

California State University, Chico

VOLUME III

Table of Contents

(See Volume I for Preconditions)

Core Standards For All Level II Specialist Teaching Credential Programs

Standard 9: Design of the Professional Level II Education Specialist Program	2
Standard 10: Support Activities and Support Provider Qualifications	15
Standard 11: Nature and Inclusion of Non-University Activities	18
Standard 12: Assessment of Candidate Competence	20

Common Standards for Professional Level II Education Specialist Credential:

Mild/Moderate/Severe Disabilities

Standard 13: Data-Based Decision Making	26
Standard 14: Advanced Behavioral, Emotional, and Environmental Supports.....	29
Standard 15: Current and Emerging Research and Practices	33
Standard 16: Transition and Transition Planning	35
Standard 17: Development of Specific Emphasis	37

Credential-Specific Standards for Professional Level II Education Specialist Credential:

Mild/Moderate Disabilities

Standard 18: Assessment of Students	39
Standard 19: Curriculum and Instruction.....	42
Standard 20: Collaboration and Consultation.....	44

Credential-Specific Standards for Professional Level II Education Specialist Credential:

Moderate/Severe Disabilities

Standard 18: Advanced Communication Skills	47
Standard 19: Leadership and Management Skills.....	49

Appendices

Appendix A: Integrated Internship Levels I and II Course Sequence	
Appendix B: Course Syllabi - Education Specialist Level II	
Appendix C: Support Provider Brochure	
Appendix D: Letter to Administrators @ Support Providers & Intern Eligibility	

Contract

Appendix E: Support Provider Manual	
Appendix F: Sample Support Provider Training Agenda	
Appendix G: Support Provider Brochure	
Appendix H: Level II Evaluation Form of Support Provider	
Appendix I: Samples: Support Provider Recognition Certificate	
Appendix J: Support Provider Information Instrument	
Appendix K: Advisory Board Minutes - November, 1997	
Appendix L: Advisory Board Review of Level II Non-University Activities Checklist	
Appendix M: Collaborative Assessment Conference documentation	
Appendix N: Level II Professional Credential Individualized Induction Plan form	
Appendix O: Level I Field Experience Competencies Checklist	
Appendix P: Verification of Attainment of Competencies for Level II form	

Core Standards For All Level II Specialist Teaching Credential Programs

STANDARD 9

Design of the Professional Level II Education Specialist Program

The candidate, the university advisor, and the employer's representative(s) work together to develop a Level II professional credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The curriculum for the university and non-university components of the Education Specialist Credential program addresses the candidate's goals, builds upon the foundations established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

The CSU, Chico Professional Level II Education Specialist program design fosters collaboration and shares the responsibility among the candidate, the university advisor and the employer's representative(s) to develop a Level II professional credential induction plan (IIP) for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The design of the curriculum at this advanced level further extends the coursework and fieldwork that candidates began at the preliminary level and simultaneously addresses the *individual* needs of the developing professional teacher. This centralized engagement of the new professional is achieved through the development and monitoring of the candidate's IIP. This individualized program of studies, including the university and non-university components, addresses the standards for advanced levels of knowledge and skill appropriate to the credential. It also permits the new educator to explore in depth defined areas of interest.

The CSU, Chico Level II Education Specialist Credential Program is available to holders of the Preliminary Level I Education Specialist Credential, as well as holders of the CSU, Chico Education Specialist Internship Credential. The major difference between the CSU, Chico internship program and the Level II program is that the internship program at CSU, Chico is an "integrated" Level I and Level II Education Specialist Program. This integrated program enables a CSU, Chico intern to complete both the preliminary and the professional levels while employed on-the-job over a two year training period. In contrast, a Level II candidate enrolled in the CSU, Chico program, who already possesses a Level I credential, has 5 years to complete the Level II preparation program including the individual induction plan.

The CSU, Chico Level II courses are offered to both interns and non-intern Level II candidates through our Internship Program structure. In order to provide access for Level II candidates in our vast service region (43,000 square miles), an innovative, alternative service delivery model using distant education resources and release day classes is needed. This structure already exists within our integrated Level I and Level II internship program. Therefore, to most efficiently use university resources and provide accessibility for all Level II candidates in our service region, all Level II courses are available through our internship program structure. Thus not all our Level II candidates are interns but all candidates profit from such internship program features as our interactive televised instruction.

In accordance to the factors to consider under Standard 9, the following design of the CSU, Chico Professional Level II Education Specialist Program for all candidates is presented. The coursework sequence and structure is presented first, followed by a description of the collaborative support structure, and a model of the proposed IIP documentation form. The program design emphasizes the application of conceptual knowledge to practice by providing a formal structured system of partnership support that places the new teacher at the center of the learning process. The following matrices provide comprehensive views of the Level II Standards and their alliance with the CSU, Chico Professional Level II Curriculum. The matrices also indicate whether a specific course provides an introduction to content knowledge or an applied level of knowledge. Brief course descriptions are provided after the Level II program matrices. Sample course syllabi for the university coursework component are included in this document (See Appendix B). The syllabi exemplify curricular content that is characterized by a depth of learning that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.

Because the Level II program design is structured developmentally and the coursework contains ADVANCED level knowledge and skills that build on the foundations of the Preliminary Level I Education Specialist Credential program, the recommended sequence for completing Level II coursework follows

LEVEL II - COURSEWORK SEQUENCE

The 14 unit Level II Program begins with 289I Mentored Support/ Induction and Professional Assessment for 3 units. Within this course structure, the candidate's individualized professional credential induction plan is written with and for each candidate, within the first 120 days of employment. The second class in the Level II course series is the area of specific emphasis class, **either** 346M Advanced Curriculum (M/M) **or** 346U Advanced Curriculum (M/S) for 3 units, followed by 346V Transition and Vocational Education for 2 units. Next in the Level II course series is 346T Instructional Strategies for Behaviorally and Emotionally Disturbed for 3 units and the capstone class is 348J Consultation and Staff Development

for 3 units. The electives and/or non-university activities in the candidate's area of specific emphasis equal to 45 hours or 3 units may be implemented at any point during the program in order to take advantage of state, regional, or national professional development institutes or activities.

MILD/MODERATE LEVEL II: Matrix Showing Alliance Between Special Education (SPED) Program Curriculum and Level II Standards

(SPED COURSES)

Standard	348J - Consultation and Staff Development	346V - Transitional/Vocational Education	346T - Instructional Strategies for Behavior and Emotionally Disturbed	346M - Advanced Curriculum Content - Mild/Moderate Disabilities	289I - Mentored Support/ Induction & Professional Assessment
13. Data-Based Decision Making	Applied Knowledge	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge
14. Advanced Behavioral, Emotional, Environmental Supports	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge	Applied Knowledge
15. Current and Emerging Research and Practices	Applied Knowledge	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge
16. Transition and Transition Planning	Applied Knowledge	Content Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge
17. Development of Specific Emphasis	Applied Knowledge	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge
18. Assessment of Students	Applied Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge
19. Curriculum and Instruction	Applied Knowledge	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge
20. Collaboration and Consultation	Content Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge

MODERATE/SEVERE LEVEL II: Matrix Showing Alliance Between Special Education (SPED) Program Curriculum and Level II Standards

(SPED COURSES)

Standard	348J - Consultation and Staff Development	346V - Transitional/Vocational Education	346T - Instructional Strategies for Behavior and Emotionally Disturbed	346U - Advanced Curriculum Content - Moderate/ Severe Disabilities	289I - Mentored Support/ Induction & Professional Assessment
13. Data-Based Decision Making	Applied Knowledge	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge
14. Advanced Behavioral, Emotional, Environmental Supports	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge	Applied Knowledge
15. Current and Emerging Research and Practices	Applied Knowledge	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge
16. Transition and Transition Planning	Applied Knowledge	Content Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge
17. Development of Specific Emphasis	Applied Knowledge	Applied Knowledge	Applied Knowledge	Content Knowledge	Applied Knowledge
18. Advanced Communication Skills	Content Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge

19.	Leadership and Management Skills	Content Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge	Applied Knowledge
-----	----------------------------------	-------------------	-------------------	-------------------	-------------------	-------------------

DESCRIPTIONS OF COURSES USED IN LEVEL II:

SPED 289I - MENTORED SUPPORT/INDUCTION AND PROFESSIONAL ASSESSMENT. 3.0 UNITS
 Guidance, support, and assistance is offered to Education Specialists working on their professional Level II Induction Plan. University advisor facilitates the formation and strength of the local support network and functions as a resource and communication link among candidates, support providers, and university faculty.

SPED 346V - TRANSITION, VOCATIONAL, AND CAREER EDUCATION. 2.0 UNITS
 Emphasizes the transitional needs of the special student from pre-school through adult. Includes assessment, curriculum, regulations, IEP content, and multi-agency involvement.

SPED 348J - CONSULTATION AND STAFF DEVELOPMENT. 3.0 UNITS
 Knowledge and skills required of specialist in consultant and staff developer roles. Communication, assessment, case management, referral, resource, career awareness, and interpersonal skills related to these roles. Formal process of consultation and problem solving for behavioral and academic interventions.

SPED 346T - INSTRUCTIONAL STRATEGIES FOR THE BEHAVIORALLY AND EMOTIONALLY DISTURBED. 3.0 UNITS
 Legal issues of eligibility, assessment, and placement of students with serious emotional and behavioral needs; identification and research of effective service delivery models; instructional strategies and curriculum materials for teaching students with behavioral and emotional disturbances.

SPED 346M - ADVANCED CURRICULUM CONTENT - MILD/MODERATE 3.0 UNITS
 Identification of effective models and strategies for teaching students with mild/moderate disabilities based upon data-based decision making and research. Content is individualized to address professional Level II standards for the Mild/Moderate Specific Emphasis.

SPED 346U - ADVANCED CURRICULUM CONTENT - MODERATE/SEVERE 3.0 UNITS
 Identification of "Best Practices" based upon data-based decision making and research. Content is individualized to address professional Level II standards for the Moderate/Severe Specific Emphasis.

To clarify, SPED 289I - MENTORED SUPPORT/INDUCTION AND PROFESSIONAL ASSESSMENT, SPED 346V - TRANSITION, VOCATIONAL, AND CAREER EDUCATION, SPED 346T - INSTRUCTIONAL STRATEGIES FOR THE BEHAVIORALLY AND EMOTIONALLY DISTURBED, and SPED 348J - CONSULTATION AND STAFF DEVELOPMENT are required courses for both categories of the Level II Education Specialist: Mild/Moderate and Moderate/Severe Credentials. However, SPED 346M - ADVANCED CURRICULUM CONTENT - MILD/MODERATE and SPED 346U - ADVANCED CURRICULUM CONTENT - MODERATE/SEVERE are alternatives for Mild/Moderate versus Moderate/Severe. Therefore, a Level II candidate is required to take either SPED 346M (for mild/moderate disabilities) or SPED 346U (for moderate/severe disabilities).

PROPOSED REQUIREMENTS FOR PROFESSIONAL CLEAR LEVEL II EDUCATION SPECIALIST INSTRUCTION CREDENTIAL

(Title 5 Reg 80048.4, pg.22) :

_____ Possession of a Preliminary Level I Education Specialist Instruction Credential

_____ Completion of Health Education course HCSV 260 (3 units) Health Science. For Elem Teachers or equivalent. Ed code 442599(c)(1)

_____ Completion of Computer-based technology course 346C (2 units) Technology in Specialized Instruction or equivalent. Ed code 442599(c)(3)

_____ Completion of Level II Course of study, Proposed program at CSU, Chico to demonstrate ADVANCED level knowledge and skills:

- 289I (3) Mentored Support/ Induction and Professional Assessment (development of individualized professional program plan)
- 346V (2) Transition/Vocational Education
- 348J (3) Consultation and Staff Development
- 346T (3) Instructional Strategies for Behaviorally. and Emotionally Disturbed

DEVELOPMENT OF AREA of SPECIFIC EMPHASIS

- 346 M (3) Advanced Curriculum Content - Mild/Moderate Disabilities
- OR
- 346 U (3) Advanced Curriculum Content - Moderate/Severe Disabilities

Electives and/or Approved Field-Based Options = 45 hours or 3 units, or combination equivalent to 3 units.

Total Required Units = 14 units

_____ Recommendation from the regionally accredited institution of higher education. Ed. code 44227(a)

_____ A minimum of 2 years of successful teaching experience in a full time position in public or private school of equivalent status, while holding the Preliminary Level I Education Specialist Instruction Credential. Ed. code 80048.3(a)(8) and (b)(9) and verified by the employing agency.

The CSU, Chico Education Specialist Internship program design reflects an integrated Levels I and II program. The course requirements remain the same as in the CSU, Chico Level I and Level II programs. However, the program course sequence differs in the Internship structure to accommodate needs of on-the-job trainees and their classrooms (see Appendix A Integrated Levels I and II Internship Program Course Sequence).

NOTE: A professional clear Level II Education Specialist Instruction Credential issued on the basis of the completion of all requirements is valid for 5 years. Renewal required every 5 years.

DESCRIPTION of LEVEL II SUPPORT PROCESS:

Within the first 120 days of employment, as established in the preconditions, the school district employer selects in collaboration with the university advisor, a special education teacher with the appropriate credential to serve as that candidate's support provider. Selection of the support providers is determined by the needs of the candidates themselves. As mentioned previously under the preconditions for an internship, geographic proximity, similarity of assignment, personalities, culturally diverse representation,

and the support provider's education and experience are samples of factors that are weighed when matching each candidate to a support provider. Support provider qualifications and support activities are enumerated under Standard 10.

The CSU, Chico university advisor also coordinates the regional support network that assists the candidate to attain his/her individual performance goals. Within the first semester of the Professional Level II program, when the candidate is enrolled in SPED 289I, a conference will be held for every candidate, bringing together the candidate, support provider, university adviser and whenever possible, the public school administrator to review the program structure, clarify the individual responsibilities for each participant, and record the candidate's goals and design an action plan (identification of specific strategies for achieving those goals with measurable outcomes and established timelines). At this time, an individualized professional credential induction plan (IIP) is written with and for each candidate. This individualized induction plan outlines coursework, individual assistance, and professional development opportunities that the beginning teacher will pursue to address the established performance goals. Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings. See the sample CSU, Chico IIP form which follows.

SPECIAL EDUCATION PROGRAM
 Department of Professional Studies in Education, School of Education
 California State University Chico, Chico CA 95929-0465

**Level II PROFESSIONAL CREDENTIAL
 INDIVIDUALIZED INDUCTION PLAN (IIP)**

Name of Candidate _____

Mailing address of Candidate _____

Home Phone Number (_____) _____ Work Phone Number (_____) _____

Candidate has completed courses for Level I M/M or Level I M/S

Candidate's strengths identified after completing Level I

Candidate's ongoing needs after completing Level I

Copy of Verification of Employment is attached: Yes No

COURSES NEEDED TO COMPLETE PROFESSIONAL LEVEL II CREDENTIAL:

<u>Required Courses for All Level II Candidates:</u>	<u>Completed</u>		<u>Approved</u> <u>Equivalent Courses</u>
	<u>Where:</u>	<u>When:</u>	
	<u>University</u>	<u>Course #</u>	<u>Date</u> <u>Grade</u>
___ SPED 289I Mentored Support/Induction & Prof Assmt _____	_____	_____	_____
___ SPED 346V Transition, Vocational, Career Education _____	_____	_____	_____
___ SPED 346T Instruc Strat for Behavior Emot Dist _____	_____	_____	_____
___ SPED 348J Consultation and Staff Development _____	_____	_____	_____

Area of Specific Emphasis:

___ SPED 346M Adv. Curriculum Content-Mild/Moderate _____
 (Required for Level I M/M Credentialed Teachers)

OR

___ SPED 346U Adv. Curric. Content-Moderate/Severe _____
 (Required for Level I M/S Credentialed Teachers)

Reviewed and Approved by LEA Representative:

LEA Representative's signature: _____ Date: _____

Reviewed and Approved by University Advisor:

University Adviser's signature: _____ Date: _____

INSERT HORIZONTAL BOX CHART OF THE IIP HERE

page 1

SPECIAL EDUCATION PROGRAM
Department of Professional Studies in Education, School of Education
California State University Chico, Chico CA 95929-0465

**VERIFICATION OF ATTAINMENT OF COMPETENCIES
EDUCATION SPECIALIST CREDENTIAL LEVEL II**

RE: _____
(candidate's name)

CATEGORY AREA:

MILD/MODERATE

MODERATE/SEVERE

The above-named candidate has worked under my supervision as a Level I credentialed teacher or intern since (date)_____. I have reviewed the standards established by the California Commission on Teacher Credentialing for the Education Specialist Level II credential. I verify that this candidate has met these standards at a satisfactory level.

Comments: _____

Signature of Level II Assessor

Date

Name (typed or printed)

Title

School/District/County

Signature of University Level II Advisor

Date

Name (printed or typed)

Title

CSU, Chico Special Education Programs
Professional Studies in Education Department

INSERT VERIFICATION OF EMPLOYMENT FORM (from LC)

Core Standards For All Level II Specialist Teaching Credential Programs

STANDARD 10

Support Activities and Support Provider Qualifications

The Level II professional credential induction plan includes provisions for a support provider and activities that facilitate the professional development and effective performance of each new special education teacher. Individuals selected as support providers are qualified, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Individuals selected as support providers are qualified, prepared, assigned appropriately, evaluated and recognized. At minimum, support providers in the Level II Professional Credential program must meet the following criteria for selection:

1. Are credentialed mild/moderate specialists if supporting a mild/moderate Level II Professional candidate and credentialed for moderate/severe if supporting a moderate/severe Level II Professional candidate,
2. Have had three years of successful teaching experience,
3. Demonstrate exemplary interpersonal communication skills and commitment to supporting new teachers,
4. Demonstrate state-of-the-art instructional, technological and management skills, including attainment of competencies for teaching culturally and linguistically diverse pupils,
5. Are within reasonable geographic proximity to the candidate, and
6. Are nominated to CSU, Chico by the district administrator in consultation with site administrators.

The selection process for support providers, worked out between Chico and the neighboring districts, is found in the Support Provider Brochure. An updated copy of this brochure is in Appendix C. Additionally, support providers for CSU, Chico Special Education interns are selected within the first 120 days at the beginning of the two-year integrated Level I and Level II internship program. The internship support provider selection process is enumerated in a letter sent to employers regarding support provider selection and also on the CSU, Chico Special Education internship eligibility contract completed for each CSU, Chico Specialist Intern. Copies of these documents are attached as evidence (see Appendix D).

Support providers will be prepared for their responsibilities as outlined in the CSU, Chico Special Education Program Support Provider Manual which details CSU, Chico Level II program orientation information; describes the support provider's role and responsibilities; and provides various accountability and feedback forms to assist the support providers to fulfill their responsibilities (see Appendix E). New support providers receive training on the CSU, Chico campus in peer coaching, assisting performance, and the roles and responsibilities of support providers. Additionally, CSU, Chico faculty facilitate support provider trainings on the CSU, Chico campus annually for both new and experienced support providers being used in that specific year. An agenda from a past support provider training is attached as additional evidence (see Appendix F).

Support providers are assigned appropriately as determined by the criteria found in the Support Providers Brochure (see Appendix G). Support providers are evaluated for their effectiveness and forms for Support Provider evaluation to be completed by the Level II candidate and the LEA representative are included in the Support Provider manual (see Appendix H).

Furthermore, support providers will be recognized by the university for their contributions and issued a CSU, Chico certificate of appreciation and recognition. A copy of this certificate is attached as evidence (see Appendix I). Counties and districts participating in the CSU, Chico program assume responsibility for providing the support services.

A unique feature of the support activities component of the proposed Level II professional credential induction plan is the method of assistance used by the support providers which emphasizes co-participation in activities between the candidate and the support provider (Tharp & Gallimore, 1988). During these joint activities the support provider may function as a consultant, coach or "critical friend" helping the candidate in various ways depending on individual needs. Examples of these proposed joint activities are:

1. Orienting the candidate to local school policies and procedures;
2. Helping the candidate develop positive professional relationships on the school site;
3. Organizing necessary local and state paperwork;
4. Planning lessons;
5. Monitoring and evaluating the progress of students;
6. Video taping each other's classroom teaching performance;
7. Jointly observing exemplary classrooms.

Another joint activity woven into the program design and structure invites the support providers to participate in classes together with their candidates, permitting the expert teachers to update knowledge

and skills in advanced curriculum content in their area of specific emphasis (within course content of 346M for Mild/Moderate candidates and 346U for Moderate/Severe candidates.)

In the partnership, the university advisor and local district administrators help the support providers to assist the candidates in an effective manner. Support providers are trained by university faculty and when external funding is available, professional consultants are utilized. Furthermore, support providers co-participate in California State University, Chico campus Professional Level II orientation sessions and paired-trainings (support providers and Level II candidates) directed by university faculty in collaboration with district, county office, and/or professional organizations. A major purpose of the paired-training and orientation is to ensure that the support process occurs on a regular, on-going basis and reflects the teacher's changing needs and stage of professional development. A sample Support Provider Reporting Form which documents both the frequency of contacts as well as the qualitative nature of the contacts is found in Appendix J. Together, this sample form and the IIP form furnish accountability for the support activities being balanced to provide an awareness of a full range of teaching responsibilities, to address both site-level and district-level functions, and to provide experiences with diverse populations.

Core Standards For All Level II Specialist Teaching Credential Programs

STANDARD 11

Nature and Inclusion of Non-University Activities

The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the Level II professional credential induction plan for each candidate. These activities are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Non-university activities included in a candidate's Level II professional credential induction plan reflect an instructional design that is sequential, developmental and based upon a conceptual framework.

As stated in the Professional Level II Preconditions, in addition to the required 14 unit CSU, Chico Level II credential coursework, the candidate is also required to include 3 units or 45 hours of non-university activities . The activities that may be included should provide field-based, practical and specialized professional development opportunities not available at the university. Non-university activities may be included in the candidate's IIP if deemed appropriate by the candidate, employer's representative and the university advisor. Criteria to determine the appropriateness of the nature and inclusion of non-university activities in a candidate's IIP are based on Standard 11 and the Proposed Title 5 Regulations and outlined below:

GUIDELINES FOR DETERMINING APPROPRIATENESS OF NON-UNIVERSITY ACTIVITIES:

- Activities must meet the approval requirements of the California Commission on Teacher Credentialing.
- The included non-university activities are up to 25 percent or one quarter of the total program and are decided upon in consultation with the university adviser, the candidate, and the employer's representative.
- Activities reflect an instructional design that is sequential, developmental, and based upon a conceptual framework.
- Activities have program components that include: goals, expected outcomes, learning activities, expected performance standards, and an evaluation design.
- Activities are implemented in sustained blocks of time, delivered in a variety of modalities, require application of learning beyond attendance, and provide for evaluation of individual candidate performance.

CSU, Chico Special Education Programs has solicited from county offices, professional organizations and local agencies, and the regional and state CSPDAC lists of professional development activities that Level II candidates may use as part of their induction plan. Level II Advisor Lisa Churchill serves on CSPDAC and provides continual linkage between state professional development information and our campus. An example of evidence soliciting professional development activities for Advisory Board approval is found in Appendix K , CSU, Chico Advisory Board Minutes, November, 1997. Highlighted sections point to the discussion.

To clarify this CSU, Chico Level II approval process for Inclusion of Non-University Activities: each semester a list of possible Level II Non-University Activities will be compiled from the input of the schools and candidates by the Level II University Advisor and presented to the Advisory Board each semester for an official vote and approval. The list will include activities proposed for Level II candidates' professional individualized induction plans, as well as local, regional, state, and national institutes and professional trainings being offered. In addition, individual Advisory Board members will be able to propose activities to be approved by the Board. For example, the State Department of Education in collaboration with CSPDAC, offers an academy for Special Education Administrators. This academy is submitted on the list of Level II Non-University Activities. At the Special Education Advisory Board meeting each semester, members would be given the Guidelines for Determining Appropriateness of Non-University Activities as found on page 15, Volume III. After Board discussion, a vote for approval, deletion, or addition of Level II Non-University Activities takes place. This process is revisited each semester to update the approved activities list on a continuous basis. Guidelines for Determining Appropriateness of Non-University Activities are found on page 18, Volume III. Evidence for the implementation of these guidelines are found in the Advisory Board Review of Level II Non-University Activities Form (see Appendix L).

Core Standards For All Level II Specialist Teaching Credential Programs

STANDARD 12

Assessment of Candidate Competence

Prior to recommending each candidate for a professional credential, the university advisor and a qualified assessor from a local education agency use an authentic, fair assessment process and verify that the candidate has met the Level II performance standards and other expectations for candidate performance as outlined in the professional credential induction plan. Qualified assessors are professional practitioners who are thoroughly prepared for their assessment responsibilities.

A continuous cycle of formal and informal assessment of candidate competence characterizes the Professional Level II program. A holistic assessment process for Level II candidates is proposed to fulfill the quality of Standard 12 and ensure that the assessment system, both during the program and at the conclusion, is systematic, fair, uses multiple measures and multiple sources, and is tied directly to the curriculum and field experiences. In the CSU, Chico Professional Level II Education Specialist Program, multiple methods are used to assess performance authentically and recognize the complexity and highly variable nature of teaching responsibilities.

Traditional measures of micro-teaching samples, written course examinations, work samples, and live classroom observations are used extensively during the university coursework component of the Level II program. New authentic assessment measures, including a portfolio/dossier process, and feedback techniques, such as collaborative conferences (see Appendix M for collaborative conferences documentation form), are also utilized. Both course assignments and artifacts from the non-university activities contribute to the portfolio development process or "process-folio."

The dossier or portfolio outline is given to each Level II candidate at the beginning of the program to assist their collection of critical evaluative data. This ongoing portfolio process provides multiple performance measures of candidate progress in the acquisition of the knowledge and skill base of special education teaching. This process also addresses the need to provide candidates with feedback about their progress at multiple points in the program.

A sample of the portfolio outline follows. This portfolio outline and accompanying instructions for crafting the portfolio are also contained in an electronic file and disseminated over the CSU, Chico Special

Education Program's computerized First Class Server on the Internet, making this process even more accessible to program participants (Level II candidates, support providers, and district employers) at any time during their induction period. Although the performance portfolio or dossier is completed during the Professional Level II Credential Program, core standards and Level I standards are also noted on the Specialist Dossier outline. The inclusion of these standards is indicative of the seamless and cohesive teacher preparation and development program design.

SPECIALIST DOSSIER

WHAT IS THE EDUCATION SPECIALIST DOSSIER?

The Specialist Dossier is a collection of materials which contains documentation of CTC competency acquisition and standards for State certification. The purpose of this product is threefold. It is designed to be a professional tool for employment interview purposes, as well as a resource for information. It is also to be an instrument of reflection, and a means to assess performance criteria. Each entry is to be coded with the corresponding CTC STANDARD REFERENCE..

HOW TO PREPARE YOUR DOSSIER

You will need the following items:

1 Binder

18 Looseleaf Divider Tabs

Label the divider tabs with the Roman numerals I- XVIII. After each divider insert the needed documentation according to this Dossier Info Sheet. Use a “clean” copy of the Dossier Info Sheet as the Table of Contents at the beginning of your binder.

DOSSIER SECTIONS

The following sections are to be included in your final product:

I. Professional Vita. (CTC Core Standard 18 & Level II, Standard 12)

II. Philosophical Statement about the Teaching/Learning process. Personal statement about values, beliefs, and philosophy of teaching to diversity with respect to special education, multicultural populations. (CTC Core Standard 12)

III. Philosophical Statement about Inclusion which cites professional literature and research. (CTC Level II, Standard 15)

IV. Philosophical Statement on Professional Collaboration and a personal list of examples of "your" professional collaboration activities. (CTC Level II, Standard 20).

V. Personal Statement about your supervisory and leadership responsibilities (i.e. working with paraprofessionals, inservice you've lead, professional organizations in which you are active, etc.) (CTC Level II, Standard 19 M/S).

VI. Assessment Samples given by you. One example of each type of assessment: (1) Standardized Testing, (2) Curriculum-Based Monitoring of Student Progress (norm-referenced), (3) Authentic Assessment of Student Outcomes (oral language and student work samples) and (4) Non-biased and ecological assessments (pupil and parent interviews, systematic observations, ICSM Project), Vocational Assessment, and/or Individual Transition Plans (ITP), and a Behavioral Assessment completed and written by you. (CTC Core Standard 17, Level I Standard 22, Level II Standards 13 and 16).

VII. Sample Set of Completed IEP Forms for a pupil with MILD/MODERATE OR MODERATE/ SEVERE disabilities i.e.: (referral, teacher and staff contacts, IEP goals and objectives written by you, due process rights signed by a parent, means of evaluation and revision of an IEP). **Names and signatures of child and parent to be blacked-out except for first letter. Your name CLEARLY VISIBLE.** (CTC Core Standard 17).

VIII. Example of Match Among: Assessment Criteria, Long Term Goals, Short Term Objectives, Curriculum, and Instructional Strategy Decisions written as a Case Study for one student with a MILD/MODERATE or MODERATE/SEVERE disability.e.g a student with an emotional disturbance. (CTC Level II Standards 13 and 14)

IX. Example of Writing, Monitoring and Evaluating Instructional Objectives with accurately defined outcomes. (CTC Level I Standard 23 and Level II Standards 17 and 19 M/M and Level II Standard 17 M/S)

X. Chart of Instructional Strategies Matched to Individual Need (for Moderate/Severe interns in the curriculum areas of communication, social skills, functional academics, self-care skills, motor skills, domestic skills, recreation/leisure skills, community skills, vocational skills) and instructional strategies for Culturally and Linguistically Diverse Exceptional Learners (CLDE). For Mild/Moderate interns: reading, math, social skills, vocational skills and instructional strategies for the CLDE that you have used to meet individual learning needs: Identify the strategy and the pupil's learning need. (CTC Core Standard 17, Level I Standard 23 M/S, and Standard 26 M/M, Level II Standards 17, 18, and 19 M/M)

XI. Examples of Peer-assisted learning, cooperative learning and classwide peer tutoring for MILD/MODERATE candidates and for MODERATE/SEVERE candidates examples of Peer Integration, Incidental Teaching, and/or Interactions Designed for Partial Participation that you have used in your teaching. (CTC Level II Standard 17)

XII. Example of a Planned Instructional Unit for MILD/MODERATE candidates. An example of a Written Task Analysis for Sequenced Instruction for MODERATE/SEVERE candidates. Include lesson plans. (CTC Level I Standard 23 and Standard 26 M/M)

XIII. Personal Statement of Innovative/Assistive Technology Use (or Ideas) in your classroom, for examples: to develop pupil ability for problem solving, functional academics,

vocational potential, and creative expression in writing and language arts). (CTC Level II Standards 15 and 17)

XIV. Brief Personal Statement of Application of Current Issue, Research, Trend, or Practice in Special Education to your Teaching of Students with MILD/MODERATE or MODERATE/SEVERE Disabilities. (CTC Level II Standard 15)

XV. Examples of Classroom Management Routines and/or Systems, i.e.: proactive, data-based, functional analysis, behavior modification programs utilizing schedules of reinforcement and naturalistic contingencies, task-analysis, and a behavioral intervention plan. (CTC Core Standard 15, Level I Standard 24, Level II Standard 14)

XVI. List of Resources (including professional organizations, computer networks, local and state agencies, private organizations, and local school and county support services) to assist families and students with mild/moderate/severe disabilities. (CTC Level I Standard 25)

XVII. Personal Statement outlining your Individualized Professional Growth Plan for the next 5 years. Includes at least 3 professional goals and short-term objectives for meeting each goal. (CTC Core Standard 18 & Level II Standard 12)

XVIII. *Note this section must contain at least 3 individually selected resources and no more than 5. You may include items from the list that follows or any other item which you feel would be a useful resource for you in your professional teaching career.

Summary chart of legislation dealing with equity and access issues (including significant federal legislation, state and local plans).

Summary chart of strategies which focus on prevention and intervention issues emphasizing a family-centered approach.

Environmental scan of rural communities including assets and obstacles to provide effective special education services.

List of Resources (including computer networks) to assist families and students.

Chart of child development theories

Chart of typical development

Chart of learning styles research and samples of style delineators and interest inventories.

Chart of vocational assessments and functional uses,

Narrative description or flow chart of IEP process.

Copy of RSP or SDC Teacher Report brought to an IEP.

Chart of learning theories (behavioral, cognitive, humanistic) applied to classroom management techniques.

List of strategies and techniques for facilitating the functional integration of culturally diverse students with special needs in school and community settings.

List of researchers and their contributions to motivational approaches for the student with exceptional needs.

List of interventions ranked from the least intensive and nonaversive to the most intensive and aversive.

Chart of procedures to increase student self-awareness, self-control, self-reliance, and self-esteem.

Example of a Learning Environment or Activity that you have used or would use to meet needs of Attention Deficit Disordered Students.

List of early intervention strategies for language and reading development.

List of effective methods and approaches for developing oral language and reading/writing processes LEP and special education students including text, non-print, and learning technology.

List of study skills curriculum and metacognitive strategies to increase pupil access to core curriculum.

List of laws, procedures, and guidelines for vocational education and transition.

Chart of educational technology, networks, videodisks, adaptive devices, and assistive technology. Chart includes name, manufacturer and educational purpose.

Example of an Action Research Project Proposal.

Example of Referral to Community Agency/Resource.

Example of Current Research Paper written by you.

Example of Adult Education, Board of Education, or Staff Presentation given by you.

(Optional) Other evidence of your competence.

In the culminating assessment which brings closure to the induction period, the sample performance portfolio is produced. The performance portfolio is one of the summative assessments of Level II candidate competence. This portfolio is an assessment measure used in addition to the more traditional measures described previously. Extensive assessment measures are contained within all Level II

courses. In addition to the portfolio approach to the assessment of candidate competence and performance, the extensive use of videotaped segments of the candidate's classroom teaching are also employed as an authentic assessment measure for monitoring on-the-job performance and development over time. The design and development of a multi-media portfolio using computer technology (compact disks) which combines video and text are being investigated by university faculty as a future authentic assessment measure. Course assignments are primarily "hands-on," practical applications of Level II knowledge. Other instruments used for assessment include the university advisor's sign-off on the Level II candidate's Professional Credential Individualized Induction Plan (see Appendix N). Additionally, in the case of the integrated Levels I and II Internship Program, the university supervisor signs off on a candidate fieldwork competency checklist for Level I competency attainment. Evidence is provided in Appendix O, Level I Field Experience Competencies Checklist.

The assessor/administrator must sign off on candidate competence on two separate Level II program forms. The first form is the Professional Individualized Induction Plan completed for each Level II candidate (see Appendix N). The second form is a Level II Candidate Competency form which is attached to the new State Standards for Education Specialist Credential Programs to ensure that assessors are familiar with the new standards (see Appendix P).

In the case of the Integrated Levels I and II Internship Program, assessors and university supervisors will sign off candidate competence on the Professional Individualized Induction Plan and also on the Level I Field Experience Competencies Checklist at the completion of the 2 year "integrated" Level I and Level II CSU, Chico Internship program.

To ensure a quality standard, CSU, Chico with its Advisory Board establishes clear guidelines, criteria and standards for assessing the performance of each candidate in its Level II professional program and provides specific training regarding the Level II assessment criteria and standards to all participants acting as assessors. Prior to assuming assessor responsibilities, the university verifies each assessor's credential and transcripts. Administrators' credentials and transcripts will provide evidence of training in clinical supervision, evaluation and observation skills, and breadth and depth of training in special education. Individuals serving as assessors to evaluate candidates to determine Level II competence participate in a joint (university faculty and school and/or agency personnel) systematic training program prior to assuming assessor responsibilities. This training will include discussion and development of benchmarks and rubrics to ascertain candidate competence driven by the new California Education Specialist Standards. The outcome of this training is to prepare assessors to evaluate the skills and knowledge necessary for the professional competence reflected by Level II Education Specialist standards.

Level II Mild/Moderate/Severe Common Standard

**STANDARD 13
Data-Based Decision Making**

Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participating for each student.

Standards 13-17 are Professional Level II Common Standards and apply to both Professional Level II Programs for Mild/Moderate and Moderate/Severe Disabilities. Therefore, the following text under each standard will be applicable to both programs.

Besides demonstrating subject matter competency, education specialists at this professional level need to possess sophisticated pedagogical skills that addresses the wide range of ages, learning styles, and abilities found in the classroom setting. Because of shifting demographics and the rural, remote geographical nature of the CSU, Chico service region, Professional Level II candidates need to demonstrate awareness, knowledge, and instructional strategies for dealing with multicultural and multilingual diversity in addition to the diversity of disabling conditions found in small rural pockets.

Curriculum and instruction sections of the university coursework component of the candidate's individualized professional induction plan directly address this standard by providing direct instruction in data collection, analysis, designing interventions based upon the analysis, and implementing a variety of instructional strategies to maximize academic learning time, pupil success, and content coverage. Opportunities are provided throughout Level II coursework for the candidate to demonstrate the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each pupil.

Data-based decision making is a unifying theme among all Level II Courses that will be offered by CSU, Chico. However, the advanced curriculum content courses SPED 346M (Advanced Curriculum Content - Mild/Moderate) and SPED 346U - (Advanced Curriculum Content - Moderate/Severe) are given primary emphasis for Standard 13 and its related factors. Working syllabi for SPED 346M and SPED 346U are found in the appendix of this document as evidence of university course assignments which directly

address Standard 13 for the Educational Specialist (M/M/S). The matrix below indicates all Level II CSU, Chico courses in which Standard 13 is applied. The applied knowledge will be demonstrated by the candidate in all of the other Level II designed university courses: SPED 346V, SPED 346T, SPED 348J, SPED 289I.

Course assignments promote the candidate's ability to conduct outcome-driven educational programs. Examples of these course assignments include:

- Extensive case studies on students certified as serious emotionally disturbed (SED);
- Instructional interventions based on Individualized Critical Skills Model (ICSM) observation and interview protocols that utilizes informal and formal assessment and collaboration processes to meet the on-going needs and preferences of students in the areas of communication, social/behavioral, health care, motor, mobility and sensory functioning;
- An action research project that ties the research literature to a contextual-based problem identified by the candidate;
- Needs assessments developed for the school site level and the creation of long range staff development plans that address the identified needs;
- Development of age appropriate Individualized Transition Plans (ITPs) based on assessment processes that are appropriate for individuals with disabilities; and
- Assessments and adaptations of school and community environments, including general education curriculum in reading, math, and other content areas.

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. For each factor, primary content emphasis is found in SPED 346M/U. Other courses or fieldwork listed provide supportive or applicative instruction or experience.

FACTORS ADDRESSING INDIVIDUAL CANDIDATE COMPETENCE	PROGRAM ELEMENT
<ul style="list-style-type: none"> • Each candidate analyzes student performance data and uses the analysis to determine whether targeted outcomes have been met and to make necessary modifications in instructional strategies on an ongoing basis. 	SPED 346M, SPED 346U, SPED 289I, SPED 348J, SPED 346V, SPED 346T,
<ul style="list-style-type: none"> • Each candidate conducts outcome driven educational programs including actively collecting, analyzing and synthesizing input from colleagues, families, students, performance data, and observations to adjust curricula, instruction and/or daily routines for the efficient and effective learning and educational experiences. 	SPED 346M, SPED 346U, SPED 289I, SPED 348J, SPED 346V, SPED 346T
<ul style="list-style-type: none"> • Each candidate utilizes informal assessment and collaborates with specialists and IEP team members to meet the ongoing needs and preferences of students in the areas of communication, social/behavioral, health care, motor, mobility and sensory functioning. 	SPED 346M, SPED 346U, SPED 289I, SPED 346V, SPED 346T

<ul style="list-style-type: none"> Each candidate assesses typical school and community environments and creates adaptations and creates adaptations or modifications necessary for active participating of individual students. 	SPED 346M, SPED 346U, SPED 289I, SPED 346V, SPED 346T
<ul style="list-style-type: none"> Each candidate adapts general education curriculum via both pre-planned and on-the-spot modifications in general education instructional settings. 	SPED 346M, SPED 346U, SPED 289I, SPED 346V, SPED 346T
<ul style="list-style-type: none"> Each candidate uses and evaluates a variety of group instructional strategies, such as cooperative learning and other heterogeneous grouping strategies, to maintain active participation and learning of diverse groups of learners. 	SPED 346M, SPED 346U, SPED 289I, SPED 346T
<ul style="list-style-type: none"> Each candidate utilizes validated practices that maximize academic learning time, teacher-directed instruction, student success, and content coverage. 	SPED 346M, SPED 346U, SPED 289I, SPED 346T
<ul style="list-style-type: none"> Each candidate designs, implements, and evaluates instructional sequences for effective teaching of concepts, rules, and strategies in reading, math, and other content area. 	SPED 346M, SPED 346U, SPED 289I, SPED 346T

Level II Mild/Moderate/Severe Common Standard

STANDARD 14

Advanced Behavioral, Emotional, and Environmental Supports

Each candidate demonstrates advanced academic knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

All Professional Level II Candidates are required to take SPED 346T (Instructional Strategies for Students with Behavior Disorders/Emotional Disturbance). Course content directly addresses Standard 14 and also includes legal and political issues of eligibility, assessment, and placement of students with behavior disorders/serious emotional needs; application of research-based instructional strategies and curriculum design in academic and social domains; critical evaluation of ecological, behavioral, social, and emotional interventions and techniques related to BD/SED students' needs. While enrolled in this course, students demonstrate their competency in the following Title 5 (California Code of Regulations, Part VIII) designated areas of:

1. Causes, characteristics, and definitions of students with serious emotional disturbances.
2. Assessment and curriculum design in academic and social domains.
3. Repertoire of varied instructional strategies.
4. Classroom and advanced behavior management.
5. Consultation and coordination.

Professional Level II Candidates will be able to demonstrate attainment of Standard 14 by the following activities and assignments:

- Explanation of serious emotional disturbance/behavior disorders from an historical perspective.
- Identification of causes, characteristics, and definitions of pupils with serious emotional disturbances/behavior disorders from multiple points of view and/or conceptual orientations including:
 - (A) Characteristics relative to problems of environmental conflict, personal disturbance, and learning disorders.
 - (B) Etiological and dynamic theories.

- (C) Diagnostic, educational, and medical models.
 - (D) Developmental/emotional/educational ramifications of children born addicted to drugs.
- Assessment of the learning needs of SED/BD pupils and the design of curriculum in academic and social domains including areas of:
 - (A) Academic skills
 - (B) Affective development
 - (C) Social Skills
 - (D) Self-management and study skills
 - (E) Vocational skills
 - (F) Behavior and impulse control.
- List and description of a repertoire of varied instructional strategies including:
 - (A) Teacher directed/mediated.
 - (B) Student initiated.
 - (C) Peer-supported.
 - (D) Vocational/community-supported.
 - (E) Group and individual.
- Critical evaluation of classroom and behavior management issues and practices used in classrooms for students with serious emotional disturbances/behavior disorders.
 - (A) Classroom organization
 - (B) Ecological Intervention
 - (C) Contingency management.
 - (D) Crisis intervention.
 - (E) Ethical considerations.
 - (F) Selection of least intrusive interventions
(Positive Behavioral Intervention Regulations: Highlights of Hughes Bill)
 - (G) Behavioral data collection, interpretation and use.
 - (H) Individual and group techniques.
 - (I) Re-integration/mainstreaming approaches.
- Identification and list of community resources, including mental health agencies, child protective services, regional centers, and probation departments to augment public school service options.
- Articulation of factors promoting parent/professional collaboration, and collaboration among professionals, ie: resource specialists and general education classroom professionals.
- Application of understanding of deviance from multiple perspectives to classroom interventions and program design.
- Application of knowledge of current issues, research, trends and practices in the education of SED/BD students.

- Application of knowledge regarding pharmacological interventions.

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 participates as a member of behavior intervention teams, implementing, evaluating, and adjusting behavior support plans so they result in acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reductions in problem behavior. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate works collaboratively with other agencies, such as Mental Health or Regional Center, to address the social, behavioral and emotional needs of individual students. 	SPED 346T, SPED 348J
<ul style="list-style-type: none"> • Each candidate, along with the IEP team and mental health specialists, identifies indicators of crisis or life threatening situations as a part of the functional assessment process and develops a proactive plan to provide any needed and immediate supports. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate is familiar with a variety of programs and strategies for teaching specific social skills and implements them according to individual student needs. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate teaches students strategies, such as organization of materials, listening strategies, notetaking, and textbook reading, for responding to consistent class demands and for gaining information in classes. 	SPED 346M/U, SPED 346T
<ul style="list-style-type: none"> • Each candidate demonstrates procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors. 	SPED 346M/U, SPED 346T
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge about the integration of academic instruction with affective development and behavior management techniques. 	SPED 346M/U, SPED 346T
<ul style="list-style-type: none"> • Each candidate demonstrates the use of a variety of non-aversive procedures, including voice modulation, facial expressions, planned ignoring, proximity control, and tension release, for the purpose of modifying target behaviors. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate demonstrates effective procedures for providing corrective feedback to students. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate communicates clearly with physicians to monitor the impact of medication, carefully observing the student's behavior and documenting behavioral changes to report to physicians. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate utilizes non-intrusive crisis management techniques to diffuse potential crisis situations. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate develops appropriate activities to be implemented before, during and following a crisis episode. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate describes the effects of prescription and non-prescription medication/drugs on student behaviors. 	SPED 346T
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to work with the IEP/ITP team to examine the viability and value of needed accommodations to assure post school behavior/social supports. 	SPED 346T, SPED 346V
<ul style="list-style-type: none"> • Each candidate identifies issues, resources, and techniques for transitioning students with complex emotional and behavioral needs from restrictive environments, including special centers, nonpublic schools, psychiatric hospitals, and residential treatment programs to lesser restrictive settings. 	SPED 346T, SPED 346V

<ul style="list-style-type: none">• Each candidate delineates theoretical approaches, such as biogenic, psychodynamic, behavioral, and etiological, and their application for students with complex emotional and behavioral needs.	SPED 346T
---	-----------

Level II Mild/Moderate/Severe Common Standard

STANDARD 15

Current and Emerging Research and Practices

Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

In order for teachers to remain abreast of effective current and emerging practices, CSU, Chico Professional Level II Candidates are expected to read, interpret, and apply research. The primary emphasis for Standard 15 is within the university course, SPED 347 (Current Research and Practices in Special Education). While enrolled in this course, Professional Level II candidates demonstrate their professional competence through performance in the schools and through assignments that emphasize: 1. Current trends and research developments in special education; 2. Rationale and methodology of action research in classrooms; and 3. Criteria for selecting and applying relevant research findings to classroom use.

Professional Level II Candidates demonstrate the ability to:

- Identify recognized researchers and/or authors in special education.
- Demonstrate proficiency in oral and written communication.
- Develop individualized professional growth, stress management, and time management techniques.
- Demonstrate ability to assist general education teachers in identification, assessment, modification of instruction and curriculum.
- Apply knowledge of current issues, research, trends, and practices in special education.
- Design and implement an action research project.
- Utilize computer technology for professional development and action research.

All CSU, Chico Level II candidates are encouraged to attend, become involved, report on and reflect on professional organizations such as CARS, CEC, LDA, TASH, as relates to emerging legislation, policy, and practice as evidenced by organization application forms included in university course professor packages and outlined on course syllabi for SPED 346M/S, SPED 346T, and SPED 348J. Regional representatives of both CARS and CEC make guest presentations each semester in a Level II course, SPED 348J. Additionally, within the last two years, Chico State has formed a student CEC chapter and

both CSU, Chico faculty and students are active members of CARS and TASH. Annually, the regional CEC and student chapters meet for a social and professional event.

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 application of current and emerging theories and research related to the education of students with and without disabilities. 	SPED 348J, SPED 346M/U, SPED 346T, SPED 346V, SPED 289I
<ul style="list-style-type: none"> • Each candidate demonstrates knowledge of and implications for teachers of legislation, results of litigation, and policies impacting education of students with mild to severe disabilities. 	SPED 348J, SPED 346M/U, SPED 346T, SPED 346V, SPED 289I
<ul style="list-style-type: none"> • Each candidate demonstrates the ability to effectively implement educational programs that reflect current best practices; updating programs as new practices emerge. 	SPED 348J, SPED 346M/U, SPED 346T, SPED 346V, SPED 289I
<ul style="list-style-type: none"> • Each candidate participates actively within the school district and local community to facilitate the development of policies and implementation of practices that reflect current information. 	SPED 289I

Level II Mild/Moderate/Severe Common Standard

STANDARD 16
Transition and Transition Planning

Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

All CSU, Chico Professional Level II Candidates are required to take SPED 346V (Transition/Vocational Education). Standard 16 receives primary emphasis in this course's content and assignments (see Appendix B for SPED 346V syllabus). To ensure that educators understand the sequential and continuous nature of preparing students with mild to severe disabilities for successful transitional life experiences and continuing development in educational, social, behavioral, and career areas, Level II Candidates demonstrate the ability to:

- Assist individual pupils of all ages through transitional educational phases;
- Design early vocational, educational, and career development plans for students with disabilities;
- Apply current laws, regulations, and guidelines related to career-vocational preparations to their teaching context;
- Describe and implement appropriate assessment processes;
- Appropriately use community resources related to transitional services;
- Incorporate life skills training into the K-12 and adult curriculum; and
- Develop age appropriate IEP and ITP goals.

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 examines factors that effect all stages of development in the life of individual students with mild/moderate and/or moderate/severe disabilities relative to planning for educational and transitional experiences.	SPED 346V
• Each candidate demonstrates the ability to collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community.	SPED 346V

<ul style="list-style-type: none"> Each candidate demonstrates the appropriate development of individualized transitional plans and the use of transition planning teams in assisting students to move successfully toward independent living in society. 	SPED 346V
<ul style="list-style-type: none"> Each candidate demonstrates knowledge of promoting student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period. 	SPED 346V
<ul style="list-style-type: none"> For the moderate/severe credential, each candidate demonstrates the ability to work with the ITP team to examine the viability and value of needed accommodations such as personal attendants, supported living environments and assistive technology devices during and after the transitional phases. 	SPED 346V

Level II Mild/Moderate/Severe Common Standards

STANDARD 17

Development of Specific Emphasis

The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Educational Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

Adapting general education curriculum and group instructional strategies that enhance inclusion of disabled children are heavily emphasized in general education Level I coursework and in the introduction to special education strategies, also found in Level I. Advanced techniques such as research-validated special education instructional strategies (SIMS, MULTISYSTEM, TEACH); curriculum adaptations and modifications; and curriculum-based assessment applications, which expand upon the Level I content are emphasized in the Level II Development of Specific Emphasis.

CSU, Chico Professional Level II Candidates are required to further develop their expertise for specialized roles and/or responsibilities in their specific emphasis area. The advanced curriculum content courses SPED 346M (Advanced Curriculum Content - Mild/Moderate) and SPED 346U - (Advanced Curriculum Content - Moderate/Severe) are given primary emphasis for Standard 17 and its related factors. Additionally, Level II candidates will include up to 45 hours of non-university activities in their Individualized Induction Plan (IIP) to verify the opportunity to develop expertise and demonstrate application in their field of specialization. In this manner, the integration of theory and practice via local staff/professional development activities would be fostered.

Additionally, the Level II Mild/Moderate candidates demonstrate the ability to adapt general education curriculum; use and evaluate a variety of group instructional strategies, such as cooperative learning and classwide peer tutoring; and design, implement, and evaluate instructional sequences for effective teaching of concepts, rules, and strategies in reading, math, and or other content area. Each candidate demonstrates knowledge and skills in validated practices that maximize academic learning time, teacher-directed instruction, student success and content coverage.

Moderate/Severe Level II candidates engage in individual in-depth research, reflection, and application of knowledge and skills in a specific area of interest to the candidate. Each candidate has opportunities to

select and pursue specific areas of interest such as transition, inclusive education, early childhood behavioral intervention, serious emotional disturbance, and technology. Candidate projects and activities that directly address Standard 17 are:

- Local, Regional, or State Professional Development Presentation
- Written critical review of interest area, re: current literature, best practices, instructional strategies or curricula
- Written reflection on the research as it applies to the candidate's current instructional setting
- Report on the application of a research-based strategy/approach at the candidate's current instructional setting
- Development and videotape of an Ability Awareness presentation for candidate's school

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"> • The curricular content of the program is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding and allows for meaningful integration of theory and practice. 	All courses in Level II
<ul style="list-style-type: none"> • For the Mild/Moderate Disabilities Credential, each candidate has opportunities to select and pursue specific areas of interest within the program such as, but not limited to transition, inclusive education, early childhood behavioral intervention, serious emotional disturbance, and technology. 	Induction Contract Plans, SPED 346M, SPED 346V, SPED 346T, SPED 346U
<ul style="list-style-type: none"> • For the Moderate/Severe Disabilities Credential, each candidate has opportunities to select and pursue specific areas of interest within the program such as, but not limited to transition, inclusive education, early childhood, sex education, behavioral intervention, deaf-blind, serious emotional disturbance, technology and augmentative communication. 	Induction Contract Plans, SPED 346U, SPED 346V, SPED 346T
<ul style="list-style-type: none"> • Coursework in the program is designed to thoughtfully engage each candidate in challenging learning activities in order to provide opportunities for candidates to reflect on their own practice, interests, and needs. 	All courses in Level II
<ul style="list-style-type: none"> • Each candidate has the opportunity to develop expertise and demonstrate application in the field of specialization with the target population and/or content area. 	SPED 346M, SPED 346U

Level II Mild/Moderate Standards

STANDARD 18 Assessment of Student

The Level II program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.

The "Assessment of Student" is another unifying thread throughout the CSU, Chico Professional Level II Program. The Level II Activities addressing Standard 18 build upon the content and skills introduced in Level I; and are woven throughout Level II coursework. To verify that the experienced teacher can demonstrate advanced skills in planning, conducting, reporting, and utilizing a variety of assessments and evaluations that pertain to student learning, course assignments that apply this knowledge base are found in SPED 346T, SPED 348J, SPED 346M, and SPED 346V. Documentation for Standard 18 is also contained in the Level II Candidate's Performance Portfolio or Dossier. The dossier contains evidence that demonstrates the teacher understands assessment bias and the research, law, and policies and procedures pertaining to conducting, interpreting, and utilizing assessments.

Within the Professional Level II CSU, Chico course structure, candidates apply basic principles associated with assessment and descriptive statistics; describe current trends in student assessment with emphasis upon curriculum-based measurement, appropriately choose and administer standardized and curriculum-based tests including recently published instruments and methods; understand the development and uses of curriculum-based assessment; participate as a member of an interdisciplinary assessment team contributing data and recommendations; and interpret test results and their programmatic implications for parents and colleagues as a consultant.

In addition to the Level II Performance Portfolio or Education Specialist Dossier as evidentiary material of Standard 18 attainment, course assignments from Level II Course SPED 346M (Advanced Curriculum Content - Mild/Moderate Disabilities) and SPED 346U (Advanced Curriculum Content - Moderate/Severe Disabilities), include the following products that directly address Standard 18:

- A Binder of Curriculum-based Measurement Materials, ie: Test development, administration, scoring, and graphing instructions, resources for acquiring CBM materials, directions for interpreting CBM results, and developing local norms and using CBM for non-special education students.
- Guidelines for interpreting test scores to parents, colleagues
- An outline of Trends in Assessment: portfolio authentic assessment, informal diagnostic, phonemic awareness (what it is and how to assess it).
- An Assessment Case Study

In Level II courses, SPED 346M/U, candidates build upon skills gained in Level I in the use and interpretation of assessment responsive to the cultural, socio-economic, and linguistic characteristics of individual students. The CSU, Chico Special Education faculty participated in a trainer of trainers professional development seven-day seminar in CEC's Multisystem. One of the Multisystem Modules is on Assessment of the Culturally and Linguistically Diverse Exceptional Learner. Content from this module is introduced in Level I course content in PSY 251, SPED 344H; and reinforced and applied in Level II courses SPED 346M/U and SPED 346T and SPED 348J through case study activities which highlight candidates' use and interpretation of assessments in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students. For example, the Multisystem module content used in the case study includes directions for using translators in the assessment process; designing informal, criterion-referenced assessments; creating socio-grams with pictures not words; conducting interviews; and performing observations with sensitivity for the Culturally and Linguistically Diverse Exceptional Learner (CLDE).

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 develops and implements individualized assessment plans that provide for non-biased, non-discriminatory assessment of students with mild and moderate disabilities to evaluate student performance, learning environment and teacher performance. 	SPED 346T, SPED 346V, SPED 346M, SPED 289I, SPED 348J
<ul style="list-style-type: none"> • Each candidate demonstrates skill in selecting, designing, administering, and interpreting informal assessments, including anecdotal records, questionnaires, direct behavioral observations, performance graphs, work samples, portfolio assessments, and student records. 	SPED 346T, SPED 346M, SPED 289I, SPED 348J
<ul style="list-style-type: none"> • Each candidate identifies and utilizes strategies for promoting non-biased assessment of students from culturally diverse backgrounds. 	SPED 348J, SPED 346T, SPED 346V, SPED 346M, SPED 289I
<ul style="list-style-type: none"> • Each candidate writes assessment reports that include background information, results of current assessment, conclusions, and recommendations for instruction. 	SPED 348J, SPED 346T,

<ul style="list-style-type: none"> Each candidate effectively communicates assessment results and their implications for regular classroom teachers, parents, and other educational professionals. 	<p>SPED 348J, SPED 346T, SPED 346V, SPED 346M, SPED 289I</p>
<ul style="list-style-type: none"> Each candidate demonstrates knowledge of research, issues, law, policies and procedures related to non-biased and non-discriminatory screenings and referral assessment for students with mild and moderate disabilities. 	<p>SPED 348J, SPED 346T, SPED 346V, SPED 346M, SPED 289I</p>
<ul style="list-style-type: none"> Each candidate uses performance data and teacher, student and parent input to make or suggest appropriate modifications in learning environments. 	<p>SPED 348J, SPED 346T, SPED 346V, SPED 346M, SPED 289I</p>
<ul style="list-style-type: none"> Each candidate uses various types of assessment procedures, such as norm-referenced and curriculum-based assessments, work samples, observations, and task analysis, appropriate to students with mild and moderate disabilities. 	<p>SPED 348J, SPED 346T, SPED 346V, SPED 346M, SPED 289I</p>
<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, cultural, linguistic and other considerations of relevance to students with mild and moderate disabilities. 	<p>SPED 348J, SPED 346T, SPED 346V, SPED 346M, SPED 289I</p>

Level II Mild/Moderate Standards

STANDARD 19 Curriculum and Instruction

The Level II program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.

Standard 19 addresses the educational needs of students with mild/moderate disabilities and the primary emphasis for this Standard will be SPED 346M in the CSU, Chico Professional Level II Program. In order to fully serve special education students with mild to moderate disabilities, candidates must demonstrate advanced skills in utilizing and integrating instructions and in assisting pupils to become independent learners. Candidates provide evidence in their performance portfolios of their ability to utilize a variety of instructional approaches, including various technologies such as direct instruction, mastery learning, overlearning and automaticity, cooperative learning, and classwide peer tutoring. Level II Candidates will also acquire the knowledge and skills to teach, adapt, modify and integrate appropriate curricula to meet the individual needs of students with mild to moderate disabilities.

CSU, Chico's Level II course SPED 346M emphasizes data-based decision making and is given primary emphasis for Education Specialist Level II, Standard 19 Mild/Moderate. Candidates demonstrate the ability to adapt general education curricula use and evaluate a variety of group instructional strategies, design, implement, and evaluate instructional sequences for effective teaching of concepts, rules, and strategies (ie., reading, math, and/or other content area). Candidates' competency regarding knowledge and skills in validated practices that maximize academic learning time, teacher directed instruction, student success, and content coverage is monitored and assessed through the SPED 346M course structure. Candidates also demonstrate awareness, knowledge, and instructional strategies for dealing with multicultural and multilingual diversity in addition to the diversity of disabling conditions. Opportunities for the candidate to show the ability to continually analyze assessment and performance data to determine whether to maintain, modify, or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each pupil will also be provided throughout the coursework.

Candidates complete portfolio sections as evidence of program standards and candidate competence. Sections which address Standard 19 are:

- Section IX. Example of Writing, Monitoring, and Evaluating Instructional Objectives with accurately defined outcomes.
- Section X. Chart of Instructional Strategies Matched to Individual Need.

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 teaches and maintains school success and survival strategies such as the organization of materials, note taking, study skills, learning strategies, for students with mild to moderate disabilities	SPED 346M
• Each candidate selects, modifies and evaluates validated curriculum that is specific and appropriate for projected outcomes.	SPED 346M
• Each candidate teaches life skills relevant to independent, community and personal living with an emphasis on future employment and/or post-secondary education.	SPED 346M, SPED 346V
• Each candidate describes a variety of instructional procedures and demonstrate the ability to utilize appropriate instructional processes and strategies for students from ethnolinguistically diverse backgrounds across a variety of settings.	SPED 346M
• Each candidate implements strategies for generalizing positive school behaviors, organizational skills, and learning strategies to a variety of educational and community settings.	SPED 346M, SPED 348J
• Each candidate evaluates instructional software and develops lesson plans that incorporate software programs and other technologies.	SPED 346M/U
• Each candidate encourages students to become self-advocates at IEP, ITP and similar meetings.	SPED 346M, SPED 346V

Level II Mild/Moderate Standards

STANDARD 20 Collaboration and Consultation

The Level II program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

In order to fill new collaborative and consultative roles, special educators need a wide range of technical and interpersonal skills. Special education teachers are called upon to consult about a wide range of problems at many different levels of program implementation. Nationwide, special educators are providing consultation services to general education classroom teachers and staff development to teachers, parents, and teaching assistants. The Professional Level II credential program at CSU, Chico prepares candidates to create and analyze needs assessments, create a plan to address issues arising from the needs assessment, plan and present staff development agendas. It also prepares candidates to facilitate the processes of special services and to offer formal consultative services. Primary emphasis for Standard 20 is given in SPED 348J (Consultation and Staff Development), a Level II course which is required for all Level II Candidates (Mild/Moderate and Moderate/Severe). Attainment of Standard 20 is evidenced by videotapes and actual consulting and staff development demonstrations of each candidate's ability to:

- Demonstrate the steps of consultation: building rapport, contracting, data collection, feedback of data, planning interventions, evaluating success, and redesigning approaches if necessary;
- Assist general education classroom teachers in identification, assessment, intervention planning, instruction, curriculum, creating modifications, establishing a positive classroom environment, managing disruptive behaviors, and teaching social and emotional skills to students;
- Demonstrate competence in consultation sessions and in analyzing results of collaborative interactions;
- Orchestrate theoretically-based staff development;
- Create needs assessments and long range plans that support schoolwide and district implementation;

- Select co-teaching structures appropriate to the needs of general education teachers and their pupils with special needs;
- Create staff development agendas to ensure successful presentations; and
- Facilitate prereferral, assessment, and IEP processes.

In addition to evaluating the Level II candidate's technical skills and knowledge, each Level II instructor will provide practices and feedback to candidates designed to steadily improve their skills in communication and collaboration.

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 use of group process strategies necessary for collaboration among educators, disciplines, and agencies.	SPED 348J
• Each candidate demonstrates the ability to use culturally competent strategies in working with families whose culture or language differ from their own..	SPED 348J
• Each candidate demonstrates a systematic and collaborative problem-solving approach.	SPED 348J
• Each candidate demonstrates competence in coordinating referral and assessment procedures and in facilitating IEP team meetings.	SPED 348J
• Each candidate demonstrates competence in planning and supervising the duties of classroom paraprofessionals	SPED 348J
• Each candidate plans and presents special education in-service workshops to parents, school staff, and community members.	SPED 348J
• Each candidate collaborates with community agencies to provide resources and services to students with special needs.	SPED 348J, SPED 346T, SPED 346V
• Each candidate collaborates with general education teachers in obtaining and utilizing evaluation data for the modification of instruction and curriculum.	SPED 348J, SPED 346M/U
• Each candidate describes factors involved in conflict resolution or problem-solving and evaluates his/her own effectiveness in this area.	SPED 348J, SPED 346T
• Each candidate assists other teachers with the development of classroom management plans.	SPED 348J, SPED 346T

**STANDARDS FOR
PROFESSIONAL LEVEL II EDUCATION SPECIALIST
CREDENTIAL:
MODERATE/SEVERE DISABILITIES**

**STANDARDS 13 - 17 ARE
PROFESSIONAL LEVEL II COMMON STANDARDS AND
THEREFORE THE TEXT UNDER MILD/MODERATE
IS APPLICABLE FOR THE
MODERATE/SEVERE DISABILITIES STANDARDS 13-17.**

Level II Moderate/Severe Standards

STANDARD 18 Advanced Communication Skills

Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members.

Level II Moderate/Severe, Standard 18 is primarily emphasized in the CSU, Chico Level II Course SPED 348J (Consultation and Staff Development). The candidate's ability to use advanced communication skills will be evidenced by their use of a variety of techniques and strategies to enhance interpersonal skills to communicate, collaborate, negotiate, network, and provide positive public relations. Attainment of Standard 18 is demonstrated by videotaped and actual staff development and consulting demonstrations of these competencies.

- Demonstrate the steps of consultation: building rapport, contracting, data collection, feedback of data, planning interventions, evaluating success, and redesigning approaches if necessary;
- Assist general education classroom teachers in identification, assessment, intervention planning, instruction, curriculum, creating modifications, establishing a positive classroom environment, managing disruptive behaviors, and teaching social and emotional skills to students;
- Demonstrate competence in consultation sessions and in analyzing results of collaborative interactions;
- Orchestrate theoretically-based staff development;
- Create needs assessments and long range plans that support schoolwide and district implementation;
- Select co-teaching structures appropriate to the needs of general education teachers and their pupils with special needs;
- Create staff development agendas to ensure successful presentations; and
- Facilitate prereferral, assessment and IEP processes.

Whereas in Standard 20 Mild/Moderate, these process skills will be applied to job roles served under that specific credential, candidates for the Moderate/Severe specialization will under this standard demonstrate ability to apply advanced communication skills to the range of pupil and family needs represented, as well as to their working relationships with paraprofessionals and faculty colleagues.

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 uses active listening techniques effectively across settings and people. 	SPED 348J
<ul style="list-style-type: none"> Each candidate develops and demonstrates strategies for forming family partnerships and possesses effective communication skills for working with families. 	SPED 348J
<ul style="list-style-type: none"> Each candidate demonstrates both leadership and management skills to design and implement professional development programs and serve as a consultant to other adults. 	SPED 348J
<ul style="list-style-type: none"> Each candidate demonstrates effective and efficient team building and facilitation skills as a member of student and site based teams, including respectful interactions with others. 	SPED 348J
<ul style="list-style-type: none"> Each candidate demonstrates an understanding of how to supervise a diverse group of staff, in a variety of environments including training providing feedback and incentives and monitoring staff. 	SPED 348J
<ul style="list-style-type: none"> Each candidate demonstrates proficiency in conflict management skills. 	SPED 348J
<ul style="list-style-type: none"> Each candidate demonstrates the ability to effectively interact at a professional level with a wide range of individuals across educational disciplines. 	SPED 348J

Level II Moderate/Severe Standards

STANDARD 19
Leadership and Management Skills

Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. Each candidate demonstrates the ability to work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.

In order to serve students with moderate to severe disabilities the candidate must demonstrate leadership and management skills that effectively meet the varying demands of the career. Each candidate must be able to constructively coordinate, facilitate, and develop efficient educational programs that augment available community and educational resources including integration of services, delivery models, and school restructuring and reforms efforts. Standard 19, which emphasizes leadership and management skills will be primarily addressed in SPED 348J (Collaboration and Consultation) but will be applied throughout the Level II course assignments and documented in the candidate's performance portfolio.

In SPED 348J candidates receive instruction in and demonstrate their abilities to analyze their school or worksite context, develop targets for organizational improvement with their colleagues at site and district levels, and facilitate processes that assist growth of the organizational and individual capacity to more effectively serve pupils with special needs. In addition to learning a range of collaborative and co-teaching structures for integration, candidates will in SPED 346U and SPED 346V also learn and practice specific strategies to ensure the progress of pupils in inclusive settings. Candidates will demonstrate these abilities in microteaching segments, self-analyzed videotapes of interactions and in fieldwork experience, SPED 289I.

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 is effectively involved in site-based decisions concerning students with and without disabilities.	SPED 348J, SPED 289I
<ul style="list-style-type: none">Each candidate actively participates in site-based school restructuring and reform efforts including input regarding students, parents, and teachers.	SPED 348J, SPED 289I

<ul style="list-style-type: none"> Each candidate demonstrates efficient use of schedules which optimize available resources and integrated services and delivery models. 	SPED 346U, SPED 289I
<ul style="list-style-type: none"> Each candidate facilitates and coordinates educational programs with education and community resources, agencies, and professional and advocacy organizations that meet the unique needs of students. 	SPED 346U, SPED 348J, SPED 289I, SPED 346V
<ul style="list-style-type: none"> Each candidate develops and initiates effective educational programs and opportunities that positively integrate students with moderate to severe disabilities with general education programs, staff, and students. 	SPED 346U, SPED 348J, SPED 289I
<ul style="list-style-type: none"> Each candidate demonstrates strategies to instruct others in the individual needs and ability of students with moderate to severe disabilities as they are included in daily activities within general education. 	SPED 346U, SPED 348J, SPED 289I
<ul style="list-style-type: none"> Each candidate demonstrates an awareness of available resources and the ability to use networking and negotiation skills to maximize access to meet staff development, school, and individual student needs. 	SPED 348J, SPED 289I, SPED 346U
<ul style="list-style-type: none"> Each candidate participates actively within the school district and local community to acquire and disseminate information regarding emerging research and legislation. 	SPED 346U, SPED 348J, SPED 289I