education theorists and reviews current research on learning and effective teaching practices and curricula. In addition, each candidate examines the use of those practices among students of differing genders, cultures, languages, abilities, and life experiences. 	SPED 143, SPED 229B, SPED 245A, EDTE 229C
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge and understanding of various legal mandates for equity in special education, including but not limited to, the Individuals with Disabilities Education Act (IDEA - Part B and Part H), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973 (“Section 504”). 	SPED 143, SPED 348C
<ul style="list-style-type: none"> • Each candidate examines ways in which the historic development and legal decisions of special education have affected individuals with varying abilities and diverse backgrounds and their families. 	SPED 143, SPED 348C
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge and understanding of a range of current programs and practices within a historical perspective and current issues affecting general and special education. These issues include legislation, mandates, and policies at the federal, state and local level. 	SPED 143, SPED 289C
<ul style="list-style-type: none"> • Each candidate is provided opportunities to link theory and research with practice. 	all courses and fieldwork following prerequisites

The integrated Level I-Level II internship program (Mild/Moderate and Moderate/Severe) provides initial instruction in the essential themes, knowledge, and skills related to the duties of a special educator before the candidate assumes intern responsibilities. The internships for Education Specialist

Mild/Moderate and Moderate/Severe integrate Levels I and II. Preservice for Education Specialist interns is individualized, depending upon their academic and experiential backgrounds. Applicants with valid California teaching credentials in Multiple and Single Subject areas complete as their required preservice these prerequisites: SPED 143, 3 units (Overview of Special Education) and SPED 289C, 3 units, (Field Experience - Special Education). Applicants without the basic Multiple or Single Subject Credential take the same prerequisite courses and also participate in PSY 202, 3 units, (Survey of Child and Adolescent Psychology), SPED 245A, 2 units, (Management of Learning Environments), and SPED 229B, 3 units, (Curriculum and Instructions: CLAD/BCLAD Emphases for Inclusive Settings). Appropriate equivalencies for each requirements are accepted. Such individualization of prerequisite requirements is done jointly by the University and potential employer. The CSU, Chico Special Education Advisory Board is currently developing a performance assessment process that will better ensure intern candidates, especially those without basic credentials, have strong potential for success in their position.

All interns before assuming their job responsibilities must also complete, SPED 284, Orientation for Interns (1 unit). This orientation instruction includes key legislation, IEP process, record handling, caseload management, and sources of support.

Core Standards For All Specialist And Services Credentials

STANDARD 12

Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

California state and national demographic patterns show an increasingly diverse and Limited English Proficient pupil population, one future teachers, whether in general or special education, must be prepared to serve well.

The solution to developing the needed multicultural perspective and the professional awareness to educate diverse learners with disabilities is embedded throughout the Level I Education Specialist Program. In all phases of the program, there is an integration of content in and experiences for developing an understanding and acceptance of individuality and diversity. Each candidate examines social and legal issues of education relative to current demographics of California schools and demonstrates understanding of how to implement multicultural education. Evidence that the candidate demonstrates an understanding and acceptance of differences in 1) gender, 2) age, 3) religion, 4) socio-economic status, 5) lifestyle orientation, 6) aspiration of individual learners is provided within the SPED 143 - Overview of Special Education course, which is a required course for all Level I Education Specialists. All candidates must write a journal entry demonstrating an understanding and acceptance of the differences stated in Standard 12. Further evidence is provided during the Level I fieldwork component and verified on the Level I Field Experience Competencies Checklist (See Appendix B).

General themes focus on effective teaching strategies necessary for varying abilities and disabilities: instructional planning and delivery of curriculum in all areas that draws on and values pupils' backgrounds and communication differences; authentic assessment and non-biased evaluation of student needs and performance; proactive classroom management for establishing a climate that promotes fairness and

respect; life skills and vocational education; learning styles and modality preferences; culturally sensitive professional parent and community partnerships that ensure each child's success.

Specific strategies such as SDAIE (Specially Designed Academic Instruction in English) and SIM (Strategies Intervention Model, University of Kansas, Lawrence, KS), and G.L.A.D. (Guided Language Acquisition Design) are taught and practiced through supervised field experiences. These strategies are examples of instructional practices designed to assist in the development of communication skills.

Field experiences/observational placements expand each candidate's experience with diverse learners with disabilities and provide opportunity to practice strategies learned in coursework. Supervisors facilitate reflective discussion of everyday experiences in the classroom including examination of attitudes. Many course assignments encourage self-reflection and analysis of the level of acceptance of individual differences.

Documentary evidence of meeting this standard is provided within the structure of courses and fieldwork. The California Standards for the Teaching Profession (CSTP) provide foundational content and organization of specific competencies that ensure program candidates know how to provide equal educational opportunities to students regardless of gender, social class, ethnicity, race, disability, or other individuality. "The CSTP provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice" (California Commission on Teacher Credentialing, 1997).

The Level I Education Specialist Program Competencies Checklist, developed in alignment with the CSTP, is included in this document in Appendix B. This checklist provides evidence from program faculty and cooperating teachers/field supervisors that candidates are observing and experiencing equitable practices during their preparation. Candidates pursuing the CLAD or BCLAD emphases with the Level I program will be required to complete additional program prerequisites, field experiences, and evaluation in the areas designated for CLAD or BCLAD certification.

Candidates in the Level I program are required to complete assignments which provide valid and reliable documentation of their understanding of communication development and communication differences and their effective use of strategies and techniques to develop communication skills. Candidate evidence includes:

- (1) supervisors' observations and evaluations of candidates teaching with diverse populations of learners with disabilities (SPED 285T);

- (2) essay examination on knowledge of first and second language acquisition and communication development (EDTE 201, SPED 229B, EDTE 229C);
- (3) oral presentations of instructional strategies that integrate language processes and develop communication skills (SPED 143, EDTE 229C); and
- (4) essay examination on key principles within (1997) Guidelines for Language, Academic, and Special Education Services for LEP Students in California Public Schools, K-12 (SPED 143, SPED 285E).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate demonstrates understanding and sensitivity toward cultural heritage, family and community values, and individual and group differences, including culture, ethnicity, gender, age, language, socio-economic status, lifestyle and ability of diverse individuals served. 	SPED 143, EDTE 201, SPED 285T
<ul style="list-style-type: none"> • Each candidate demonstrates basic knowledge and understanding of a variety of disabilities including etiologies, characteristics, specialized physical health care procedures and regulations related to such care, educational and social impact, educational approaches and available resources. 	SPED 143, SPED 346S, SPED 348C, SPED 285L, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates basic knowledge and understanding of the effect of medication on the learner and resources available to obtain current information. 	SPED 143, SPED 346S,
<ul style="list-style-type: none"> • Each candidate exhibits knowledge of the impact of various disabilities on the provision of education services to individuals of diverse cultural backgrounds. 	SPED 143, SPED 244C, SPED 348C, SPED 346C
<ul style="list-style-type: none"> • Each candidate examines the principles of first language development and the effects of disabilities upon language and other learning, and demonstrates basic understanding of the relationship between communication, cognitive, social, and emotional development. 	SPED 143, EDTE 229C, EDTE 201
<ul style="list-style-type: none"> • Each candidate examines principles of second language acquisition and learns to use language teaching strategies and curriculum materials effectively in the education of students whose primary language is other than English. 	EDTE 201, SPED 143, SPED 229B, EDTE 229C
<ul style="list-style-type: none"> • Each candidate plans and uses instructional strategies, activities, and materials that appeal to and challenge diverse interests, utilize individual strengths, and accommodate various styles of communication and learning. 	SPED 229B, SPED 285T, SPED 346C, SPED 346L, EDTE 201
<ul style="list-style-type: none"> • Each candidate utilizes instructional, advisement, and curricular practices that offer equitable access to program content and career options. These practices are designed to maximize the potential of diverse learners. 	SPED 285L, SPED 285S

Core Standards For All Specialist And Services Credentials

STANDARD 13

Special Education Field Experiences with Diverse Populations

The program provides a sequence of field experiences involving a broad spectrum of interaction with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

For an internship program: For this standard and the factors to consider, the definition of “field experiences/student teaching” includes the internship assignment.

A key organizing principle in the program design is the use of continuous field placements that allow a constant theory-to-practice orientation. Candidates begin participation in introductory field experiences in special education and general education classroom settings in SPED 289C, Field Experience in General and Special Education, a required prerequisite course to the Level I Education Specialist Program. Experiences include guided observations and exposure to varied educational environments and practices appropriate to mild to moderate and moderate to severe populations, preschool to adult. Candidates acquire knowledge in a variety of areas including current educational settings and models of instruction for students with exceptionalities, pertinent federal and state laws, classroom observation techniques, the use of field logs including recording, analyzing, and reflecting upon observations, and factors that contribute to the development of a successful interactive communication network between educators, service providers, parents, and pupils. A minimum of 50 field hours, with 30 of those hours spent in participation in one special education classroom, is required during this one semester course. Faculty encourage undergraduate students to take this course early in the program and it may be taken more than once.

In addition to SPED 289C, the Overview of Special Education course (SPED 143) is a required Level I program prerequisite that includes interactions with parents and provides for sensitivity to the parent perspective in consideration of home, parent, and school relationships. In addition, candidates examine issues of equity and access, including elements of school law, and the dynamics for diverse cultures in education and implications of those dynamics for special educators.

SPED 289C and SPED 143 provide early access to the acquisition of an understanding of the complexities and rigor of full-time work in the public schools. A future goal of the program is to gradually increase early access to field experience through early tutoring opportunities (Maheady, 1995), participatory opportunities with other service learning and volunteer community programs, and consistent advisement that entering first and second year college students interested in a career in special education take a field experience course as soon as possible.

In Level I, a graduated series of field experiences progresses to full-day teaching and other related service responsibilities. Candidates are ensured a variety of placements, covering a broad range of diverse pupil and family populations and the age and service range span of the credential being sought. Candidate responsibilities are phased in during each placement according to a structured schedule and time-line which is agreed upon by the program supervisor, cooperating teacher, and teacher candidate. This phase-in schedule of teaching responsibility facilitates meaningful collaborative teaching with the cooperating teacher and communicates clear expectations for all parties.

The Level I Program fieldwork sequence for non-intern candidates is:

- (1) SPED 289C Field Experience in General and Special Education (3 units)
and
- (2) SPED 285E Practicum - Special Education (3)
- (3) SPED 285T Fieldwork - General Education (3)
or
- (4) EDTE 285F Student Teaching - Multiple Subject/CLAD (8) * (for those seeking concurrently a general education credential)
and
- (5) SPED 285L Student Teaching - Mild/Moderate Disabilities (5-8)*
or
- (6) SPED 285S Student Teaching - Moderate/Severe Disabilities (5-8)*

*(*Extended Field Experience including solo teaching)*

In the integrated Level I - Level II internship program, candidates are in continuously supported and monitored field experiences. For interns, the initial university support and supervision is provided through SPED 289I. The final supervisory evaluation for competence occurs in SPED 285L (Mild/Moderate) or SPED 285S (Moderate/Severe) student teaching.

Throughout the Level I program, course activities are linked to fieldwork by including such experiences as in-class simulations and mock student study team meetings, IEP meetings, and parent-teacher conferences in the following courses: SPED 143 - Overview of Special Education, SPED 244C- Collaboration in Education and The Helping Professions, and SPED 344H- Home/School/Community Relations in General and Special Education). Candidates are required to complete products which provide valid and reliable documentation that they are acquiring skills to serve students across a range of age and grade levels related to the specific authorization. Examples of fieldwork performance evaluations are:

- (1) daily reflective journal entries about topics based upon the California Standards for the Teaching Profession (CSTP), additional specialized competencies, and course text readings as they relate to field experience teaching;
- (2) written lesson plans submitted to the field supervisor before an observed teaching segment that include a pre-observation conference form and the lesson plan utilizing the Level I Program lesson form (Appendix C);
- (3) standardized observations utilizing Level I Program observation forms (Appendix C);
- (4) pre and post lesson conferencing with the university supervisor that includes written and oral feedback from the supervisor, teacher candidate, and classroom cooperating teacher (a minimum of 6 observed lessons during the semester);
- (5) videotaped teaching segments submitted to program faculty for review and critique utilizing a video analysis form;
- (6) related field responsibilities signature form documenting attendance at parent meetings, faculty meetings, parent/teacher conferences, student study meetings, and IEP sessions.

See Appendix A for syllabi for courses SPED 285E, SPED 285L, SPED 285S, and SPED 285T.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate completes a graduated series of field experiences and field-related experiences that conclude with full-day teaching or other related service responsibilities authorized by the credential. These field experiences include observations and practices in a variety of education settings with students who are culturally diverse, at risk, and have varying disabilities. 	SPED 289C, SPED 285E, SPED 285L, SPED 285S

<ul style="list-style-type: none"> Each candidate in a special education program works with and across age/grade ranges authorized by the credential. This may include preschool, elementary, secondary, and post-secondary students with disabilities and their families. The activities may include, but not be limited to, planning meetings, student study teams, workshops, and direct parent contact. 	SPED 289C, SPED 285E, SPED 285L, SPED 285S
<ul style="list-style-type: none"> Each candidate participates in analytical discussions, guided opportunities for reflection and a combination of experiences in diverse settings serving infants and toddlers, in preschool, elementary, middle, and secondary schools, and/or adult settings that relate to coursework in the program. 	SPED 289C, SPED 285E, SPED 285L, SPED 285S
<ul style="list-style-type: none"> Each candidate engages in consultation and collaboration with teachers, students, families, administrators, specialists and other related service and agency personnel during their field experiences. 	SPED 285E, SPED 285L, SPED 285S, SPED 244C, SPED 344H

In the internship program, the definition of “field experiences/student teaching” as used here includes the internship assignment. When the internship assignment is limited in scope, specific supplementary experiences, including experiences with more diverse populations, will be planned for the candidate and monitored to ensure adequate preparation for the wide range of responsibilities authorized by the credential.

Core Standards For All Specialist And Services Credentials

STANDARD 14

Qualifications and Responsibilities of Supervisors and Selection of Field Sites

The institution collaborates with school administrators and teachers in the selection of field sites and supervisors for the placement of candidates in the program. Throughout the course of field experience, each candidate is guided, assisted, and evaluated in relationship to each performance standard by at least one field supervisor and at least one institutional supervisor. Each field-based supervisor is (a) certified and experienced in the area of the credential; (b) trained in supervision; (c) oriented to the supervisory role; (d) appropriately evaluated and recognized by the institution; (e) provides a model consistent with best practice. Supervisors provide complete, accurate, and timely feedback to each candidate.

For an internship program: Because interns perform the duties of fully certificated holders of the credential prior to the completion of a professional preparation program, it is important that they have access to a field-based supervisor experienced in the area of the credential as they perform the full-time duties of a teacher.

CRITERIA FOR SELECTION OF SITES

Sites must be approved by program faculty and used only with approval of both school district and site level leadership personnel. Criteria for selecting school sites and specific classroom settings are:

- (1) Are organized as school-based coordinated programs to build team partnerships within the school and among school, families and community;
- (2) Provide general education and special education settings/classrooms which are exemplary in collaboratively serving culturally and linguistically diverse children with disabilities;
- (3) Reflect knowledge and appropriate competencies to meet needs of children with limited English proficiency (L.E.P.);
- (4) Model assessment strategies, technology, curriculum and instructional methods which are state-of-the-art, consistent with and reinforcing of methodology and procedures taught in program seminars;
- (5) Commit to training programs for all cooperating teachers/field supervisors and ensure adequate release time for thorough supervision of candidates;
- (6) Are in compliance with accreditation and personnel requirements of the state of California; and

- (7) Are within a 45-minute commuting radius of the CSU, Chico campus or reasonable geographic proximity to the candidate.

QUALIFICATIONS AND SELECTION OF CLASSROOM COOPERATING TEACHERS/FIELD SUPERVISORS

The criteria for selection of field-based supervisors are established for the purpose of ensuring a collaborative approach in order to meet the needs of children who receive special education services and credential candidates who serve those children. The criteria for selection of field-based supervisors in both general and special education are the same in the following areas:

1. Each field-based supervisor is certified and experienced in the area of the credential with a minimum of three years of successful teaching experience in the area of authorization.
2. Each field-based supervisor is nominated as an exemplary teacher by administrators and local school agencies, and is approved by the University, school district special education leadership personnel and the building principal prior to selection.
3. Each field-based supervisor demonstrates effective interpersonal communication skill and commitment to support new teachers.
4. Each field-based supervisor participates routinely in professional development activities and supervision training offered by the university and regional special education partnership.

CLAD certification is not required for Special Education classroom teachers/field supervisors, but those who have CLAD or BCLAD certification receive preference for student teacher placements if all of the above criteria are also met. Many school districts and county offices in our region as well as our university are providing mandated CLAD preparation for special educators as well as general education teachers. This increases the availability of CLAD certified special education field supervisors.

CANDIDATE PLACEMENT (Non-Interns)

Placement of Level I Program candidates is a joint effort involving the placement coordinator, the site principal, and the cooperating teacher. Following a candidate's admittance to the program and several months before the program sequence begins, the placement coordinator matches each candidate with a cooperating teacher/field supervisor. The candidate, upon notification, is interviewed by the cooperating teacher/field-based supervisor and/or the principal. Final approval for the placement is provided by these public school personnel to the placement coordinator.

CANDIDATE GUIDANCE AND EVALUATION

The university supervisor and cooperating teacher/field-based supervisor provide guidance, assistance, coaching, and formative and summative assessment and evaluation for candidates in relationship to each performance standard designated in the program. The program policies and procedures handbooks provide specific candidate guidelines regarding site responsibilities, lesson plan and observation procedures, schedule and phase-in of student teacher responsibility, and description of the roles of the cooperating teacher, university supervisor, and evaluation process. These policies are discussed during an introductory "three-way conference" held during the first 2 weeks of the placement. In addition, the policies are reviewed during subsequent conferences held during each placement.

The program establishes the priority of a careful and constant linkage between the university supervisor and the cooperating teacher/field-based supervisor. Stipend pay for release days support their attendance at program orientation and coaching training at least once a year. The program recognizes that field-based supervisors need observational and coaching skills if they are to be effective in providing guidance and constructive feedback to candidates. Recently the special education program also provided extensive training in the CEC program for teaching diverse special populations, MULTISYSTEM, for faculty, local support providers, and field-based supervisors. Documentation of MULTISYSTEM (Systematic Instructional Planning for Exceptional Bilingual Students) authored and distributed by the Council for Exceptional Children (CEC), is in Appendix D. In addition, these supervisors received training in peer coaching from Geraldine Flaherty, an expert in performance learning systems.

The University supervisor and the field-based supervisor work together to develop and strengthen the teaching competence of the candidate utilizing structured formative assessment processes including lesson feedback forms and written teaching suggestions, following the standards and competencies of the program. The University supervisor conducts formal observations of each candidate approximately every two weeks during a placement. Standard procedures for university supervision are based on a clinical supervision model, the PATHWISE Model, Educational Testing Service (ETS), which supports continuous professional growth. Program faculty have completed the PATHWISE Assessor Training and combined its supervision format with that of the Beginning Teacher Support and Assessment (BTSA) Program. Documentation of Pathwise Evaluation System published by Educational Testing Service, Princeton, New Jersey, and now adapted for California beginning teachers in the BTSA program, is in Appendix D.

If a candidate is having difficulties in any area of competence, the field-based and/or the university supervisor may call a three-way meeting immediately. The university supervisor will provide more

frequent observations and feedback as necessary and may determine that a candidate should change placements or repeat a placement.

At the end of each placement, the university and field-based supervisor and candidate meet in a final three-way conference. With feedback from the field supervisor, the university supervisor signs a formal competency tracking form and specifies whether or not the candidate has met each of the program competencies (Appendix B). In addition, the candidate presents a portfolio to program faculty, including the supervisor, during individual conferences 3 times a year.

Sample forms utilized for three-way conferences, lesson observation feedback, and placement evaluation data are included in appendices of this document.

RECOGNITION AND EVALUATION OF COOPERATING TEACHERS/FIELD-BASED SUPERVISORS

Our Department of Professional Studies in Education conducts a formal evaluation of field-based supervisors each semester, asking candidates to provide written evaluative statements regarding cooperating teachers on such factors as level of support, feedback, modeling, and guidance. The university supervisor also completes a written evaluation of these factors. Evaluation forms for Field Supervisor are found in Appendix E.

At the close of each placement, letters and certificates of appreciation are sent to the cooperating teachers and copied to principals and superintendents. In addition, cooperating teachers receive a stipend from the university and are recognized at a formal appreciation ceremony held on the University campus twice a year.

In the integrated Levels I and II Education Specialist Internship, interns are provided with the services of both a local support provider and a field administrator experienced in the area of the credential.

Core Standards For All Specialist And Services Credentials

STANDARD 15

Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

An organizing principle of this program design is that managing learning environments and positive behavior supports represent content that must be presented at multiple developmental stages in an Education Specialist's preparation. Standard 15 in the Level I Program ensures that each candidate is able to develop, implement, evaluate, and modify plans to create and maintain an effective, positive environment for student learning (California Standards for the Teaching Profession, Standard 2) and meet the individual behavior, social and motivational needs of students with mild/moderate/severe disabilities. Introductory coursework (SPED 245A, Management of Learning Environments) content includes specific elements of Standard 15 and the CSTP Standard 2. Course content includes:

- (1) creating the physical environment;
- (2) establishing a climate that promotes fairness and respect;
- (3) promoting social development and responsibility;
- (4) establishing and maintaining standards for student behavior;
- (5) planning and implementing classroom procedures and routines that support student learning;
- (6) using instructional time effectively;
- (7) developing effective methods of recognizing and interacting with at-risk, linguistically and culturally diverse, and exceptional students; and
- (8) developing antecedent proactive management for preventing behavior problems in the classroom.

Implementation of these skills and knowledge encourages supportive classroom environments, increased health and safety, improved quality of life, and pupils' acquisition of positive behaviors. Advanced content and knowledge which addresses positive behavioral support plans, interventions based on functional analysis assessments, and the legal limitations of educators in dealing with non-compliance will be

covered in advanced courses SPED 245B or SPED 345, and will be further discussed under a subsequent standard.

At this stage in the development of the Education Specialist, candidates are required to complete products which provide valid and reliable documentation that they are acquiring skills and knowledge for the purpose of facilitating the maximum academic, social, personal, behavioral, and vocational growth of each student. Examples of student demonstrations of learning are:

- (1) oral presentations of pupil behavior analyses based upon field experience;
- (2) written documentation/examination of methods and strategies for classroom management routines and antecedent proactive management;
- (3) written documentation of knowledge of varying communication styles that impact learning of at-risk, linguistically and culturally diverse, and exceptional children;
- (4) oral presentation of discipline and guidance models including those from Kounin, Ginott, Dreikurs, Jones, Canter, and Glasser;
- (5) interview of one teacher regarding management of learning environments and materials, including written summary.

Within the university courses, Level I candidates are required to demonstrate understanding of managing learning environments and to apply their knowledge and skills in each field experience placement and student teaching. Field and university supervisors and program faculty provide verification that candidates have met each element of this standard in fieldwork applications.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to design and implement a learning environment that promotes positive student behavior and encourages active participating by learners in a variety of learning activities and settings. 	SPED 229B, SPED 245A, SPED 285L, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to establish learning environments that accommodate the diverse physical, emotional, cultural and linguistic needs of students. 	SPED 245A, SPED 229B, SPED 285L, SPED 285S
<ul style="list-style-type: none"> • Each candidate applies knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology. 	SPED 245A, SPED 229B, SPED 285E, SPED 285L, SPED 285S, SPED 285T
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to design, structure, and manage daily classroom routines, including transition time. 	SPED 285L, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to identify students' individual communication styles and abilities and to modify the learning environment to meet their communication needs. 	SPED 285L, SPED 285S

<ul style="list-style-type: none"> Each candidate demonstrates ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participating in activities and the effective use of reinforcement and feedback. 	SPED 229B, SPED 245A
<ul style="list-style-type: none"> Each candidate is knowledgeable about the components of positive behavior management plans and the techniques of positive behavior intervention. 	SPED 245A
<ul style="list-style-type: none"> Each candidate demonstrates an understanding of the purpose and process of behavior management approaches such as reinforcement theory, functional analysis assessments, positive behavioral support, and social and interpersonal techniques to manage behavior. 	SPED 245B, SPED 345
<ul style="list-style-type: none"> Each candidate demonstrates knowledge of the legal limitations and responsibilities of educators in dealing with acting out and/or violent behaviors as well as other inappropriate behavioral excesses of students. 	SPED 245B, SPED 345, SPED 348C
<ul style="list-style-type: none"> Each candidate demonstrates ability to effectively manage and respond to student conduct in individual, small group and/or large group activities as appropriate to the credential, and demonstrates the ability to identify and defuse situations that may lead to conflict or violence. 	SPED 245B, SPED 345, SPED 285E, SPED 285S, SPED 285L
<ul style="list-style-type: none"> Each candidate demonstrates knowledge of techniques that promote self advocacy for individuals with disabilities and that encourage personal and social responsibility and independence. 	SPED 245B, SPED 345

All Level I Intern candidates receive beginning content, knowledge and skills regarding behavior management in the very first intern course, SPED 284 (Intern Preservice). SPED 345 is an advanced behavioral management course which builds upon the content of classroom management introduced in both SPED 245A and SPED 284. SPED 345 is either the first or second course in the internship structure (depending on whether the candidate begins in the Fall or Summer semester). Although there is a common core of essential, standards-driven content in SPED 345 for both Mild/Moderate and Moderate/Severe intern cohorts, our experience has been that in internship programs, delivering the content in cohorts specific to the disability categories allows candidates more time to deal with pupil cases more similar to those whose service is authorized by their credential.

Core Standards For All Specialist And Services Credentials

STANDARD 16

Effective Communication and Collaborative Partnerships

Each candidate demonstrates the ability to collaborate and communicate effectively with: (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, general and special education teachers, specialists, paraprofessionals, and (3) community agency and related service personnel. The candidate works in partnership to design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners.

The Education Specialist curricula emphasize the incremental and continuous development of knowledge and skills in collaboration. Introduced as a concept in prerequisite courses SPED 143 (Overview of Special Education) and SPED 289C (Field Experience--General and Special Education), skills in collaboration are specifically taught in course experiences at each developmental stage of the Level I candidate's program.

In a core course, SPED 244C, Collaboration in Education and the Helping Professions (2 units), students learn the purposes and alternative models of interdisciplinary case service, study structures for pre-referral interventions for special populations, learn methods of teaming with and supervising paraprofessionals, study transition planning across the life span, and practice skills of listening, problem-solving, and conflict resolution. This course has been developed in cooperation with faculty from campus disciplines of general education, reading specialists, nursing, health and community services, social work, child development, school psychology and counseling. Students and faculty from those disciplines, plus school professionals from speech pathology, ESL, and administrative services, actively participate in the class. A highlight of their involvement is the "Saturday Seminar," a case-based learning event that brings together over 200 students preparing for special education and other helping professions and representatives of 15 major community agencies and resources.

As students enter Education Specialist student or intern teaching, they participate in the second 2-unit experience, SPED 344H, Home, School and Community Relations. This course applies principles of collaboration and the basic communication skills taught in SPED 244C to the context of families and communities. Students learn processes for establishing partnerships with parents at each stage of the individual's and family's lifespan. Culturally sensitive informal and formal communications with parents

are practiced. In close coordination with the simultaneous field experiences, candidates participate in and evaluate structures of Student Success Teams, school-agency meetings, and Individual Educational Planning sessions. They bring "critical incidents" from field to classroom for course discussion and skill practices.

Examples of products candidates produce in order to document their achievement in these competency areas are:

- (1) a videotaped, transcribed, and self-evaluated interview with a school or helping professional;
- (2) self-evaluated participation in mock Student Success Teams and IEP sessions;
- (3) brief reflective papers that apply single course concepts to practice at their school sites;
- (4) a presentation with useful handouts for peers on one best practice in family education or home-school communication.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge of the concepts and processes effective in building social networks for individuals with disabilities. 	SPED 244C; SPED 285L/S
<ul style="list-style-type: none"> • Each candidate communicates effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel and family members, including non-family caregivers. Each candidate also participates in site meetings, parent conferences and other activities involving schools and community agencies. 	SPED 244C, SPED 344H; SPED 285E and T; SPED 285L/S
<ul style="list-style-type: none"> • Each candidate works together with the individual, family members, friends and relevant agencies for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources. 	SPED 244C, SPED 344H; SPED 285 L/S
<ul style="list-style-type: none"> • Each candidate consults with specialized health care and nursing specialists in the provision of services to individuals with disabilities. 	SPED 244C; SPED 285L/S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to guide and facilitate the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment. 	SPED 244C; SPED 285 L/S

Core Standards For All Specialist And Services Credentials

STANDARD 17

Assessment, Curriculum and Instruction

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Candidates in the Level I Program are required to demonstrate the understanding of teacher accountability for student performance and the complexities of informed decision-making in the teaching-learning process for individuals with disabilities. Level I university courses and fieldwork emphasize the interdependent nature of teaching, learning and assessment. Candidates learn and practice the proper use of assessment procedures for multiple purposes including providing feedback concerning individual progress as well as for planning and recommending appropriate services. Courses in curriculum and instruction provide candidates with the fundamental premise that assessment informs instructional planning and is an integral part of curriculum design including the selection and development of individualized learning activities.

Candidates are expected to understand and demonstrate principles of assessment, curriculum and instruction, and how to modify or individualize specific instructional strategies and curricular content for individuals with disabilities based upon assessment data. The course, Psychology 251, Assessment and Evaluation in General and Special Education Settings, provides candidates with the study of techniques used in assessing skills and needs of exceptional learners. This includes the acquisition of principles of curriculum-based assessment, development and use of teacher-made techniques and strategies for assessment, consideration of cultural and linguistic diversity factors in assessment, use and interpretation of standardized test results, and examination of commonly used standardized tests in special education.

The Level I Program provides carefully supervised opportunities to plan, write, and monitor instructional objectives with accurately defined outcomes and to implement lesson plans during student teaching based upon both the long-term and short-term objectives of pupils' individualized education programs. As part of the course, SPED 346C, Technology in Specialized Instruction, candidates develop their understanding of and abilities to apply technology and supplementary aids in instructional design for

individuals with disabilities. Assistive technology and technology for professional development are also emphasized.

Level I Candidates are required to complete assignments and activities which provide valid and reliable evidence that they are acquiring knowledge and skills with a variety of instructional and assessment strategies. Examples are:

- (1) Portfolio entries of assessment protocols indicating knowledge of candidates' of basic principles of assessment regarding individual standardized achievement tests and interpreting formal and informal assessment instruments (PSY 251, SPED 285L/S);
- (2) Case study of pupil identified for special education services including assessment, planning strategies, recommending services, implementing instruction, and evaluation of instructional interventions including the use of supplementary aids, services, and technology for IWENs (SPED 346L, SPED 285L/S);
- (3) Written units of instruction including specific subject matter and appropriate curriculum-embedded assessments and summative evaluation processes (SPED 229B, SPED 346L, SPED 285L/S); and
- (5) Critical evaluations of computer software programs suitable for individuals with diverse backgrounds and special needs (SPED 346C).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate defines key assessment concepts and terminology and identifies the steps in the assessment process and the roles that parents, students, and professionals play on the multidisciplinary assessment team. 	SPED 143, SPED 244C, SPED 344H, PSY 251
<ul style="list-style-type: none"> • Each candidate demonstrates the understanding and appropriate use of a variety of assessments, including norm referenced and criterion referenced tests. In addition, each candidate demonstrates understanding and use of alternative measures such as formative, and summative evaluations, work samples, observations, portfolios, curriculum-based, and ecological assessments. 	PSY 251, SPED 229B, EDTE 229C, SPED 229A, SPED 285L/S
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge and skill in assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities. 	SPED 229B, EDTE 201, EDTE 229C, SPED 229A, PSY 251
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to develop, modify and implement instruction based on assessment information and to use instruction for diagnostic purposes. 	SPED 285E, SPED 285L/S, SPED 298A
<ul style="list-style-type: none"> • Each candidate designs and implements effective lesson plans in which the instructional objectives, teaching strategies and materials are coordinated and consistent with each other. 	SPED 285T, SPED 285E, SPED 285L/S

<ul style="list-style-type: none"> Each candidate demonstrates the ability to present lessons across a range of instructional settings in which concepts, skills, or topics are taught fully and sequenced effectively. 	SPED 285T, SPED 285E, 285L/S
<ul style="list-style-type: none"> Each candidate demonstrates the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings. 	SPED 285T, SPED 285E, SPED 285L/S
<ul style="list-style-type: none"> Each candidate plans curriculum which incorporates the cultures and experiences of the learners served. 	EDTE 201, SPED 229B, EDTE 229C, SPED 229A
<ul style="list-style-type: none"> Each candidate applies a variety of appropriate strategies for assessing student progress. These strategies may include critical evaluations of performances by groups and individuals, research exercises, technological record keeping, and oral interviews. 	PSY 251, SPED 229B, EDTE 229C, SPED 229A, SPED 346C, SPED 346L
<ul style="list-style-type: none"> Each candidate analyzes, compares, and evaluates the roles of relevant technology for use in ongoing assessments and instruction. 	SPED 346C, PSY 251
<ul style="list-style-type: none"> Each candidate examines factors that affect all stages of development in the life of an individual with disabilities to assist in the recognition, planning for, and adjustment to transitional life issues for the individual and the family. 	SPED 344H

In the internship program structure, assessment and evaluation content begins in the intern preservice (SPED 284). The specific assessment and evaluation course (PSY 251) occurs mid-way in the sequence. This placement in the sequence is due to the extreme and intense focus that this course places on aspects of assessment and evaluation. Foundational special education knowledge and skills are required before candidates can fully benefit from the course content outlined in PSY 251. Additionally, the timing of this course in the sequence aligns with the field placement which strengthens the link between course content and theory on assessment and evaluation and applies it directly to the field experience/internship.

STANDARD 18

Determination of Candidate Competence

Each program designs and implements a process for determining candidate competence which includes a system for determining each candidate's ability to demonstrate knowledge and perform skills in field experience as reflected in Categories I, II, and III. Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine that the candidate has satisfied each professional standard. The recommendation is based on thorough documentation and written verification by at least one field supervisor or site administrator and one institutional supervisor. An institutional representative assists the candidate in establishing direction for the individual Level II professional credential induction plan.

For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special education teacher before the candidate assumes intern responsibilities.

Individual candidate-based assessment is purposefully integrated throughout the Level I Program. Faculty and cooperating teachers are in frequent communication and field issues are tied directly to the curriculum in all program coursework. A carefully designed system of documentation of candidate knowledge and teaching skills from coursework and field experience is implemented by program faculty and supervisors, field-based supervisors, and the candidates themselves. Documentation includes multiple measures of formative and summative assessment which better ensure reliability and validity in measurement of candidate competence. Documentation includes (See Appendix C for sample forms):

- (1) Program Tracking and Commentary Form - used to track candidate progress and achievement of all program requirements and exit criteria. It is signed by supervisors, the program advisor, and the candidate at 3 individual progress conferences.
- (2) Grade Point Average - must be maintained at a 3.0 or better in all coursework. Student artifacts from coursework including a detailed reflective journal become part of the candidate portfolio.
- (3) Lesson Plan Forms - required for all student teaching. Candidate lesson plans are reviewed during the pre-lesson conference and critiqued by cooperating teachers and field supervisors. These are placed in the candidate's portfolio.

- (4) Formative Observation Feedback Forms - these forms (research-based format from PATHWISE Assessor Program, ETS) are used by the university and field supervisors for documenting growth and skill in each of the 6 California Standards for the Teaching Profession (CSTP) during post lesson conferencing.
- (5) Individual Progress Conferences - held 3 times a year between the candidate and 3 faculty members to delineate progress, concerns, and recommendations for areas of continued growth.
- (6) "Three-Way" Conferences at Field Placements - candidate, cooperating teacher, and field supervisor conference at critical junctures during field experiences. Three-way conference forms structure the content of the meeting and are filled out by the candidate during the meeting.
- (7) Field Seminar Course - a field seminar course accompanies each field placement. Discussion includes issues particular to each setting, the application of teaching and learning theory, and effective interpersonal communication techniques.
- (8) Competence Rating Checklist - final evaluation of competencies as specified within each of the 6 standards is made by the field supervisor, cooperating teacher, and related program faculty. The Level I Field Experience Competencies Checklist demonstrates its alignment to the 25 Mild/Moderate standards of Quality Effectiveness for the Educational Specialist Credential Programs and Standards number 1-24 for Moderate/Severe Disabilities. Relevant Standard numbers are indicated in parentheses. Additional competencies required under Standards 25, 26, and 27 for the Education Specialist Level I Moderate/Severe disabilities are specified separately in the SPED 285S syllabus.
- (9) Process Portfolio - each candidate develops a process portfolio of documentation from coursework and field experience according to the portfolio structure requirements. Detailed reflective growth statements and rationale statements for artifacts are required. Portfolio requirements are integrated throughout the Level I Program coursework and field experience.
- (10) Final Portfolio Oral Presentation and Faculty Review - to demonstrate fulfillment of the standards of professional competence, each candidate presents his/her portfolio in a group oral presentation format and peer review session. Three faculty members including the Level II advisor individually review the portfolio, provide written feedback to the candidate, and jointly make a recommendation statement for advancement to Level II.
- (11) Individual Candidate Advising for Level II professional credential induction plan - individual advising sessions are held at the close of the Level I Education Specialist Program.

Following is the outline of the Level I Education Specialist Portfolio requirements as they are explained to the candidate:

A. PURPOSE OF THE LEVEL I EDUCATION SPECIALIST PROGRAM PORTFOLIO

The portfolio you develop while in the Level I Program is a purposeful collection of your work that exhibits to yourself and others your efforts, achievement, learning process, and self-reflection over time within each of the designated course competency areas. It contains evidence of developing competence in the Level I CCTC Standards and the California Standards for the Teaching Profession (CSTP). Entries will include sample pupil work from your field classrooms, projects from course work, journal article summaries, photographs, lesson plans, and units of instruction from your student teaching.

B. LEVEL I PROCESS PORTFOLIO REQUIREMENTS

I. Organization

Your portfolio is to be organized in divided sections for each of the California Standards for the Teaching Profession. For example under Standard 3, Understanding and Organizing Subject Matter Knowledge, you would place your written thematic unit. You would then write a cover statement describing how this entry addresses the standard.

- 1) Cover title page
- 2) Separate table of contents page
- 3) 2 to 3 page general reflective statement regarding your professional and personal growth
- 4) Resume
- 5) Statement of educational philosophy

II. Competency Areas To Be Addressed in the Portfolio

You will organize your process portfolio by a divider for each one of the California Standards for the Teaching Profession. The Level I Education Specialist Standards established by the California Commission on Teacher Credentialing are embedded in these categories.

- 1) Engaging and Supporting all Students in Learning
- 2) Creating and Maintaining an Effective Environment for Students
- 3) Understanding and Organizing Subject Matter Knowledge for Student Learning
- 4) Planning Instruction and Designing Learning Experiences for All Students
- 5) Assessing Student Learning
- 6) Developing as a Professional Educator

III. Evidence To Include

For each standard, you will include artifacts that demonstrate you have met every element of that standard. An artifact is tangible evidence of your knowledge, skills, and abilities as well as attitudes toward student learning and teaching that are characteristic of you. These artifacts

provide indicators of your achievement. Details of the process of choosing artifacts will be provided during EDTE 229B and field seminars.

The CSU, Chico integrated Level I and Level II internship program addresses all the standards in Category III. Primary emphases for these standards are contained in SPED 346L (Mild/Moderate) and SPED 346S (Moderate/Severe). The professional coursework and the intern support system continue to address Categories III, IV, and V standards throughout the two year internship program.

Core Standards For Specialist Teaching Credentials

STANDARD 19

Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

Level I university courses and fieldwork in general education provide candidates with the fundamental understanding that the elements of measurement and assessment are essential to good teaching and the teaching-learning process. Candidates develop the knowledge and skill to obtain information about student performance, evaluate student learning needs through a variety of formative and summative assessment procedures, and to thus make informed instructional and program design decisions appropriate to the general education setting.

CSTP Standard, Assessing Student Learning, focuses on expectations for a candidate's knowledge, skills, and abilities in the following domains of assessment:

- (1) Establishing and communicating learning goals for all students;
- (2) Involving and guiding all students in assessing their own learning;
- (3) Collecting and using multiple sources of information to assess student learning;
- (4) Using the results of assessments to guide instruction; and
- (5) Communicating with students, families, and other audiences about student progress.

Level I coursework interweaves this CSTP standard with the specific factors of standard 19 for the foundation of the content in assessment. Candidates are provided with carefully supervised opportunities to plan, write, and monitor instructional objectives with accurately defined outcomes and to utilize assessment data for purposes including designing curriculum units, evaluating student performance, communicating with school personnel, parents, and the students themselves, and improving learning opportunities for all students. Coursework in curriculum and instruction for inclusive settings, SPED 229B, SPED 229A, and EDTE 229C, requires students to demonstrate understanding of several types of assessment procedures: placement, formative, diagnostic, and summative assessment. For example, in

SPED 229B, Curriculum and Instruction, candidates gather samples of student work over a period of time or during a unit and make inferences about levels of achievement. Samples include criterion-referenced tests, written assignments, observation logs, and teacher-made tests. In addition, candidates study scoring guides and performance and content standards as elements of a portfolio assessment system. In EDTE 229C, candidates learn to assess pupil progress in basic reading skills and comprehension of text. The study of reading and language arts methods enables candidates to provide a balanced, comprehensive program of instruction that includes explicit instruction in reading, writing, and related language skills purposefully connected to the appropriate assessment strategies for each area.

Psychology 251, Assessment and Evaluation in General and Special Education Settings, provides candidates with the study of techniques used in assessing skills and needs of learners. This includes the acquisition of principles of curriculum-based assessment, development and use of teacher-made techniques and strategies for assessment, consideration of cultural and linguistic diversity factors in assessment, use and interpretation of standardized test results, and examination of commonly used standardized tests in general as well as special education.

Evidence that candidates understand and use multiple sources of information regarding students' prior knowledge is provided in SPED 229B Thematic Unit course assignment and in Level I fieldwork experiences as verified on the Level I Field Experience Competencies Checklist. This assignment requires candidates to assess students prior knowledge utilizing multiple sources of information such as observations, pupil interview, parent interview, and pupil work.

Candidates are required to complete products which provide valid and reliable documentation that they are acquiring knowledge and skills with a variety of instructional and assessment strategies. Examples of those products are:

- (1) written evaluations of candidates administering, scoring, and interpreting individual standardized achievement tests and interpreting formal and informal assessment instruments (PSY 251) ;
- (2) videotaped and self-analyzed demonstrations of candidates administering standardized achievement tests (PSY 251) ;
- (3) case study evidence of administering reading ability assessments: running records, curriculum-based measurements, oral reading samples, informal reading inventories (EDTE 229C, SPED 346L);
- (4) exemplary pupil binder containing written summary of the use of performance and portfolio assessments with pupils in fieldwork classrooms (SPED 346L);
- (5) design and evaluation of lesson plans and units of instruction with designated learning objectives matched to appropriate performance assessments (SPED 229B); and

- (6) journal entries from field experience that document candidates' understanding of their pupils' learning curves and concept attainment (SPED 285E, SPED 285T).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments. 	SPED 229B, PSY 251
<ul style="list-style-type: none"> Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs. 	SPED 229B, PSY 251, SPED 285T, EDTE 229C, SPED 229A
<ul style="list-style-type: none"> Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education. 	PSY 251
<ul style="list-style-type: none"> Each candidate demonstrates the ability to use assessment strategies that promote equitable learning opportunities, including effective approaches for assessing individuals who are culturally, linguistically, ethnically, socio-economically, and ability diverse. 	SPED 229B, PSY 251, SPED 285T, EDTE 229C, SPED 229A
<ul style="list-style-type: none"> Each candidate demonstrates skill in the interpretation and communication of information related to assessment, curriculum and instruction to various audiences, such as students, parents, school board members, and educational and related service personnel. 	PSY 251, SPED 344H, SPED 244C, EDTE 229C
<ul style="list-style-type: none"> Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction. 	SPED 229B, PSY 251, SPED 285T
<ul style="list-style-type: none"> Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students. 	SPED 229B, PSY 251, SPED 285T, SPED 245A

Core Standards For Specialist Teaching Credentials

STANDARD 20

Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

Level I Program coursework in general education curriculum and instruction provides candidates with a systematic study that is sound and inclusive enough to accommodate a variety of pedagogical approaches and promote constructive dialogue regarding the merits of each approach. After an introduction to general principles of curriculum and instruction in SPED 143, Overview of Special Education, the Level I Education Specialist candidate learns and uses instructional strategies appropriate for individuals with diverse learning styles through the completion of assignments and activities in the following Level I coursework and fieldwork:

EDTE 201	Issues in Literacy & Multicultural Education (or EDTE 201A/B)
SPED 229B	Curriculum & Instruction: CLAD/BCLAD Emphases for Inclusive Settings
EDTE 229C	Reading/Language Arts
SPED 229A	Methods for Teaching Math: General and Special Education
SPED 285E	Practicum - Special Education
SPED 285T	Fieldwork - General Education

The attainment of this standard is verified on the Level I Field Experience Competencies Checklist. Specific instructional strategies appropriate for individuals with diverse learning styles learned by candidates in the Level I coursework and fieldwork are listed below. The Level I courses in which these strategies are presented are also included after each strategy:

1. Strategies for activating prior knowledge such as the “KWL Strategy” (EDTE 201, SPED 229B) ;
2. Scaffolding language techniques (EDTE 201, SPED 229B, EDTE 229C);
3. Designing lesson plans and units according to the Guided Language Acquisition Design (GLAD) Model for culturally and linguistically diverse students (EDTE 201, EDTE 229C, SPED 285T);

4. Implementing lessons utilizing Gardner's theory of multiple intelligences (SPED 229B, SPED 285E, SPED 285T);
5. designing and writing content units around the organizational structure of essential generalizations (the big ideas), concepts, and facts (SPED 229B, SPED 285T) ;
6. utilizing questioning strategies that allow for divergent and creative thinking (SPED 229B, SPED 285T);
7. incorporating into units/lessons purposeful active learning strategies including community-based service learning through which new information and ideas can be applied and practiced in real-life settings (SPED 229B, SPED 285T).

The program emphasizes curriculum and instruction as a field of professional practice that has multiplicity of forms, is focused in the classroom but deeply intertwined with several contexts from local to global; and, is a shared, collaborative work.

These core courses focus on the principles and practices of teaching basic academic skills and content areas with an emphasis on the responsibility of the teacher to provide access to core curriculum for all students. The following definition of curriculum serves as a starting point for developing candidates' understanding of the complexity of the subject: Curriculum refers to the content and purpose of an educational program together with their organization (Walker, 1990). Core courses include opportunities to study and utilize the content of the California subject matter frameworks and the newly developed California reading and writing and math content standards, write and critique detailed lesson plans including goals and objectives (see Lesson Plan Form, Appendix C), study major philosophies and approaches to education, and study principles of instruction for developing cognitive, affective, and psycho-motor processes.

EDTE 229C, Reading and Language Arts, provides candidates with a foundation in language processes and strategies for teaching reading, writing, spelling, and oral language. Content of the course includes the beginning teacher competencies specified by the California exam, RICA (Reading Instruction Competence Assessment), as well as instruction connected to candidates' general education field experience in the elements of a balanced reading program.

The California Standards for the Teaching Profession (CSTP) are interwoven as a foundation throughout course content with emphasis on three CSTP standards that directly correspond to the elements of Standard 20: engaging and supporting all students in learning; understanding and organizing subject matter knowledge for student learning; and planning instruction and designing learning experiences for all students. Candidates develop competence in each element of these standards through a carefully

integrated structure of university coursework experiences and simultaneous field experience designed to connect relevant research and practice.

Each Level I candidate uses instructional strategies that are appropriate for individuals with diverse needs, interest, and learning styles in the following variety of educational environments utilized in field practicum SPED 285T:

1. general education primary grade classroom (within grades K through 3) in a cross-cultural, linguistically diverse neighborhood public school;
2. general education intermediate grade classroom (within grades 4, 5, and 6) in a cross-cultural, linguistically diverse neighborhood public school different from the first placement;
3. integrated special and general education classroom (within grades K through 6) in which students with special needs are included for core curriculum instruction;
4. general education classroom in a secondary setting (grades 7-12).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills. 	EDTE 201, SPED 229B, EDTE 229C, SPED 229A
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to develop clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other and related to subjects commonly taught in public schools. 	SPED 229B, EDTE 229C, SPED 229A, SPED 285T
<ul style="list-style-type: none"> • Each candidate plans a unit of instruction appropriate for general education with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively. 	SPED 229B, EDTE 229C, SPED 298A, SPED 285T
<ul style="list-style-type: none"> • Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting. 	SPED 229B, SPED 285T
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' background, interests, and abilities. 	EDTE 201, SPED 229B, EDTE 229C, SPED 229A, SPED 285T
<ul style="list-style-type: none"> • Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds. 	EDTE 201, SPED 229B, EDTE 229C, SPED 229A, SPED 285T
<ul style="list-style-type: none"> • Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students. 	SPED 229B, EDTE 229C, SPED 229A, SPED 285T

Core Standards For Specialist Teaching Credentials

STANDARD 21

General Education Field Experiences

Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

The general education field experiences in the Level I Program provide candidates with purposefully designed and constant theory-to-practice opportunities. Candidates begin participation in introductory general education field experiences, grades K-12, in the required prerequisite course, SPED 289C, Field Experience in General and Special Education (3 units). In this course, students complete a minimum of 50 hours of field experience in a variety of general and special education settings. The course includes instruction in recording, analyzing, and critiquing observations, the use of field logs, an introduction to the California Standards for the Teaching Profession (CSTP), and an introduction to curricular and instructional strategies in general and special education.

For non-interns, the next general education field course in the sequence is SPED 285T, Fieldwork - General Education (3 units). Students apply their skills in lesson planning, developing units, and teaching academic skills and subject matter in supervised classroom teaching experiences. Each candidate receives individualized written and verbal feedback from the university and classroom supervisor on a regular basis. In addition, a field seminar, SPED 298A (1 unit) provides candidates with opportunities to discuss issues of teaching and individual progress and areas for improvement in each of the field competencies.

The curriculum and instruction courses in Level I (EDTE 201, SPED 229B, EDTE 229C, SPED 229A) each include assignments and readings that connect research-based practice to the field activities in SPED 285T. Special education faculty plan these courses together to provide an articulated continuum of applied learning experiences in general education settings. Moreover, the courses SPED 245A, Management of Learning Environments, and PSY 251, Assessment and Evaluation in General and Special Education, provide carefully structured assignments that are connected to field experiences in general education. See Appendix A for syllabi.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> Each candidate's supervised field experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework. 	SPED 289C, SPED 285T, SPED 298A
<ul style="list-style-type: none"> Each candidate observes general education teachers, has a variety of field experiences with different teaching arrangements in schools and related service settings, such as individual, small group, and/or large group instruction, and received prompt feedback and guided practice from supervisors. 	SPED 289C, SPED 285T, SPED 298A
<ul style="list-style-type: none"> Each candidate's field placements include a variety of experiences related to the age range authorized by the credential, such as preschools, elementary, middle, and secondary schools, and/or adult settings. 	SPED 289C, SPED 285T, SPED 298A
<ul style="list-style-type: none"> Each candidate use a variety of pedagogical approaches to teaching academic basic skills in public schools. 	SPED 285T

Level I Mild/Moderate/Severe Common Standards

STANDARD 22

Assessment and Evaluation of Students

Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

Level I Candidates must have adequate opportunities to learn knowledge and skills in assessment that underlie the individualization and accountability mandates for students with mild and moderate to severe disabilities.

Principles and practices of assessment and evaluation appropriate for students with mild/moderate/severe disabilities are studied and utilized in the core Level I Program. SPED 245B, Behavioral Management, or SPED 345, Advanced Behavioral Management, PSY 251, Assessment and Evaluation In General and Special Education, SPED 285L/S, Student Teaching - Mild/Moderate or Moderate/Severe Disabilities, and SPED 346 L/S, Curriculum and Instruction - Mild/Moderate or Moderate/Severe Disabilities, all address individualized assessment and evaluation approaches critical for assessing the diverse needs of individual students. Candidates apply their knowledge and skills in assessment during continuous fieldwork.

PSY 251, Assessment and Evaluation in General and Special Education, provides candidates with the study of techniques used in assessing skills and needs of exceptional learners. This includes the examination of commonly used standardized tests in special education, use and interpretation of standardized test results, acquisition of principles and uses of curriculum-based measurement, and development and use of teacher-made strategies for assessment.

Candidates are required to complete products which provide valid and reliable documentation of their ability to meet the elements of Standard 22. This evidence that candidates are making appropriate educational decisions based on a variety of assessments is found in syllabi and course outlines for PSY 251 and SPED 346L as well as in syllabi for all field experiences and student teaching and the Level I Field Experience Competencies Checklist. Examples of documentation are:

- (1) Written documentation of knowledge regarding assessment of culturally and linguistically diverse exceptional (CLDE) children, language proficiency assessment, individual student profile, and informal reading inventories (EDTE 201, EDTE 229C);
- (2) documentation of skill in appropriate assessment of vocational and life skills of students with mild/moderate/severe disabilities and CLDE children utilizing surveys, inventories, and scales (PSY 251);
- (3) completion of a Behavior Change Plan for one student (SPED 245B/SPED 345);
- (4) verified ability to administer and score standardized achievement tests and relate those scores to the development of instructional objectives (PSY 251);
- (5) completion of a functional analysis for one student with mild/moderate disabilities (SPED 245B/SPED 345);
- (6) completion of a functional analysis for one student with moderate/severe disabilities (SPED 345);
and
- (7) successful administration of standardized and non-standardized instruments and techniques with students with mild/moderate/severe disabilities during fieldwork (PSY 251).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or field work in which this content and these competencies are addressed. Although primary emphasis for this content is found in PSY 251 (Assessment and Evaluation in General and Special Education), other courses and field work support the building of this knowledge base:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate develops and implements individualized academic and social plans that provide for non-biased, non-discriminatory assessments to evaluate student performance and learning environments, including the general education classroom. 	PSY 251, SPED 285L/S, SPED 245B/SPED 345, SPED 346L/S, SPED 285E
<ul style="list-style-type: none"> • Each candidate demonstrates skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socio-economic, disability, cultural, and linguistic considerations. 	PSY 251
<ul style="list-style-type: none"> • Each candidate demonstrates skills in gathering and integrating assessment information from a variety of sources, including formal and informal assessment devices, parents/families, students, other professional, and community members. 	PSY 251, SPED 285L/S

<ul style="list-style-type: none"> Each candidate demonstrates knowledge of and skills in evaluating assessment procedures along a variety of dimensions, including purposes, technical quality, administrative considerations, disability, and cultural, socioeconomic and linguistic influences. 	PSY 251, EDTE 201
<ul style="list-style-type: none"> Each candidate effectively communicates assessment results and their instructional implications to regular classroom teachers, parents/families and other educational and related services professionals. 	PSY 251, SPED 285L/S,
<ul style="list-style-type: none"> Each candidate demonstrates the ability to gather and use assessment information to identify students' strengths and needs as required on an individual educational plan, individual transition plan, or behavior intervention plans. 	PSY 251
<ul style="list-style-type: none"> Each candidate demonstrates skills designing, administering and interpreting curriculum-referenced assessments of academic and social skills. 	PSY 251, SPED 346L/S
<ul style="list-style-type: none"> Each candidate demonstrates the ability to assess students' personal care, mobility and movement, sensory, social/behavior skills, communication and vocational achievements and needs. 	SPED 346L/S

STANDARD 23

Planning and Implementing Curriculum and Instruction

Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

In order to educate students with mild/moderate/severe disabilities, candidates must acquire the knowledge and skills to plan, adapt, and provide effective instruction that meets the individual needs of these students across a variety of settings. Standard 23 receives primary emphasis in CSU, Chico university courses SPED 346L (Curriculum and Instruction- Mild/Moderate Disabilities) and SPED 346S (Curriculum and Instruction- Moderate/Severe Disabilities). These courses provide knowledge and skills for teaching students with mild/moderate/severe disabilities, whether functioning in regular or specialized settings. Within the structure of these courses, each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations, and instructional plans. Skills and knowledge for organizing pupil information and individualized instructional planning and curricular are presented. Syllabi for these courses (Appendix A) show practical assignments linked to each competency presented. For example, candidates develop an exemplary organizational program binder which contains both programmatic information and pupil summary information as evidence of standard attainment. Contents of the binder includes:

A. PROGRAMMATIC INFORMATION:

- Master Schedule of Instructional Program
- IEP Goal Matrix
- IEP Planning Sheet
- IEP Meeting Schedule
- In-depth Evaluation of IEP Goals and Objectives
- Copy of Assessment Reporting Form

- Copy of Communication Forms (for use with general education teachers, DIS services, counselors, psychologists and parents).

B. INDIVIDUAL PUPIL SECTIONS FOR CASELOAD

- Copy of IEP Summary Assessment Data
- Copy of IEP Goals and Objectives
- Instructional Plans and Curriculum Material based upon assessment data
- Evidence of monitoring pupil progress and evaluating pupil outcomes in general and specialized settings
- Evidence of communications with other school personnel and parents
- Quarterly progress report

Candidates demonstrate competencies during their final field supervision SPED 285S (see Level I Field Experience Competencies Checklist). Candidates also develop and critique a videotape of their teaching performance and provide a written critique for one colleague's videotape. Examples of videotape analysis forms are in Appendix C and sample syllabi for SPED 346S and SPED 346L are found in Appendix A.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
• Each candidate demonstrates skill in developing and facilitating individualized instructional plans based on comprehensive assessment information.	SPED 346L/S, SPED 285 E/L/S
• Each candidate demonstrates a variety of research-based and effective teaching practices that achieve targeted student outcomes.	SPED 346L/S, SPED 285 E/L/S
• Each candidate uses student outcome data to systematically modify instruction and learning environments.	SPED 346L/S, SPED 285 E/L/S
• Each candidate demonstrates knowledge of curriculum adaptations and instructional strategies and critical presentation skills appropriate to the core curriculum and responsive to the individual student's needs and characteristics.	SPED 346L/S, SPED 285 E/L/S
• Each candidate demonstrates knowledge of the relationship between the individual educational program and the individualized transition plan.	SPED 346L/S, SPED 285 E/L/S
• Each candidate demonstrates the ability to use a variety of peer-mediated and group instructional strategies to facilitate active participating and learning of diverse groups of learners.	SPED 346L/S, SPED 285 E/L/S
• Each candidate plans, modifies, delivers and evaluates instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.	SPED 346L/S, SPED 285 E/L/S

<ul style="list-style-type: none">Each candidate implements/modifies and monitors instructional programs of individual students across a range of instructional settings.	SPED 346L/S, SPED 285 E/L/S
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Level I Mild/Moderate/Severe Common Standards

STANDARD 24
Positive Behavior Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

Standard 24 in the Level I Program ensures that each candidate is able to develop, implement, evaluate, and modify plans to meet the individual behavioral, social and motivational needs of students with mild/moderate/severe disabilities. Implementation of these plans results in supportive environments, increased health and safety, and improved quality of life.

Content and knowledge which builds candidates' ability to create supportive environments, positive behavioral support plans, and interventions based on functional analysis assessments is found in SPED 245B (Behavioral Management) or, for interns, SPED 345 (Advanced Behavioral Management). These courses are designed to provide candidates with an in-depth examination of basic behavioral theory and principles of learning as they apply to classroom management for all students, including those with special needs. Candidates learn both the purposes and processes of approaches including reinforcement theory, observation and analysis of antecedents and consequences, de-escalation of potentially dangerous behaviors, and social and interpersonal techniques to encourage positive behaviors. The instructional emphasis is on proactive management of naturalistic contingencies, conflict avoidance and resolution, and productive social interaction. Candidates learn a wide variety of techniques and programmatic approaches that assist pupils with special needs in developing replacement behaviors, communication and social skills, self-management, and coping strategies. Key curricula and strategies include: Differential Teacher/Peer Attention, Trans-environmental Programming, ASSET, Think Aloud, ACCEPTS, ACCESS, Skillstreaming the Elementary Child and Adolescent, Social Skills in the Classroom, Project RIDE, Second Step, Developing Capable People, Teacher Mediated Self-Control and Student Mediated Self-Control systems. Examples of products candidates produce in order to document their achievement in these competency areas are:

1. Completion of a sample, complete behavioral analysis and change program;
2. Design of a behavioral self-management program for the specific needs of two or more students;

3. Functional analysis for one student.

Throughout the preparation program, field-based and university supervisors rate candidates' growth in skills of positive behavioral support. Field and university supervisors have frequent contact with the university instructor in this area, in order to assure that university instruction meets the changing needs of candidates in the field.

The candidate further demonstrates competence in establishing educational environments that are free from coercion and punishment and where interactions are positive, proactive, and respectful of students in fieldwork courses SPED 285S and SPED 285L. Verification is recorded on Level I Field Experience Competencies Checklist.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> Each candidate demonstrates the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment. 	SPED 245B/SPED 345, SPED 285S
<ul style="list-style-type: none"> Each candidate works with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/communicative intent of the behaviors for individual students. 	SPED 245B/SPED 345, SPED 285S
<ul style="list-style-type: none"> Each candidate identifies and describes the types of antecedent and consequent events that contribute to acting out, physically aggressive and withdrawal behaviors of individual students. 	SPED 245B/SPED 345, SPED 285S
<ul style="list-style-type: none"> Each candidate demonstrates the ability to design the components of behavioral plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies. 	SPED 245B/SPED 345, SPED 285S
<ul style="list-style-type: none"> Each candidate teaches appropriate self-regulatory for students to cope with difficult or unpredictable situations. 	SPED 245B/SPED 345, SPED 285S
<ul style="list-style-type: none"> Each candidate works with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses. 	SPED 245B/SPED 345, SPED 285S, SPED 244C
<ul style="list-style-type: none"> Each candidate demonstrates understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies. 	SPED 245B/SPED 345, SPED 285S

Level I Mild/Moderate Standard

STANDARD 25

Characteristics and Needs of Individuals with Mild to Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

Candidates develop the knowledge base necessary to understand the characteristics and needs of individuals with mild to moderate disabilities and the various approaches that have been and are taken in conceptualizing and providing services to these students. This foundation begins in SPED 143, Overview of Special Education and is continued in the following courses:

SPED 289C, Field Experience in General and Special Education

SPED 245B, Behavioral Management

SPED 245 B or 345, Advanced Behavioral Management

SPED 348C, Laws and Regulations in Special Education

SPED 344H, Home/School/Community Relations in General and Special Education

The CSU, Chico Level I Program coursework and fieldwork prepares candidates to describe the characteristics, classifications, behaviors, and learning needs associated with categorical terms including mild mental retardation/disability, learning disability, physical disability/impairment, sensory impairments, other health impairment, severe emotional disturbance, behavior disorders, and communication disorders. Specific examination of practices and issues includes models of instruction, placement in the least restrictive environment, significant federal and state legislation, and the individual components of IDEA (including H.R. 5, IDEA Improvement Act of 1997).

Program coursework delineates factors associated with understanding the social, familial, biological, historical, cultural, economic, and political contexts in which special education occurs. Emphases include the rights and responsibilities of schools, parents, teachers, and students as they relate to students with mild to moderate disabilities, and the communication skills and resourcefulness necessary to utilize appropriate professional and community resources and organizations.

Candidates are required to complete products which provide documentation of meeting elements of Standard 25. Examples of those products are:

- (1) development of disability awareness and attitude change lessons for the purpose of developing awareness, sensitivity, and understanding of students with mild to moderate disabilities (SPED 143);
- (2) oral presentation of curriculum adaptations and modifications appropriate for students with specific learning disabilities and other categories of mild to moderate disabilities (SPED 143);
- (3) successful completion of written examinations covering the characteristics, categories, and learning needs of students with mild to moderate disabilities (SPED 143);
- (4) successful participation in simulated case student study team meetings and IEP meetings (SPED 244C); and
- (5) completion of field observation hours in classrooms providing services to students with mild to moderate disabilities including field logs and covering a range of service delivery models (SPED 289C).

Additionally, Standard 25 Mild/Moderate is met in the Level I fieldwork component and verified on Level I Field Experience Competencies Checklist (Appendix B).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate defines and describes the learning, affective, and social characteristics associated with the categorical terms of learning handicapped, learning disability, mild mental retardation, severe emotional disturbance and behavior disorders. 	SPED 143
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge of the behaviors of the students with mild and moderate disabilities and the possible resultant social/emotional/learning problems. 	SPED 143
<ul style="list-style-type: none"> • Each candidate articulates the historical trends in defining and providing educational services to students with mild and moderate disabilities. 	SPED 143
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge of approaches and methods for determining eligibility for placement in a program for students with mild and moderate disabilities and/or severe emotional disturbance and behavior disorders. 	SPED 143, SPED 289C, SPED 348C
<ul style="list-style-type: none"> • Each candidate demonstrates ability to describe and evaluate emerging service delivery models for students with mild and moderate disabilities. 	SPED 143, SPED 289C, SPED 285 L/S
<ul style="list-style-type: none"> • Each candidate identifies community resources and professional and advocacy organizations for students with mild and moderate disabilities. 	SPED 143, SPED 344H

Level I Moderate/Severe Standards

STANDARD 25
Communication and Social Networks

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

Level I Moderate/Severe Standard 25 is included in the curriculum of Level I CSU, Chico Course SPED 346S (Curriculum and Instruction for Moderate/Severe Disabilities), SPED 346C (Technology for Specialized Instruction), and SPED 345 or 245B (Behavioral Management). Content in these courses emphasizes the development of augmentative communication systems for students with moderate to severe disabilities to assist the establishment of meaningful social relationships. Instructional activities highlight assessment of communication abilities and strategies for promoting acceptable social behavior. Candidates acquire knowledge and skills to help students learn effective communication by using a variety of techniques, strategies, and technology to enhance social and interpersonal communication skills. Candidates demonstrate the ability to assess verbal and non-verbal communication abilities, communication and social interaction interests, physical and sensory abilities, and needs of students in collaboration with a transdisciplinary team and across a variety of environments. Additionally, candidates demonstrate the ability to teach interpersonal skills and facilitate communication to promote choice making, independence, self-advocacy, acceptable social behavior, expanded social networks and friendships for students with moderate to severe disabilities.

The service delivery requirement of this standard is incorporated in the two field placements. Candidates assess both verbal and non-verbal communication abilities within the course structure of SPED 346S; this competency is verified in the field in field experience SPED 285E and SPED 285S. Syllabi verify this inclusion. Candidates are required to complete products which provide documentation of meeting Standard 25. Examples of these products are:

- (1) anecdotal records evidencing work with a transdisciplinary team to evaluate the communication needs of a student with moderate/severe disabilities (SPED 285S);
- (2) an Ecological Inventory of relevant language which accesses communication abilities necessary for participation in a critical activity or social interaction (SPED 346S);

- (3) a visual communication system designed and developed for an exemplary case model (SPED 346S); and
- (4) a list of low and high technological augmentative and assistive communication devices and interventions (SPED 346S).

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge and skills related to effective strategies for teaching specific communication and social interaction skills. 	SPED 345
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to assess verbal and non-verbal communication abilities, communication and social interaction interests, physical, and sensory abilities and needs of students, in collaboration with a transdisciplinary team. 	SPED 346S, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to work as a member of a transdisciplinary team to develop augmentative communication systems which maximize use of current communication, physical and sensory skills to address identified communication and social interaction needs and interests. 	SPED 346S, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to assess a variety of environments of opportunities to facilitate students' social interactions. 	SPED 345
<ul style="list-style-type: none"> • Each candidate emphasizes teaching and facilitating the development of communication that promotes choice making, independence, and self-advocacy. 	SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to teach interpersonal skills to promote acceptable social behavior. 	SPED 345, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to implement strategies, techniques, and technology to enhance effective communication in a variety of educational environments. 	SPED 346C, SPED 345, SPED 285E
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to implement a variety of augmentative communication strategies. 	SPED 346C, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates understanding of the importance of and the ability to facilitate expanded social networks and friendships for students with severe disabilities. 	SPED 345

Level I Moderate/Severe Standards

STANDARD 26 Curriculum

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

While the bases for knowledge and skills related in this standard are developed in SPED 143 (Overview of Special Education), SPED 289C (Field Experience - General and Special Education), and SPED 244C (Collaboration in Education and The Helping Professions), primary responsibility for Standard 26 found in university course SPED 346S (Curriculum and Instruction for Moderate to Severe Disabilities). Before candidates assume daily teaching responsibilities they must have adequate opportunities to learn knowledge and skills related to best practices for teaching students with moderate to severe disabilities. Knowledge and skills which address this standard include an introduction to various curricula, instructional models, methods, materials and techniques for collaboratively developing individual, functional, and age-appropriate educational programs that are critical and comprehensive across life skills, recreation/leisure, community, vocational, social, and cognitive domains. Emphases are on the diverse interests and needs of students, formal and informal assessment, individual learning styles, and the use of adaptations and instruction in integrated natural environments. Within the course, candidates learn to promote pupil interactions with others, assist their daily living routines, develop their academic abilities, and provide them with work opportunities. Courses present best practices and themes of diversity, including ethnic, cultural, and ability differences. Data-based and community-based instruction as well as a family centered and integrative service delivery approach are emphasized.

Candidates are required to demonstrate competency toward this standard by completing the following projects and assignments while enrolled in SPED 346S:

- (1) complete ecological and functional assessments including:
 - home interviews,
 - family interviews,
 - parent preference surveys,
 - learning style profiles,

- ecological inventories of critical environments, and
 - functional analysis.
- (2) develop individualized functional and age-appropriate curricula including:
- written instructional plans,
 - list of prompt hierarchy,
 - task analysis project,
 - curricula adaptation presentation based on infused IEP/ITP goals and objectives,
 - outline of procedures for fading, chaining, and reinforcement,
 - circle of friends worksheet,
 - video-tape and critique of instructional sequence, and
 - student/class binder containing program information and individual student profiles.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
• Each candidate demonstrates the ability to design curricula that promote skills which allow individual students to learn from their everyday experiences.	SPED 229B
• Each candidate demonstrates an understanding of and ability to teach general education curriculum scope and sequence and a wide variety of teaching strategies.	SPED 229B
• Each candidate demonstrates the ability to integrate all areas of curriculum for individual students.	SPED 229B
• Each candidate demonstrates familiarity with a variety of curriculum materials and resources across academic, functional life skills, and basic skills including cognitive, social/emotional, motor language and behavioral.	SPED 229B
• Each candidate demonstrates the ability to adapt curriculum and modify instruction within general education to accommodate the needs of students with moderate to severe disabilities across a variety of instructional settings and ensure meaningful participation.	SPED 285E
• Each candidate demonstrates the ability to teach meaningful skills to students with moderate to severe disabilities and accommodate their needs in order for them to actively participate in activities within school, community, and work settings.	SPED 285S, SPED 285E
• Each candidate demonstrates the ability to provide access to the core curriculum by collaborating with the general education staff and adapting it across grades and subject areas to accommodate the individual students' learning needs and meet the IEP objectives.	SPED 285S
• Each candidate demonstrates the ability to work with the IEP team to prioritize identified needs and develop an individualized education program for individual students.	SPED 285S
• Each candidate demonstrates the ability to select and/or modify curriculum in collaboration with a transdisciplinary team and in a manner sensitive to cultural, gender, ethnic, sensory functioning, and varied abilities.	SPED 285S

Level I Moderate/Severe Standards

STANDARD 27

Movement, Mobility, Sensory and Specialized Health Care

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

Standard 27 addresses the vital need for teachers to have knowledge of students' movement, mobility, sensory and specialized health care to ensure the success of educational services for students with moderate to severe disabilities. CSU, Chico Level I Course SPED 346S (Curriculum and Instruction for Moderate to Severe Disabilities) addresses the factors in Standard 27. Each candidate must develop an understanding of the regulations and local policies regarding these services, the techniques and procedures that may be identified as specialized health care to effectively respond to total student needs. Candidates are given opportunities to observe and participate with children who require adapted movement equipment, mobility, and special health care needs other than student teaching/internship in the university course, SPED 346S. Level I Moderate/Severe candidates in the SPED 346S course travel together under the direction of the university instructor to specially selected field sites and observe and participate with children with specialized health care needs.

Level I candidates are required to perform a demonstration of knowledge and skills to support the movement, mobility, sensory, and specialized health care needs of student with moderate to severe disabilities under the guidance of a university instructor in these specially selected field-based settings. The ability to apply this knowledge is further verified in Level I Moderate/Severe Field Experience, SPED 285S (Appendix A). Within the course SPED 346S candidates also demonstrate knowledge of policies related to specialized health care in educational settings through course assignments including creating a health care policy and practices folder. It is determined that the candidate uses appropriate and safe techniques, procedures, materials, and adaptive equipment including use of technology by the assignments completed in SPED 346S. This competency is further verified in the Level I Moderate/Severe field experience component, SPED 285S (Appendix A).

The candidates demonstrate competencies in these areas by completing the following projects:

- (1) a resource list of service providers (APE, OT, PT, School Nurse) for each area within their local community;
- (2) a file which includes commonly used medications, purpose of use and possible side effects;
- (3) a file of Specialized Health Procedures for generic conditions such as seizures, asthma, etc.; and
- (4) a floor plan to make a classroom more accessible for adaptive mobility devices.

The following matrix demonstrates the relationship between individual factors of program design and the specific CSU, Chico courses or fieldwork in which this content and these competencies are addressed:

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate demonstrates the skills to facilitate individual students' initiation of, and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities. 	SPED 346S, SPED 285S, SPED 285E
<ul style="list-style-type: none"> • Each candidate demonstrates an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning. 	SPED 285E
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge of what constitutes a specialized health care service and regulations governing how services can be provided and who can provide the services. 	SPED 143, SPED 348C
<ul style="list-style-type: none"> • Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professional and agencies to acquire information regarding a particular student's sensory, movement, mobility and specialized health care services. 	SPED 346S
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge of safety issues and precautions for preventing the spread of infectious diseases, proper lifting techniques and necessary medical equipment such as wheelchairs, assistive devices and suctioning machines. 	SPED 346S, SPED 285E, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to share information regarding sensory, movement, mobility and specialized health care needs and procedures with general educators, students, parents and other significant individuals involved to increase the level of understanding and sensitivity. 	SPED 346S, SPED 285S
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to arrange classroom environments to accommodate the sensory, movement, mobility and specialized health care needs to promote students' independence and maintain the dignity of students with disabilities. 	SPED 346S, SPED 285S