

# **Education Specialist**

## **Early Childhood Certificate**

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California State University, Chico

**VOLUME IV**

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## **STANDARDS REQUIRED FOR THE EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATE**

The following standards must be addressed for programs that wish to offer the Early Childhood Special Education Certificate as an additional authorization to the Education Specialist Credentials following completion of Level II. Specialist in Mild/Moderate and Moderate/Severe will be authorized to serve K-12 including adult but may wish to expand the authorization to Birth through 22. Education Specialist Credentials in Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments are authorized to serve birth through 22, but may add the certificate for professional growth reasons, if desired.

### ***PRECONDITION: EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATE***

The Early Childhood Special Education Certificate program at CSU, Chico is not considered part of the Professional Level II program, but a way to expand the age authorization following completion of Level II. The Early Childhood Special Education Certificate program is contingent upon the candidate's Preliminary Level I Education Specialist and Professional Level II Education Specialist Credentials in place.

In accordance with the proposed Title 5 Regulations, requirements for the certificate include:

- (1) possession of a professional clear, clear, or life credential as listed in Title 5 Regulations 80047 through 80047.9 and
- (2) completion of the Commission-approved professional preparation program in the Education Specialist category for early childhood special education including successful completion of supervised field study.

The Certificate shall remain valid as long as the credential required remains valid. Appendix A details the requirements for Early Childhood Special Education Certification. The required courses include the CSU,

Chico Level I and Level II program courses to ensure that the certificate is an additional authorization to the Education Specialist Credentials following completion of Level II.

## ***Early Childhood Special Education Certificate***

### **STANDARD 1**

#### **Typical and Atypical Child Development Birth Through Age Five**

**Each candidate uses knowledge of typical and atypical child development to determine assessment approaches and strategies, modify curriculum and other interventions, design appropriate settings and environments, and monitor individual programs for infants and young children with disabilities within the context of the family system.**

The Early Childhood Special Education Certificate program curricula at CSU, Chico highlights a comprehensive knowledge of developmental differences caused by disabilities and risk conditions as well as a comprehensive understanding and application of the principles of child development. Knowledge of both typical and atypical child development is perceived as critical for the design of effective supports that address the unique needs of these children and their families and incorporate developmentally appropriate practice. Although typical and atypical child development is a common theme throughout the certificate program, factors that directly address Standard I are given primary emphasis in the university courses SPED 346R and PSY 202. Within these courses, the candidates demonstrate knowledge and understanding of:

- Theories of child development, including theories of development across domains as well as interactions between biology and environment;
- Relevant research in developmental process;
- Principles of development in the early years;
- Sequences, characteristics, and interrelationships in development across domains, including social, emotional, sensory, perceptual, and motor development, development of knowledge and understanding, development of communication and language;
- The ecology of the child and family and the interaction between the environment and the developing child;
- Interaction among various systems influencing child development including family, culture, and community;
- Theoretical and research models regarding interactions among disabilities, risk factors, environments and development;
- Prenatal and perinatal development risk factors;
- Etiology, diagnosis, and characteristics of risk factors that may influence development after birth;

- Potential impact of general and specific disabilities, delays, or risk factors on parent-child interactions and on different domains of development, including attachment; and
- Ecology of the young child and family and interactions among the familial, cultural, social and physical environments which may influence that infant and young child in achieving maximum growth and development.

Candidates' assignments produced as evidence of Standard 1 attainment include:

- In Psychology 202 (Appendix B) feedback sheets reflecting an understanding of physical, cognitive, social, and motional factors underlying child growth and development beginning at the prenatal period
- In SPED 347R (Appendix B) knowledge of atypical development is evaluated as candidates complete a child condition portfolio, addressing issues of identification, characteristics and implications of delays and issues of physical management and health.
- In SPED 346R (Appendix B) knowledge of typical development is evaluated as candidates prepare curriculum and develop a program first based on their expertise in the area of typical development, then adapt the curriculum and program based on their knowledge of atypical development.
- In SPED 285R (Appendix B) application of knowledge relating to child assessment and curriculum and well as skills related to the adaptation of environments and programming are assessed through the candidates' videotapes and field log.

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 has knowledge of early childhood developmental stages and their implications for learning.	SPED 346R, SPED 347R, PSY 202, SPED 285R
• Each candidate understands the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development.	SPED 346R, SPED 347R, PSY 202
• Each candidate plans, conducts, and interprets assessment findings in the context of typical and atypical child development.	SPED 347R, SPED 346R, SPED 285R
• Each candidate designs instructional strategies and selects curricular and other interventions that are developmentally appropriate and address the unique needs of the child with a disability.	SPED 346R, SPED 285R
• Each candidate uses behavior management strategies that are appropriate for young children.	SPED 346R, SPED 347R, SPED 285R
• Each candidate demonstrates the ability to determine that the intervention or instructional environment is appropriate to the child's chronological and developmental differences.	SPED 346R, SPED 347R, SPED 285R
• Each candidate provides information to parents and other family members regarding typical developmental expectations as well as the	SPED 346R, SPED 347R, SPED 285R

impact of the disability on developmental progress.	
<ul style="list-style-type: none"> <li>Each candidate adjusts developmental expectations to account for varying cultural perspectives and preferences.</li> </ul>	SPED 346R, SPED 347R, PSY 202, SPED 285R
<ul style="list-style-type: none"> <li>Each candidate adjusts developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions.</li> </ul>	SPED 346R, SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>Each candidate uses typical child development to guide placement decisions to ensure that young children with disabilities are included in the same settings as their nondisabled peers.</li> </ul>	SPED 346R, SPED 347R, SPED 285R

## ***Early Childhood Special Education Certificate***

### **STANDARD 2**

#### **Family Systems and Family/Professional Collaboration**

**Each candidate uses family systems theory as the framework for interactions with parents and other family members, engages families as collaborative partners, and uses culturally competent, family-centered approaches in all components of early intervention and education for infants and young children with disabilities.**

The CSU, Chico Early Childhood Special Education Certificate program views family systems and family/professional collaboration as the most significant and long-term contributors to the child's growth and development. The design of course content is based upon this premise: to be effective, professionals who work with young children with special needs must be committed to a family-centered approach because of the impact of the child's disability on the family system. To provide candidates a strong background in this approach, primary emphasis for Standard 2 is given in SPED 344H:EC and SPED 347R. Within these courses, the candidate demonstrates knowledge/understanding of:

- Theories of family development and functioning, relevant research on the family's role in the development of the infant and child, models of family-professional relationships, and characteristics of families with children with special needs.

The candidate demonstrates ability to:

- Work with families, recognize and strengthen family capabilities and facilitate parents' ability to observe and interpret all aspects of their young child's behavior;
- Establish and maintain a relationship with the family, empowering families by facilitating family decision-making concerning the needs of the young child without imposing personal biases, supplanting family authority, or encouraging long-term dependence;
- Assess issues with the family, helping families identify their concerns, priorities and resources related to their young child with special needs; and
- Develop an individualized family service plan, integrating identified child and family outcomes with resource and service options and interventions strategies congruent with the family's preferred mode of participation.

Attainment of Standard 2 criteria are addressed in the following ways:

- SPED 344H: EC has specific sessions on family systems, multicultural issues in home-school relations, and life stages for families with individuals with disabilities. Cultural competencies are evaluated through in-class skill demonstrations, candidate-prepared presentations and written papers, including a family report. Along with other course project assignments, the home-based family report is found in Appendix B, SPED 344H: EC syllabus.
- SPED 346R (Appendix B) includes a specific presentation on the development of anti-bias curriculum in the early childhood classroom, assessed through the candidates' ability to incorporate anti-bias curriculum into the final curriculum project. The text *Adapting early childhood curricula for children with special needs* also includes chapters on cultural competence and working with families.
- SPED 347R (Appendix B) focuses on the topic of cultural influences on development and culturally competent assessment in early childhood special education, evaluated through the development of a cultural component in an assigned case study.
- In SPED 285R (Appendix B) application of knowledge and skills relating to family systems theory and culturally competent early intervention approaches is assessed through the candidates' videotapes and field log.

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 a broad range of communication skills with families with particular emphasis on listening.	SPED 347R, SPED 344H:EC, SPED 285R
• Each candidate demonstrates the ability to elicit family's concerns, priorities, and resources in relation to their child with special needs.	SPED 347R, SPED 344H:EC, SPED 285R
• Each candidate uses culturally competent strategies in working with families whose culture or language differ from his or her own.	SPED 346R, SPED 347R, SPED 344H:EC, SPED 285R
• Each candidate collaboratively plans, assesses, and implements programs and services with families.	SPED 347R, SPED 344H:EC, SPED 285R
• Each candidate builds upon, rather than supplants, the family's existing informal and formal supports in designing and implementing programs and services.	SPED 346R, SPED 347R, SPED 344H:EC, SPED 285R
• Each candidate demonstrates the ability to change his or her approach and services to address the family's concerns, priorities, and resources.	SPED 347R, SPED 344H:EC, SPED 285R
• Each candidate demonstrates the ability to assist families build upon their own strengths and is committed to the belief that, with assistance and support, all families can resolve their own problems.	SPED 347R, SPED 344H:EC, SPED 285R

## ***Early Childhood Special Education Certificate***

### **STANDARD 3 Child Assessment**

**Each candidate assesses infants and young children utilizing processes, procedures, and instruments that lead to appropriate interventions and reflect an understanding of the range of appropriate assessment and evaluation approaches, the impact of cultural and linguistic differences, the influence of specific disabilities on development and performance, and the role of the transdisciplinary team.**

To ensure that all early childhood special educators are competent in basic measurement as well as team assessment processes and procedures, the CSU, Chico certificate program underscores content and skills regarding early identification and assessment of young children with potential disabilities within the family context. In the university course SPED 347R, the candidates demonstrate knowledge and understanding of:

- Various assessment activities in early childhood special education, including formal, informal, and non-traditional methods, and limitations of such assessments; and
- Techniques to identify risk factors and behavioral indicators of specific disabilities as well as progress in development.

The candidate demonstrates the ability to:

- Use team assessment practices, determine appropriate assessment procedures and instruments and incorporate family issues into the assessment process;
- Select and utilize assessment tools and strategies appropriate to the culture, language, and situation of the child and his/her family;
- Accurately and appropriately interpret and report assessment results as a member of the team;
- Interpret and link assessment results with needed services based on child and family needs; and
- Use a variety of assessment strategies to monitor child and family progress on an ongoing basis.

Attainment of Standard 3 criteria are accomplished as follows:

- In SPED 347R (Appendix B) candidates complete an assessment portfolio containing informal assessment information on a young child with disabilities such as play scales, anecdotal observation notes, language and writing samples, norm-referenced and criterion-referenced tests and additional materials they chose to include.

- In SPED 346R (Appendix B), candidates become familiar with the *Infant Toddler Environment Rating Scale* (ITERS) and the *Early Childhood Environment Rating Scale* (ECERS), required texts for the class. They complete the instrument at an infant/toddler setting and an integrated preschool setting of their choice. They are assigned to write-up their assessment in a format which could be utilized as the basis for a staff presentation at the preschool site.
- Candidates ability to appropriately use a variety of assessment techniques, including aspects of team assessments, are evaluated in the field experience, SPED 285R (Appendix B) through supervisor observation and candidates' field log.

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"> <li>• Each candidate plans assessment in collaboration with the family and other members of the transdisciplinary team.</li> </ul>	SPED 347R, SPED 344H:EC
<ul style="list-style-type: none"> <li>• Each candidate is competent in the use of a variety of assessment techniques appropriate for young children such as observation, play-based assessment, arena assessment, family interviewing, curriculum-based assessment, and administration of selected norm-referenced assessment instruments.</li> </ul>	SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate examines the characteristics of all measurement strategies and ensures that the basic requirements of reliability and validity are considered.</li> </ul>	SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate uses information-gathering strategies that are appropriate to the culture and language of the child and his or her family.</li> </ul>	SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate modifies assessment procedures to accommodate or compensate for the impact of the child's disability on performance.</li> </ul>	SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate demonstrates the ability to work as an integral and contributing member of a transdisciplinary team.</li> </ul>	SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate communicates assessment findings verbally and in writing accurately, sensitively, and in jargon-free language.</li> </ul>	SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate uses assessment findings to help determine intervention strategies.</li> </ul>	SPED 347R, SPED 285R

## ***Early Childhood Special Education Certificate***

### **STANDARD 4**

#### **Individualized Family Service Plan (IFSP) Process**

**Each candidate demonstrates an understanding of the IFSP process and participates with the family and other members of the team in the development and implementation of the IFSP and the coordination of services.**

The Individualized Family Service Plan (IFSP) and the process used to develop it are the foundation for service delivery for infants, toddlers, and their families. All CSU, Chico Early Childhood Special Education Certificate candidates demonstrate the ability to:

- Ensure the family's rights and understanding of the IFSP process;
- Facilitate the family's involvement and role in the IFSP process;
- Ensure that services are provided in natural environments; and
- Ensure that information and services are provided in the family's native language.

Criteria in Standard 4 are addressed as discussed below:

- In SPED 344H: EC (Appendix B), candidates complete an Individualized Family Service Plan Project which provides the candidate the opportunity to demonstrate their understanding of the IFSP process and to document their participation with a family and other members of the early childhood special education team in the development and implementation of the IFSP and the coordination of services.
- In SPED 347R (Appendix B) candidates apply their skills in the IFSP process through the development of an Instructional Portfolio. In this assignment, candidates create an IFSP, then designate appropriate intervention techniques and instructional strategies to be used in an educational setting. The assignment is completed in a format which could be used as a tool for a parent, paraprofessional or substitute teacher who may be working with the child. Evaluation is based on the candidates' ability to link IFSP objectives to educational interventions and instructional strategies and their ability to communicate in writing to others working with the child the interventions and instructional strategies to be utilized.
- The candidates' ability to apply knowledge of the IFSP process is determined in the early childhood special education field experience, SPED 285R (Appendix B), through candidates' formal self-analysis and field logs.

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"> <li>Each candidate demonstrates the ability to provide information to family members about the IFSP process, support family members throughout the process, and follow up with families to ensure that the IFSP document is consistent with the goals that they have for their child and family.</li> </ul>	SPED 347R, SPED 344H: EC, SPED 285R
<ul style="list-style-type: none"> <li>Each candidate collaborates with other team members in the development of IFSPs.</li> </ul>	SPED 347R, SPED 344H:EC
<ul style="list-style-type: none"> <li>Each candidate demonstrates skill in soliciting family members' concerns and priorities in relation to their child's developmental needs.</li> </ul>	SPED 347R, SPED 344H:EC
<ul style="list-style-type: none"> <li>Each candidate demonstrates the ability to write outcomes, supported by more specific goals and objectives, for the child.</li> </ul>	SPED 347R, SPED 344H:EC. SPED 285R
<ul style="list-style-type: none"> <li>Each candidate demonstrates the ability to write family outcomes that express the family's goals.</li> </ul>	SPED 347R, SPED 344H:EC, SPED 285R
<ul style="list-style-type: none"> <li>Each candidate monitors progress based on the IFSP outcomes.</li> </ul>	SPED 347R, SPED 344H:EC, SPED 285R
<ul style="list-style-type: none"> <li>Each candidate ensures that the legal requirements of the IFSP process are met in a manner respectful of and sensitive to the family.</li> </ul>	SPED 347R, SPED 344H:EC
<ul style="list-style-type: none"> <li>Each candidate demonstrates the ability to perform the role of service coordinator.</li> </ul>	SPED 347R, SPED 344H:EC, SPED 285R

## ***Early Childhood Special Education Certificate***

### **STANDARD 5**

#### **Curriculum: Birth Through Pre-K**

**Each candidate designs and implements curriculum that addresses the child’s specific, disability-based learning needs, is developmentally appropriate, and relevant to the family’s concerns and priorities**

Because children with disabilities require modifications of the curriculum in order to maximize their learning abilities and potential, CSU, Chico certificate candidates are required to demonstrate knowledge and understanding of:

- Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability;
- Varying options for service delivery including options for where services occur, who delivers services, the primary recipient of service, changes in services with development;
- IFSP/IEP development in partnership with family members, incorporating family and child goals, resources and approaches;
- Supporting and facilitating family/child interactions as primary contexts for learning and development;
- Characteristics of environments that facilitate development, learning and independence;
- Scope and sequence of early childhood special education/early intervention curricula and methods for infants and preschoolers with specific disabilities;
- Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations; and
- Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured intervention activities.

Course content in SPED 346R and SPED 285R address criteria specific to Standard 5.

- Assessment of this area is completed in two ways in SPED 346R (Appendix B). First, candidates participate in the Curriculum Faire activity, presenting to other candidates curriculum preparatory resources such as books, charts, catalogues, and video which can be utilized in preparing and modifying curriculum for young children. Second, candidates prepare and present a curriculum unit. In this project, candidates first present curriculum and programming which demonstrates

their ability to plan and prepare for typically developing young children. The candidates then modify this curriculum unit so that it may be used in an integrated environment to include young children with disabilities.

- In the early childhood special education field experience, SPED 285R (Appendix B), candidates are evaluated on their ability to select and modify typical curriculum to meet the needs of the infant, toddler, and preschooler with disabilities evaluated through supervisor observation, observation of videotape and field logs.

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"> <li>• Each candidate demonstrates the ability to modify and adapt typical infant, toddler, and preschool curriculum to meet the needs of young children with disabilities.</li> </ul>	SPED 346R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate organizes and presents curricular content in ways that address the child's special needs and are meaningful and appropriate for young children.</li> </ul>	SPED 346R, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate demonstrates the ability to monitor curricular activities to ensure their relevance for the child and family.</li> </ul>	SPED 346R, SPED 285R

## ***Early Childhood Special Education Certificate***

### **STANDARD 6**

#### **Intervention and Instructional Strategies**

**Each candidate applies a broad repertoire of validated intervention strategies, adaptations, and assistive technologies that minimize the effects of the child’s disability, maximize the child’s learning potential, and are developmentally appropriate.**

Optimizing the development of the infant and young child with disabilities necessitates skill in designing intervention and instructional strategies that are appropriately prepared, implemented, and supported by current research. Therefore, within the SPED 346R and SPED 347R course content, CSU, Chico certificate candidates demonstrate knowledge and understanding of:

- How children learn including the areas of social development, motivation, use of play, and peer modeling.

The candidates demonstrate the ability to:

- Utilize generic teaching strategies;
- Provide information and guidance to families of young children at risk or with disabilities; and
- Facilitate the development of communication skills, cognitive skills, emotional development, social development, motor skills, independence and self-help skills, learning readiness, and support families in promoting their children's development in these areas.

Standard 6 is infused within the certificate program and is directly measured by the following candidate projects:

- In the course of taking SPED 346R (Appendix B), candidates’ adapt a curriculum unit for a typical child to include specific intervention and instructional strategies for a young child with special needs.
- In SPED 347R (Appendix B) candidates complete an instructional portfolio. Based on a child’s IFSP, the candidate designs appropriate intervention techniques and instructional strategies to be used in an early childhood setting.
- In the field work course, SPED 285R (Appendix B), candidates’ ability to apply a range of intervention techniques is evaluated through supervisor observation, observation of videotape and field logs.

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"> <li>Each candidate demonstrates knowledge, application, and analysis of several theoretical bases supported by research upon which early intervention and instructional techniques are developed.</li> </ul>	SPED 346R, SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>Each candidate demonstrates the ability to plan specially designed teaching strategies and other interventions for children that meet the individual needs and interests appropriate to their development, sociocultural background, and experiential level.</li> </ul>	SPED 346R, SPED 347R, SPED 285R
<ul style="list-style-type: none"> <li>Each candidate demonstrates a broad repertoire of developmentally appropriate teaching strategies and adaptations.</li> </ul>	SPED 346R, SPED 347R, SPED 285R

## ***Early Childhood Special Education Certificate***

### **STANDARD 7 Learning Environments**

**Each candidate demonstrates the ability to create learning environments that support positive initiations and social interactions of children with disabilities in a wide range of natural settings such as homes, child care and development settings, or other community environments.**

Early childhood special educators must be flexible and be effective teachers in both traditional and nontraditional settings because infants and young children with disabilities receive services in a broad continuum of environments. Through assignments and projects in SPED 346R and SPED 347R, CSU, Chico certificate candidates demonstrate:

- Knowledge of and abilities in effective in-home intervention strategies for children at risk or with disabilities;
- Skill in managing group settings to optimize learning, including learning of and among typically developing peers;
- Knowledge and skills to facilitate inclusion of children and families into typical community environments, including preschool, child care, Head Start, and other early childhood programs; and
- Ability to facilitate successful transition of child and family to next environment.

Documentation of Standard 7 attainment is provided by the following method:

- In SPED 346R (Appendix B) candidates for the Early Childhood Special Education credential learn about effective strategies in home and center placements through the completion of the Learning Environments portfolio, focused on documenting the candidates ability to create learning environments that support positive initiations and social interactions of children with disabilities in a wide range of natural settings is assessed through the learning environments portfolio.
- In SPED 347R (Appendix B) candidates learn about effective strategies through the development of an Instructional Portfolio. In this assignment, candidates create an IFSP, then designate appropriate intervention techniques and instructional strategies to be used in an educational setting. The assignment is completed in a format which could be used as a tool for a parent, paraprofessional or substitute teacher who may be working with the child. Evaluation is based on

the candidates' ability to link IFSP objectives to educational interventions and instructional strategies and their ability to communicate in writing to others working with the child the interventions and instructional strategies to be utilized.

- Competence in this area is also assessed in the early childhood special education field experience, SPED 285R (Appendix B) through supervisor observation as well as candidates' videotapes and field log.

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"> <li>• Each candidate demonstrates the ability to establish a positive learning climate for children in a variety of settings.</li> </ul>	SPED 346R, SPED 344H:EC
<ul style="list-style-type: none"> <li>• Each candidate demonstrates the ability to provide services in the home in non-intrusive, family-centered ways.</li> </ul>	SPED 346R, SPED 347R, SPED 344H:EC, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate demonstrates skill in organizing group settings that promote positive social interactions.</li> </ul>	SPED 346R, SPED 344H:EC, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate supports the inclusion of children into typical, age-appropriate community environments.</li> </ul>	SPED 346R, SPED 347R, SPED 344H:EC, SPED 285R
<ul style="list-style-type: none"> <li>• Each candidate endeavors to maximize physically and emotionally safe environments for children and their families.</li> </ul>	SPED 346R, SPED 347R, SPED 344H:EC, SPED 285R

## **Early Childhood Special Education Certificate**

### **STANDARD 8 Field Experience**

**Each candidate has at least two in-depth field experiences, one in a program for infants and toddlers and their families and one in a preschool program that includes children with disabilities. Field experiences include a regular preschool program and another community program for infants, toddlers, or preschoolers.**

Individualized, well-supervised field experiences in a variety of settings provide the candidate the opportunity to observe best practices and to begin integrating and applying the knowledge and skills learned in academic coursework. Early childhood special educators work in a variety of settings and have field experiences in a continuum of those settings. The CSU, Chico certificate program meets Standard 8 by requiring candidates to have at least two in-depth field experiences, one in a program for infants and toddlers and their families and one in a preschool program that includes children with disabilities. Both the university and the local education agency are responsible for verifying candidate competence prior to recommendation of certificate. Appendices A and D detail requirements for Early Childhood Special Education Certificate and the Fieldwork component.

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 has a variety of observations and experiences in a wide range of early childhood settings with a diversity of populations.	SPED 289I or SPED 285
• Each candidate has opportunities to reflect on field experiences in relation to academic learning and practical applications.	SPED 289I or SPED 285
• Each candidate demonstrates skill in working with families with young children with disabilities.	SPED 289I or SPED 285
• Each candidate has the opportunity to work with young children individually and in group settings.	SPED 289I or SPED 285
• Each candidate has the opportunity to work with children and families in enter-based and home-based settings.	SPED 289I or SPED 285