CALIFORNIA STATE UNIVERSITY, EAST BAY
Preliminary Education Specialist Credential Programs
Mild-Moderate and Moderate-Severe Disabilities

PROGRAM ASSESSMENT DOCUMENT
Submitted to

The California Commission on Teacher Credentialing

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by

THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SPECIAL EDUCATION PROGRAMS

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Section I is the program’s response to Program Standards. The Program Standards are in blue, the program’s responses are in black. The Preconditions are listed in section I. Several syllabi and assignments are linked throughout the Narrative. Most of the assignments (aside from the Key Assessments/Signature Assignments) are included in the syllabi. When clicking on the link for an assignment, please take note of the page number listed for that assignment (which is always listed in italics when an assignment is hyperlinked). The link will lead to the appropriate syllabus containing the assignment, but the reader will sometimes need to scroll to the appropriate page within the syllabus.

Section II contains links to all of the syllabi referenced in the narrative. These syllabi are hosted on a web server.

Section III is the Candidate Key Assessments/Signature Assignments Section. There is a list of links of all Key Assessments/Signature Assignments at the end of the section. These Key Assignments/Signature Assignments are also hosted on a web server.

In some instances there will be examples listed for both mild/moderate and moderate/severe. For example, the reader may see a course number with MM/MS after it (6880MM/MS). The MM will be hyperlinked to the mild/moderate syllabus and the MS will be linked to the moderate/severe syllabus.
Part I
Narrative: Response to Standards
Preconditions
### Preconditions for All Education Specialist Credential Preparation Programs

#### General Preconditions for all Educator Preparation Programs

<table>
<thead>
<tr>
<th>Precondition</th>
<th>How the Institution Meets the Precondition—hyperlink to supporting documentation</th>
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<tr>
<td><strong>(1) Accreditation and Academic Credit.</strong> To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)</td>
<td>California State University, East Bay (CSUEB) is fully accredited by the Western Association of Schools and Colleges (WASC) and grants both baccalaureate academic credit and post-baccalaureate academic credit. Attached: WASC Accreditation Letter dated 3/3/08 to previous CSUEB President Mohammad Qayoumi.</td>
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<td>For school districts or county offices of education wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board’s approval of sponsorship of the program.</td>
<td>Not applicable</td>
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<td><strong>(2) Responsibility and Authority.</strong> To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.</td>
<td>The Dean of the College of Education and Allied Studies (CEAS), Dr. Carolyn Nelson, is responsible for ongoing oversight of all credential programs offered by the institution. She works with the Dean of the College of Letters, Arts, and Social</td>
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<tr>
<td>Precondition</td>
<td>How the Institution Meets the Precondition—hyperlink to supporting documentation</td>
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<td>the institution/district (including credential programs offered by the extension division, if any).</td>
<td>Sciences (CLASS), Dr. Kathleen Rountree, for the ongoing oversight of the Speech/Language Pathology Credential Program, which is housed in CLASS.</td>
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<td>(b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.</td>
<td>In regards to the common “academic” functions of any Institution of Higher Education, including curriculum development, allocation of resources, faculty hiring, and student grievances, the Dean of the College of Education and Allied Studies (CEAS), Dr. Carolyn Nelson, has authority over the credential programs housed in the CEAS (all programs except the Speech/Language Pathology Credential Program). For these “academic” functions, Dean Nelson works with CEAS Associate Dean, Dr. Jeanette Bicais, and the Chairs of the three CEAS departments housing CTC Credential Programs. For the Speech/Language Pathology Credential Program, the Dean of the College of Letters, Arts, and Social Sciences, Dr. Kathleen Rountree, has authority over these academic functions. Dean Rountree works with the two CLASS Associate Deans and with the Chair of the department housing the Speech/Language Pathology Credential Program, Communicative Sciences and Disorders (Dr. Nidhi Gupta).</td>
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<td>In regards to “accreditation” functions for all CSUEB CTC Credential Programs, Dean Nelson has delegated authority to the CEAS Associate Dean, Dr. Jeanette Bicais, and the CTC/CAEP Accreditation Coordinator, Dr. Shira Lubliner; both of whom report to Dean Nelson. Dr. Bicais and Dr. Lubliner co-chair the Accreditation CEAS Team (ACT). ACT, which includes representatives from the Speech/Language Pathology Program. ACT addresses all issues related to CTC and CAEP Accreditation. ACT meets 8 times a year. The relevant department chairs, all CTC Program Coordinators, and certain other faculty members constitute ACT. (The Program Coordinators of masters programs accredited by CAEP, but not by CTC, are also members.) Dr. Lubliner, as CTC/CAEP Accreditation Coordinator, is responsible for ensuring that all CTC-approved programs at CSU East Bay, meet all relevant CTC Standards.</td>
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<td>The CTC Program Coordinators are appointed by, and report directly to the Deans</td>
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<td>Precondition</td>
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<td>(3) Personnel Decisions. To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.</td>
<td>(CEAS Dean Nelson for all programs other than Speech/Language Pathology, that program’s coordinator is appointed by Dean Rountree). The Deans only renew the appointments of each program coordinator after consultation with the Associate Deans, the CTC/CAEP Accreditation Coordinator, and the Department Chairs. Attached: CSUEB CTC Accreditation Organization Chart</td>
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<td>(4) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts</td>
<td>Not Applicable – Continuing Accreditation</td>
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<td>Precondition</td>
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<td>will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</td>
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<td><strong>(5) Practitioners’ Participation in Program Design.</strong> To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program’s philosophical orientation, educational goals, and content emphases.</td>
<td>Not Applicable – Continuing Accreditation</td>
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<td><strong>(6) Commission Assurances.</strong> To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.</td>
<td>Not Applicable – Continuing Accreditation</td>
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<td><strong>(7) Requests for Data.</strong> To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and CSUEB responds promptly to all requests from the Commission for data. Working under the direction of the CEAS Associate Dean (Dr. Jeanette Bicais), the Director of the CSUEB Credential Student Service Center is the officer responsible for such reporting.</td>
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<td>Precondition</td>
<td>How the Institution Meets the Precondition—hyperlink to supporting documentation</td>
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<td>respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.</td>
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| (8) Faculty Participation. Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b). | The CEAS Associate Dean, Dr. Jeanette Bicais, is responsible for monitoring faculty participation in the public schools. Faculty completes a “Public School Participation Survey.” The current surveys cover the 2011-2012, 2012-2013, and 2013-2014 academic years. The Administrative Assistant reporting to Dr. Bicais maintains a site on SharePoint housing the surveys. Attached:  
(1) Public School Participation Survey Template  
(2) Completed surveys for faculty |
<p>| (9) Basic Skills Requirement. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252 (f) and 44225 (a)(1). | All applicants for Education Specialist Credentials must pass the CBEST prior to their admission. |
| For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern | All Education Specialist Credential interns must have passing scores on the CBEST prior to the assuming intern teaching responsibilities. |</p>
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<td>teaching responsibilities. Reference: Education Code Section 44252 (b).</td>
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<td>(10) <strong>Certificate of Clearance.</strong> A college or university that operates a</td>
<td>All Education Specialist Credential candidates must obtain a Certificate of</td>
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<td>program of professional preparation shall not allow a candidate to assume</td>
<td>Clearance from the CTC prior to assuming daily student teaching or clinical</td>
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<td>daily student teaching or clinical responsibilities until the candidate</td>
<td>responsibilities.</td>
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<td>obtains a Certificate of Clearance from the Commission that verifies the</td>
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<td>candidate’s personal identification, unless the individual has already</td>
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<td>completed the fingerprint and character identification process and has been</td>
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<td>issued a valid document by the Commission. Reference: Education Code Section</td>
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<td>44320 (d).</td>
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<td><em>For Internship Programs: A Certificate of Clearance must be obtained prior</em></td>
<td>All Education Specialist Credential Interns must obtain a Certificate of Clearance</td>
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<td><em>to assuming intern teaching responsibilities.</em></td>
<td>from the CTC prior to the assuming intern teaching responsibilities.</td>
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Preconditions for Preliminary Education Specialist Teaching Credential Programs, Internship Preconditions, and Autism Authorization Preconditions

In addition to the Commission’s ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

Precondition

(11) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for who English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283

All candidates in the Education Specialist Mild/Moderate or Moderate/Severe Disabilities Credential programs are prepared to demonstrate knowledge of developing English Language skills among all pupils including students for whom English is a second language. Individuals enter the credential programs through one of two pathways: TED/SPED or SPED only. Candidates who enter through the TED/SPED pathway complete the current requirements for both Education Specialist and Multiple Subject Credentials. Candidates who enter through the SPED only pathway hold a valid California Multiple or Single Subject Credential with ELD Authorization.

The TED/SPED course of study includes courses for the embedded English Language Development (ELD) authorization within the Multiple Subject credential. In this pathway candidates complete TED 5355 Equity and Diversity/Teaching English Learners A and TED 5366 Equity and Diversity/Teaching English Learners B. These courses focus on effective instruction for teaching English Learners. Candidates in the TED/SPED program also complete a three quarter series for teaching Reading and Language Arts, TED 5532 Reading and Language Arts A, TED 5356 Reading and Language Arts B and TED 5360 Reading, Language Arts and Social Studies C, that incorporates strategies for teaching reading to students for whom English is a second language.

Preparation of candidates to meet the content of this standard is highlighted in a description of specific assignments and descriptions of the performance of candidate knowledge and skills. In TED 5355 a small group project requires that candidates demonstrate their knowledge and skills for teaching English Language skills for students who speak Spanish, Vietnamese, Filipino, Cantonese, Hmong, Korean, Mandarin, Punjabi, and/or Arabic. Candidates first identify the challenges that PL speakers face in developing English literacy. Based on the knowledge gained from their readings, course lectures and activities, they present instructional interventions explaining the ways that teachers can help PL children acquire English literacy. Candidates identify the
characteristics of Comprehensible Input, and Contextualized Instruction. This is followed by identification of strategies for creating a low anxiety environment and meaningful engagement. As candidates create their language lessons, they articulate strategies for frontloading language and integrating language and content. Each lesson includes the purpose for content and instruction, and strategies for accessing prior knowledge. Other requirements include that the lesson is connected to prior learning, provides models/demonstrations, contextualizes new information, develops content specific vocabulary (brick) and functional vocabulary (mortar), provides opportunities for student-to-student interaction and opportunities for authentic practice, teaches learning including metacognition, uses multiple methods of assessment and provides primary language support for learning as appropriate.

Candidates demonstrate methods for teaching English to the EL population, especially to students who may have varying CELDT levels as they differentiate among the strategies chosen for the lessons based on levels of language skills and literacy and the data gained from multiple forms of assessment of knowledge and skills including oral language. The candidates incorporate strategies for teaching vocabulary, academic language and text, structures and writing for academic purposes.

The TED 5355 embedded signature assignment ESA requires that candidates adapt three lessons for English Learners. Candidate learning is scaffolded as the first lesson is completed as a group; the second and third lessons are completed independently. In order to complete the assignment candidates review the content standard and instructional activities of the lesson plan provided by the instructor and the English language proficiency of the designated EL focus student. They find the appropriate ELD standards for the EL focus student using CDE resources. Then candidates describe the academic language demands of learning tasks and assessments that would be challenging and would need to be adapted for the EL focus student. This prepares candidates to adapt the instructional activities so that the EL focus student is most likely to be successful in meeting the content standards and ELD standards for his/her level. Candidates then explain their rationale for using specific strategies to scaffold learning and to provide access to the core content for the EL focus student.

In TED 5366 candidates consider the broader topic of diversity and implications for the development of effective instruction, positive learning climate and community engagement. Candidates demonstrate their knowledge of effective practices through their presentation of responses to the ‘Written and Oral Responses to End of Chapter Prompts’. A second assignment ‘What You Can Do’ requires candidates to provide appropriate classroom activities, community action and research to teach students for whom English is not their first language as well as students who are considered at risk, have disabilities, struggle or other circumstances that impact their learning.

In addition to Equity and Diversity classes candidates complete an English/Language Arts sequence TED 5352, 5356 and 5360. Embedded in each of these courses are strategies for developing English language and literacy skills including reading. In addition Guided Language and Academic Development (GLAD) strategies are
incorporated into methods classes within the Multiple Subjects Credential Program. Through GLAD instruction candidates learn to 1. Teach to the Highest of the students, 2. Incorporate Brain Research and Metacognition including the use of focusing on prior knowledge, scaffolding, organizing texts using multiple intelligences and direct experiences, 3. Brain Research and Second Language Acquisition incorporating setting a purpose for learning as well as negotiating meaning from language and texts with strategies from cooperative learning and flexible grouping, 4. Reading and Writing To, With and By Students that incorporates the purpose and joy of reading, the writing process and a rich language environment, 5. Active participation in all components of the unit negotiating for meaning, comprehensible output personal interactions, 6. Planning strategies that foster standards-based learning respect, trust, identity, and voice, and 7. Ongoing assessment and evaluation that is ongoing and summative including reflection that is based on strengths and needs.

Throughout the TED 5352, TED 5356 and TED 5360 sequence candidates adjust their reading and language arts instruction to maximize student learning for English Learners. Modeled by course instructors and incorporated in to class activities, candidates: use visuals and manipulatives, preteach vocabulary, teach students about narrative and expository text structure, practice taking notes with students, use graphic organizers and other diagrams to highlight relationships among ideas, organize students to work in small collaborative groups and with partners, include frequent opportunities for students to talk and share ideas and ask questions, provide opportunities for students to use oral language, reading and writing throughout the day, collect text sets, including picture books and online resources, review big ideas and key vocabulary and use the textbook as only one resource (Tompkins, 2010 p. 416)

TED 5352 provides a foundation for reading instruction. Highlighted among the content for the course are methodologically-sound research on how children learn to read, including the full range of learners: Struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners and approaches and methods consistent with the Common Core State Standards English Language Arts including instructional planning/objectives design and instructional delivery. Readings, in class activities and course assignments incorporate strategies to enable candidates to differentiate instruction to meet the needs of the full range of learners, including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners. Candidates complete an embedded signature assignment to demonstrate their knowledge and skills regarding reading instruction. The PACT Rubrics 11 and 12, Understanding Language Demands and Resources and Developing Students Academic Language Repertoire structure the evaluation of the lesson. Candidates follow the PACT Lesson Plan in the development of their instructional lesson for this assignment.

<table>
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<tr>
<th>Learning Segment Central Focus or “Big Idea”:</th>
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<tr>
<td>Grade:</td>
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<tr>
<td>Time Allotted:</td>
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<td>Resources and materials:</td>
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15
Candidates complete a fluency lesson plan for a student identified by the course instructor. This student may be an English Learner.

**TED 5356** is the second course in the Reading/Language Arts Sequence. The focus of the course includes the development of vocabulary and comprehension skills of students including English Learners. Course readings, instructor lectures and class activities provide opportunities for candidates to add to their knowledge base. Candidates demonstrate their knowledge regarding effective instruction for English Learners through
the Teaching Experience 1: Vocabulary Lesson and Teaching Experience 2: Comprehension Lesson Assignments (focus on PACT Rubrics 11 and 12). Within the lesson plan candidates cite the relevant standards from California’s English Language Arts Content Standards (ELA) and the English Language Development (ELD) Standards and modifications and appropriate strategies for English Learners.

TED 5360 is the last course in the Reading/Language Arts sequence. Candidates write and teach a standards-based writing lesson sequence that includes explicit descriptions of teacher strategies and corresponding student activities for each of the following writing stages: prewriting, drafting, revising, editing, and publishing. The lesson plan contains an overview of the candidates’ class (grade level, number of students, prior knowledge and skills in writing, social development of class), grade level content and ELD standards and strategies for building written language skills. Candidates incorporate strategies at the prewriting stage such as pictures, scaffolds and organizers. The lessons encourage all students, especially English learners, to record their thoughts in their learning logs, and journals, draw out their plans and share ideas with peers.

Candidates who enter the program through the SPED only pathway are required to hold a valid California Multiple or Single Subject Credential with CLAD or ELD authorization. Thus, candidates have already demonstrated their knowledge of developing English language skills among students for whom English is a second language. Candidates who hold valid California Multiple or Single Subject teaching credential without CLAD or ELD authorization, must obtain such authorization prior to entry into the program. In such situations candidates are informed of their options to meeting the requirements for ELD authorization including completion of a Commission approved ELD program or obtaining a passing score on the California Teaching of English Language (CTEL) examination. Once successfully completed candidates submit proof of completion to the Credential Student Service Center. The proof of completion is placed in the candidate’s file and accompanies the candidate’s application for the Education Specialist credential.

Candidates must demonstrate effective practices for developing English language skills, including reading during their fieldwork experiences (MM Fieldwork and MS Fieldwork). The Candidate’s competence is determined by the Cooperating/Master Teacher and the University Supervisor.

The Program Coordinator and the Credential Analyst verify candidates’ completion of the ELD requirements prior to recommendation for the credential.

12) Program Admission. The sponsor of an education specialist teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

• The candidate provides evidence of having passed the appropriate subject matter examination(s).
The candidate provides evidence of having attempted the appropriate subject matter examinations(s).

The candidate provides evidence of registration for the next scheduled examination.

The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.

The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

California State University East Bay (CSUEB) determines, prior to admission to the Education Specialist Mild/Moderate and Moderate Severe Disabilities credential program, has met the subject matter preparation requirement, or its equivalent.

The SPED Program Application lists the following requirements:

- University Graduate Application & $55 application fee
  [https://secure.csumentor.edu/](https://secure.csumentor.edu/)
- One set of official transcripts of all colleges/universities attended MUST be sent directly to Graduate Admissions.
- Admissions Checklist
- Submit a Department Application via [http://www.csueastbay.edu/cssc](http://www.csueastbay.edu/cssc)
- Include a copy of your California State University Application Confirmation page
- One set of all official transcripts from all schools; 2 sets of official bachelor’s degree-bearing transcript (one will be sent to Graduate Admissions and one will be retained in department file)
- GPA – Minimum undergraduate cumulative GPA of 2.67 or submit a Petition Waiver (more info at interview)
- Basic Skills Requirement (official CBEST score report or equivalent)
- Subject Matter Competency (indicate area and method of verification)
- U.S. Constitution Requirement
- Statement of Purpose with Coversheet
- Prior Experience Verification Form(s) – 45-hours of field experience working with children.
- Two Letters of Recommendation
- CTC Certificate of Clearance – Please submit copy of document with issuance date & document number.
- Negative TB Test Report

The Program Coordinator and the admission staff review the file of each applicant and verify that the applicant has successfully completed the requirements for demonstration of subject matter competency.

Candidates completing the Education Specialist Mild/Moderate or Moderate Severe Disabilities Credential Programs through the TED/SPED pathway must submit proof of
completion the subject matter competency requirement prior to admission (without conditions) to the program.

Candidates who have not met the subject matter competency requirement may be conditionally admitted to the program pending successful completion of the subject matter requirement prior to the beginning of student teaching in the Fall quarter. These candidates may attend the courses in the first quarter of the program, summer, as there is no supervised fieldwork experience this quarter. However, TED/SPED candidates begin general education student teaching in the fall quarter. Thus, in order to continue to the Fall quarter, candidates must submit proof of the completion of the subject matter requirement to the CSSC by August 15 of their first summer. Only candidates with admission (without condition) to the program may continue after the Summer quarter.

Candidates completing the Education Specialist Mild/Moderate or Moderate/Severe Disabilities Credential Programs through the SPED-only pathway must submit proof of completion the subject matter competency requirement prior admission to the program. This typically occurs through their CA Multiple or Single Subjects credential required for admission.

In addition to the Commission’s ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

(13) Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall
1. Pass the Commission-approved Multiple Subject subject matter examination; or
2. Pass a Commission-approved subject matter examination in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.

All candidate applications are reviewed by the Program Coordinator and program faculty. (see Application and Candidate Checklist) During the review process, the candidate application is reviewed for evidence of the completion of subject matter competency. Since candidates in the TED/SPED dual Multiple Subject Education Specialist credential
program begin student teaching at the beginning of the public school year, they must provide evidence of completion of subject matter proficiency prior to the end of the first summer session of the program. Ideally, the candidate has provided such evidence at the time of the submission of the application to the program. Nonetheless, candidates may not continue in the program after the summer quarter if they have not completed the subject matter competency requirement. (see Candidate’s Page)

The program recognizes that in order to holders of a valid California Multiple or Single Subject teaching credential one must have previously demonstrated subject matter competency as they are permitted to be teachers of record as identified by the authorizations the credential. Thus candidates entering through the SPED only pathway have met the requirements for subject matter verification. Candidates in the SPED only pathway must submit the original score report from an approved examination or evidence of completion of a subject approved program prior to recommendation for the credential. (see Candidate’s Page)

Candidates who enter the SPED only pathway with a valid California Multiple or Single Subject credential with subject matter competency renewal requirements must meet the renewal requirements prior to recommendation for the Education Specialist credential. (see Candidate’s Page)

The intern option for completion of fieldwork and student teaching is NOT available to TED/SPED candidates until the second year of the program. At this point in the program, all TED/SPED candidate have met the subject matter proficiency requirement.

SPED only candidates may complete fieldwork and student teaching requirements during the first and second years of the program. As interns, they are responsible for all aspects of the program that they are teaching in. SPED only candidates must apply to be interns. Specifics regarding internships are addressed in the appropriate precondition standard.

(14) Completion of Requirements. A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227,) and 44283.2(a).

• Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
• Satisfaction of the Basic Skills Requirement
• Completion of an accredited professional preparation program
• Completion of the subject matter requirement
• Demonstration of knowledge of the principles and provisions of the Constitution of the United States
• Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential
Candidate’s progress through the program is monitored by the Program Coordinator. Completion of coursework and other requirements are signed off by the Program Coordinator on the Program Completion Form (Mild/Moderate Form or Moderate/Severe Form). A complete evaluation of the candidate’s file by the Program Coordinator and a credential analyst is conducted prior to the candidate’s application for recommendation for the Education Specialist Credential.

California State University East Bay (CSUEB) determines, prior to admission to the Education Specialist Mild/Moderate and Moderate Severe Disabilities credential program, the candidate has many of the legal requirements for the credential. These requirements are presented in bold type below.

The Program Application lists the following requirements:

- University Graduate Application & $55 application fee
- One set of official transcripts of all colleges/universities attended MUST be sent directly to Graduate Admissions.
- Admissions Checklist
- Submit a Department Application via http://www.csueastbay.edu/cssc
- Include a copy of your California State University Application Confirmation page
- **One set of all official transcripts from all schools; 2 sets of official bachelor’s degree-bearing transcript**
- GPA – Minimum undergraduate cumulative GPA of 2.67 or submit a Petition Waiver (more info at interview)
- **Basic Skills Requirement** (official CBEST score report or equivalent)
- **Subject Matter Competency** (indicate area and method of verification)
- **U.S. Constitution Requirement** (Demonstration of knowledge of the principles and provisions of the Constitution of the United States)
- Statement of Purpose with Coversheet
- Prior Experience Verification Form(s) – 45-hours of field experience working with children.
- Two Letters of Recommendation
- CTC Certificate of Clearance – Please submit copy of document with issuance date & document number.
- Negative TB Test Report

In addition to the material above, the Program Coordinator must sign off on a Program Completion form (Mild/Moderate Form or Moderate/Severe Form) that is forwarded to the Credential Analyst prior to the processing of the candidate’s application for recommendation for the credential.

Candidates completing the Education Specialist Mild/Moderate or Moderate/Severe credential program through the TED/SPED pathway must successfully pass the Passage of the Reading Instruction Competence Assessment (RICA) prior to recommendation for
the Education Specialist or Multiple Subject Credential. The Program Coordinator and the Credential Analyst verify completion of the completion of the RICA. (see Candidate’s Page).

Internship Preconditions

(15) Bachelor's Degree Requirement. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

All applications are initially screened and processed through the CSUEB Credential Student Services center, and the Credential applications contain the Application Checklist online, which lists each requirement including the Bachelor’s Degree. The PowerPoint presentation linked below information on each of the requirements is utilized in the regularly scheduled Information Sessions conducted by CSSC with Special Education Faculty participation, and each prerequisite, including the Bachelor’s Degree, is reviewed with all prospective applicants. There is a final document deadline prior to program start that must be met by every applicant. All Education Specialist candidates considered for an Internship position must be current CSUEB candidates in good standing in the Education Specialist program, either as 2nd year dual credential candidates, or as Education Specialist candidates who possess a valid California Single or Multiple Subjects credential when they apply. All such Intern candidates possess a Bachelor’s degree. Please also see Preconditions 12 and 13 above, since candidates will have met all admission standards for acceptance into the program in which they are now a candidate.

http://www20.csueastbay.edu/ceas/cssc/new-student/apply.html

(16) Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach. Each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).

See Precondition 13 above, as it is the same process for all Education Specialist candidates and prospective Interns, the latter of whom must be admitted to the Education Specialist program and be students in good standing.

(17) Pre-Service Requirement.
(a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.
(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.

Candidates may be eligible for the Education Specialist Internship at CSUEB by demonstrating their 120 clock hours of pre-service in one of two ways: 1-They hold a general education Multiple or Single Subject CA credential including classroom management, Reading/ELA, human development, English Learners instruction and the introductory special education /inclusive education coursework, or 2) they are candidates in good standing in the “TED-SPED” dual credential program of general and special education (Multiple Subjects + either ES Mild-Moderate Disabilities or ES Moderate-Severe Disabilities) and have completed the first full year (4 quarters) of that program including all Multiple Subjects coursework with two quarters of general education student teaching, and the first year of Ed Specialist work with one university supervised fieldwork with a CSUEB Master Teacher, as well. See the program information and brochures at the Special Education website and the frequently revised Special Education Intern Handbook.

(18) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

(a) Provisions for an annual evaluation of the district intern.

(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.

(d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities. (OR moderate-severe disabilities, added here by CSUEB)

(e) Instruction, during the first year of service, for interns teaching in bilingual classes in the culture and methods of teaching bilingual children with mild and moderate disabilities (or moderate –severe disabilities, added here by CSUEB)

All program requirements are the same for Education Specialist Interns as they are for Education Specialist student teachers at CSUEB, with the addition of enhanced supervision visit requirements that precede the enhanced CTC 2013 and 2014 Internship requirements, and are further enhanced by the CSUEB response to PS-. Through this coursework and supervision, specific goals are set and monitored with the Intern, and the LEA District Support Provider and University Supervisor and an Individual Intern Plan (IIP) is developed by the team who team is works together with the candidate on these goals. Please see SPED Intern Handbook and Specialist IIPs (see page 29) for each of the respective credential areas.
(19) Supervision of Interns.

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

Please see the revised Internship MOU for CSUEB based on PS 13-06 and 14-04 updated requirements for supervision and support.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

CSU East Bay’s revised Memorandum of Understanding that aligns with CTC PS-13-06, June 2003, and PS 14-04 from March 2014, notes within it that partner school districts will contribute to the Intern’s increased support from the University Supervisor with a contribution of $2000.00 per Intern but requires no reduction of Intern salaries by school districts to fund that support (see Intern MOU).

(20) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns’ services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

CSUEB prospective Education Specialist Interns proceed through a rigorous review to apply for their Internship positions, which begins with the formal approval to seek an internship, that must be provided by the respective Special Education Program Coordinator, at which point these Coordinators, (their Special Education faculty advisers) will review with the candidate the employment assignment and Intern requirements that are also outlined in the revised Special Education Intern Handbook (see pages 7-9). Following that approval, Candidates may seek employment in an approved school district with an active MOU that cites LEA support of the CTC revised requirements. (No districts are designated as approved as of this writing on 6/30/14 since, 1- meetings with Districts to review the proposed MOU were held in the past month and the MOU was revised following these meetings ad district input and 2- the MOU has been in University legal review since its latest revision and is now being sent to LEAs for their consideration). Multiple LEAs have indicated their intent to approve; the Ed Specialist Programs had prior Specialist Intern agreements with 28 LEAs in 6 counties over the past 12 years since it was developed. Interns will then proceed through the approved CEAS Internship process, and their offer of employment will be verifies by the Credential Student Services Center to assure that it is in the credential area (Mild-Moderate or Moderate-Severe Disabilities) that the candidate is obtaining.
(21) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452. (This may include charter schools and officially designated non-public schools as well).

As noted under 20 above, no districts are designated as approved as of this writing on 6/30/14 since, 1- meetings with Districts to review the proposed MOU were held in the past month and the MOU was revised following these meetings ad district input and 2- the MOU has been in University legal review since its latest revision and is now being sent to LEAs for their consideration). Multiple LEAs have indicated their intent to approve; the Ed Specialist Programs had prior Specialist Intern agreements with 28 LEAs in 6 counties over the past 12 years since it was developed (see University Approved MOU).

(22) Early Completion Option: Not applicable to Ed Specialist Programs

(23) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).

The CSUEB CSSC monitors the candidates with Intern credentials as well as the faculty of the Ed Specialist programs. The CSSC database contains all coursework and requirements completed. Interns complete their credentials within 2 years. All are expected to make regular progress in the program; meet with their advisor quarterly, take all coursework as scheduled in sequence and complete all additional fieldwork requirements and courses within the same time frame as student teachers. (see Internship Handbook pages 7-9)

(24) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

SEE UNIVERSITY MOU

(25) Justification for Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated
persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

As detailed in the original 2003 CSUEB Internship Program application and annual reports through 2011, as well as in CTC annual Reports to the Legislature and as referenced above, there is a significant need for highly qualified Education Specialists throughout CA.

(26) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Cross cultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

**Not Applicable.**

**Added Autism Authorization Preconditions**

(11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.

Candidates accepted into the CSUEB Autism Added Authorization program have either completed a Level 1 or Preliminary Education Specialist credential or be in the process of doing so. The Autism Authorization program coordinator meets with the candidate to review the Authorization Evaluation form after completion of their preliminary credential program. The candidate then takes the evaluation form to the CSSC (Credential Student Services Center) where credential analysts review the application to apply for a credential with the added authorization or to add the autism authorization to an existing credential. CSSC staff will not process the authorization application without documentation of credential completion and the signed authorization evaluation form.

(12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

CSUEB does not offer the full Clear Education Specialist Program. However, the autism authorization courses may be used as an area of emphasis for the Clear Education Specialist in which the student is enrolled. The emphasis will be noted on the Bridging document (MM Bridging Document or MS Bridging Document) and the program coordinator will write to the district (or other) Clear program documenting that the candidate is completing or has completed the CSUEB Autism Authorization program.
Program Standards
Preliminary Education Specialists:
Mild/Moderate and Moderate/Severe Disabilities

Program Standard 1: Program Design, Rationale, and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and fieldwork, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

INTRODUCTION AND RATIONALE

The foundation of the Special Education programs at CSU East Bay (CSUEB) is the assumption that all individuals in our society have the right to effective inclusive schooling that meets their individualized needs and leads to successful participation in the least restrictive environment (i.e., local neighborhood and school), and that the purpose of education is to facilitate effective student participation and academic achievement, as well as increases in student competence across related domains of social, communicative and adaptive skills, and self-determination. The provision of educational services within general education settings is supported by IDEA and its most recent authorization in 2004, PL 108-446; by ESEA and state law, and in state and national educational reform activities (See 2013-14 Statewide Special Education Task Force http://www.smcoe.org/about-smcoe/statewide-special-education-task-force/) and current research (e.g. Cosier, Causton-Theoharis & Theoharris, 2013; Dessemont, Bless & Morin, 2012; Parrish, 2012).

The conceptual framework has evolved over the past 25 years to reflect innovations in service delivery and a dramatic expansion of the expectations for and life options available to individuals with disabilities, along with research that validates the effectiveness of these reforms. Special Education has moved from segregated delivery models through segregated classrooms on regular school campuses to inclusive service delivery, in conjunction with collaborative models for providing intervention and specialized supports. Our field-based Specialist programs have engaged in an annual process of analyzing input from graduates, our community, and the literature, with resulting annual revisions to coursework, field experiences and assessments, along with program revisions to meet revised CTC standards in 2010. A sample of the current evidence base for the program appears at the end of this standard’s narrative.

Our commitment to evidence-based, differentiated, inclusive education is paired with the commitment to preparing educators who will be highly effective across settings, and in providing leadership in local schools’ and /or districts’ efforts developing effective multi-tiered systems of support for all students, and instruction within inclusive contexts. This
focus is backward-mapped to the College of Education and Allied Studies (CEAS) themes and mission of social justice and democracy. Program outcomes include candidate competence in areas of: teamwork and collaboration, systematic and differentiated instruction for all diverse learners, ecological, curriculum-referenced and standards-based assessment, universal design for learning and its relationship to Common Core State Standards (CCSS) as well as across domains; specialized instruction, assistive technology and curricular adaptation, positive behavioral support and interventions, multi-tiered systems of support and data-based intervention, and strong collaborative partnerships with families, school colleagues and communities. Effective preparation in the knowledge base results in graduates who understand and demonstrate performance of the standards in their instructional design and delivery; who demonstrate clear knowledge of and disposition toward quality inclusive lives for individuals with disabilities with a presumption of competence: the belief that all students can learn. Candidates are expected to demonstrate the potential for leadership at a school/district and/or community level and for contributions to the school and larger community. The Special Education credential programs at CSUEB were recently ranked in the top 10% of all 350 academic programs reviewed on the campus through multiple criteria Planning for Distinction process conducted in 2013-14.

PROGRAM DESIGN

The Conceptual Framework led us to the development of the joint, collaborative Preliminary Education Specialist Programs (in Mild/Moderate and Moderate/Severe Disabilities) with the Department of Teacher Education, i.e. TED-SPED. TED-SPED was initiated in 1998 and continues with the new Preliminary credential programs in 2011. Our candidates may either enter with a valid CA general education credential or obtain both the Education Specialist and Multiple Subjects Credentials through the dual credential program, so that they are prepared to work collaboratively to meet the learning needs of highly diverse populations in inclusive environments. This dual program enables candidates to acquire all competencies necessary for provision of high quality educational services for K-6th grade general education students as well as for individuals from kindergarten to adulthood who are eligible for special education services within categories addressed by the respective Education Specialist in Mild-Moderate and Moderate-Severe Disabilities credentials. The current requirements for TED-SPED are listed on the SPED website:
http://www20.csueastbay.edu/ceas/departments/epsy/SPED%20Degrees.html
and at the Credential Student Services Center:

CSUEB’s Special Education teacher preparation is a performance-based, field-oriented approach tightly organized around the conceptual framework and service delivery model congruent with current, established evidence-based practices. Curriculum delivery includes concurrent course and field work organized in a sequential order designed for each quarter of study to build upon prior work, allowing candidates to participate in increasingly complex activities and build their skills as educators. (http://www20.csueastbay.edu/ceas/departments/epsy/files/docs/TEDSPED1.pdf)
Here are the course syllabi showing the relationship of courses to standards.

- The common thread across the preparation is the philosophy that the education of all youth is the shared responsibility of general education teachers, special educators, parents, administrators, and related personnel. Therefore, through coursework and practical experience, the program prepares personnel to work in schools and emphasize the skills necessary while engaging in successful adult collaboration efforts to serve diverse student needs through a delivery system that includes:

  - A common ‘trunk’ of seven initial and advanced Specialist courses for both credential candidates in mild-moderate and moderate-severe disabilities in areas including: instructional strategies and evidence based practices in universally designed standards-based instruction; multi-tiered systems of support and intervention; collaborative skills and processes from IEP work to co-teaching and transitions; special education law and program design; positive behavioral support; communication and social networks, augmentative communication and assistive technology and professional learning design. This common trunk of preparation includes the Autism Authorization discussed below.

  - Four quarters of coursework that include both Multiple Subjects and Special Education areas for all candidates in the TED SPED program;

  - Three quarters with advanced coursework in common and specialized areas of mild-moderate and moderate-severe disabilities;

  - Two quarters of Teacher Education Department Student Teaching – University supervised student teaching in general education primary and upper elementary grades paired with all Multiple Subjects required coursework and TPEs, as well as successful PACT completion, or, program entry with Multiple or Single Subjects credential;

  - Four quarters of Special Education Fieldwork/Student Teaching – University supervised fieldwork with Master Teachers and one quarter full-time supervised student teaching with a Master Teacher or

  - Employment as an Education Specialist Intern (40-80% time in Moderate-Severe Disabilities with additional fieldwork requirements, or up to 100% time in Mild-Moderate Disabilities) while completing the Education Specialist credential, or starting in Year 2 if completing the TED SPED program;

**Additional Elements**

- Coursework emphasizes universally designed and differentiated instruction and curriculum across Common Core State Standards (CCSS) and all academic and functional domains and specialized evidence-based instructional strategies addressing acquisition and generalization of skills across domains, positive behavioral support, classroom/case management and collaboration;

- Field experiences provide the opportunity for University Supervisors and Master Teachers to facilitate candidates’ application of skills, knowledge, and
dispositions in diverse school settings across ages and ranges of disability and needs represented by the credential;

- **Formative and summative assessments** provide candidates the platform to demonstrate required outcomes/competence at each stage of preparation through course-associated and Signature Assignments including Fieldwork Evaluation (Mild/Moderate example and Moderate/Severe example) as well as through the Multiple Subjects PACT TPA assessment in Year 1 for TED SPED candidates, prior to moving forward. Candidates demonstrate competence in all areas of the standards prior to being recommended for the preliminary credentials. *Assessment* of candidates each quarter includes: written supervisor observations and evaluation, performance assessments submitted through Blackboard (Student Teaching Evaluations and Fieldwork Evaluations) and Taskstream (PACT) assessment. Data are collected within each class through assignments and formative assessment (Mild/Moderate Assessment and Moderate/Severe Assessment) documentation, and the culminating preliminary credential review (Mild/Moderate and Moderate/Severe)

Multiple Subjects-Only Candidates in TED-SPED Program

The concurrent program is also an option for candidates within Teacher Education who are pursuing only the Multiple Subjects credential but who desire increased knowledge and skills in the instruction of diverse learners. As the Program Brochure indicates, these candidates are eligible for the Multiple Subjects credential at the end of the first year, the same duration of study as the traditional Multiple Subjects program. Candidates who choose in this option will graduate with a clear understanding of special education law; enhanced instructional differentiation skills for addressing the unique learning and behavior support needs of a diverse student body, including Multi-tiered systems of support (MTSS), positive behavioral intervention, and hands-on experience teaching students with disabilities. Candidates who become interested in special education during the Multiple Subjects year can choose to complete the Education Specialist credential (M/M or M/S disabilities) with the second year of study. Education Specialist candidates are eligible for both the Education Specialist and Multiple Subjects preliminary credentials at the end of the 7 quarters of study. The special education student teaching will be substituted for one of the 3 quarters of student teaching required for the multiple subjects credential. Candidates who enter with a valid California general education credential (Multiple or Single Subjects) complete the Education Specialist course and fieldwork with the TED-SPED cohort. See Education Specialist Program Requirements brochure: Program Brochure

Education Specialist Intern Program Delivery Model

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a pre-service component (providing skills and knowledge required prior to entering the
classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

**Interns in the CSUEB Education Specialist programs** are candidates who have completed either a Single or Multiple Subjects credential that includes the areas designated by the program's approved mechanisms to meet the 120 hours current pre-service requirements or, may be TED-SPED candidates in their second year, at which time they will have exceeded the 120 hours pre-service-Intern requirements in the designated areas of Standards 9-11, 13 and 15. Interns must apply, be accepted into and candidates in good standing within the Special Education programs first, and upon verification of the preservice requirements, and approval of their Intern application by the Program Coordinator, they may apply for the Internship credential through submission of employment offer verification with an approved district and approval of same by the Coordinator and Credential Service Center (CSSC). Interns complete the same program requirements as student teachers with added supervision and support in the Internship assignment and in additional fieldwork assignments as listed below.

**Multiple Entry Points for Internships**

As noted above, CSUEB Education Specialist Interns are first of all, candidates in good standing in one of the two Education Specialist credential programs (Mild-Moderate or Moderate-Severe Disabilities). They may be: A) at the start of their second year (the final three of seven quarters) of the TED-SPED dual credential program or B) are a Multiple/Single Subjects credentialed teacher in their first or second year of the Ed Specialist credential program. Thus, three major entry points to the Internship exist, depending on which program the candidate is completing and their stage in that program. These candidates may potentially enter during any of the three quarters of Year 1 if they are a credentialed Multiple/Single Subjects teacher, or in the Fall of Year 2. TED-SPED candidates will enter for Fall or Winter of Year 2. This flexibility in entrance allows for candidates to remain as student teachers until an appropriate position with a partner district is offered; and therefore addresses districts’ hard-to-staff school needs when new positions are unfilled.

**Intern Support and Supervision**

CSU East Bay ES Interns receive multiple supports from their District and the university across their internship, as designated in the 2014 revised CTC requirements in PS 13-06 and 14-04, which address the CTC 2014 changes including expansion of Intern supervision and support. Requirements include an assigned university supervisor for EPSY 6770, the quarterly University Intern Supervision; as well as the corresponding Fieldwork supervision for each respective quarter of the sequence (EPSY 6860, 6862, 6880 1 and 2), depending on their entry quarter. Resources are provided through the MOU/agreements for Interns to observe and complete assigned work, observe and
complete requirements of additional fieldwork with CSUEB Master Teachers; attend professional development and required weekend seminars, and engage in regular communication both face to face and by email and other electronic means such as Skype/Facetime, email, with their District-provided Mentor and the University Supervisor, as laid out in their Individual Internship Plan for Mild/Moderate and Individual Internship Plan for Moderate/Severe.

Internship Sequence and Requirements

Year 1 - Summer
EPSY 5021 Intro to Educating All Students
In Diverse Classrooms 4

Year 1 – Fall
EPSY 5126 SPED Law & Prgrm Design 4
EPSY 5125/5136 Ed Practices MM/MS 4
EPSY 6770 Internship 2
EPSY 6999 Contemp Issues 2
New Intern Support Seminar TBA

Year 1 - Winter
EPSY 6120 Comm: Collab. Team/Mgmt 4
EPSY 6770 Internship 2
EPSY 6999 Contemp Issues 2
New Intern Support Seminar TBA

Year 1 - Spring
EPSY 6131 Assessment (MM) 4
EPSY 6137: Instruc./Behav. Suppt (MS) 4
EPSY 6860 MM/MS Fieldwork 4
EPSY 6143 Positive Behavior Support 4
EPSY 6860 Fieldwork: M/M or M/S 4
EPSY 6770 Internship 2
EPSY 6999 Contemp Issues MM/MS 2
New Intern Support Seminar TBA

Year 2 – Fall
EPSY 6124 Aug Comm & Assist Tech 4
EPSY 6127 Instr and Behavior MM 4
EPSY 6142: Assessment: MS  4
EPSY 6133/6140/: Curric MM/ MS  4
EPSY 6862 Fieldwork Exp MM/MS  4
EPSY 6770 Internship  4
EPSY 6999 Contemp Issues  2
New Intern Support Seminar TBA

Year 2 – Winter
EPSY 6134  Adv Instruct Practices MM  4
EPSY 6141 Social Ntwks & Commun.*  4
EPSY 6129  Collab. Serv Del & Trans.  4
EPSY 6880 Internship  4
EPSY 6999 Contemp. Issues  2
New Intern Support Seminar TBA

Year 2 – Spring-Final Quarter
EPSY 6206/6207 MM/MS Prof Practices  4
EPSY 6670/6671: Grad. Seminar MM/MS  3
EPSY 6880 Advanced Internship  8
EPSY 6999 Contemp Issues  2
New Intern Support Seminar TBA

Undergraduate Minor in Special Education
Candidates may also begin work toward the Education Specialist credentials as undergraduates by pursuing a Liberal Studies Special Education Option (see page 5) within their Liberal Studies major. Four of the courses required for the Education Specialist credentials are required for completion of the Liberal Studies Special Education Minor.

EPSY 5021 Introduction to Education of All Students in Diverse Classrooms
EPSY 5126 Special Education Law & Program Design
EPSY 5125 Educational Practices: Mild/Moderate Disabilities
EPSY 5136 Educational Practices: Moderate/Severe Disabilities

Liberal Studies Special Education Minor (See Special Education Option under Major Requirements) undergraduate students take these courses along with graduate credential students and meet the graduate level requirements so these units can be automatically transferred into the credential program upon admission. Students in this program are also encouraged to take classes in multicultural and English Language development as electives.
Courses are taught utilizing multiple evidence-based strategies effective for adult learners. Candidates have the opportunity to reflect upon and apply course content through a variety of class and fieldwork experiences in schools and community settings. Collaborative practices are demonstrated through invited parent and teacher guest lecturers from the field and contracts with part time lecturers who are current Master Teachers for the programs, or are experts in specific areas (e.g. Deaf-blindness, Augmentative/assistive communication, emotional disturbance, transition).

**Program Review Processes**

Design and adjustment of the teacher/specialist preparation curriculum are ongoing; coursework is continually evaluated and updated. The Special Education faculty meets as a group twice monthly and with TED faculty/Team Leader at minimum monthly, to address the design and delivery of program/curriculum as well as any individual student issues or needs. Input is sought from the Advisory Committee annually and from individual members on an on-going basis. The Committee is composed of special and general education faculty, district administrators, teachers and related service personnel, CSUEB students and graduates, parents, and professors from other local universities. The [SPED Advisory Council](#) also includes the representatives of LEAS with collaborative Internship agreements meets annually for ongoing feedback and review. Model field sites and master teachers are evaluated each quarter by university supervisors and candidates to determine the quality of the following: providing a model of evidence-based best practices consistent with the inclusive and positive orientation of the program; availability of master teacher to guide progress of candidates, and the ability of master teacher to provide constructive feedback in a manner that is supportive of the candidate. When a site/master teacher fails to meet program requirements, technical assistance is offered via faculty and supervisors prior to future use of that site for training.

**Students formally evaluate** courses and fieldwork experiences each quarter and are encouraged to provide additional feedback as they progress through the programs. A follow-up questionnaire is provided to each graduate, requesting their input, both specific to competencies and general evaluation of the program ([General, Mild/Moderate, and Moderate/Severe](#)). Interns participate in program evaluation annually, as do their District Support Providers and employers, through the CTC on line surveys. Additionally, employers are sent a questionnaire requesting input on the CSUEB graduate’s effectiveness two years post-graduation, and asking the employer’s impressions of the CSUEB program and its effectiveness in preparing candidates; areas in need of expansion or change. The [Employer Survey](#) for the [Mild/Moderate](#) and [Moderate/Severe](#) Programs was disseminated in Spring 2014 through the Special Ed Advisory Committee meeting and by email.

**PROGRAM COORDINATION**

The Special Education faculty is housed within the Department of Educational Psychology (EPSY) and general education faculty within the department of Teacher Education (TED). Special education coordinators, Dr. Jacki Anderson/Dr. Ann Halvorsen
(moderate/severe disabilities) and Dr. Linda Smetana (mild/moderate disabilities) have primary responsibility for coordinating the concurrent Education Specialist preliminary credentials along with the Internship and Master’s degree programs. From 2008 through 2013 Dr. Ann Halvorsen coordinated the Internship Program for the two specialist credential areas; a College level coordinator, Ms. Dania Massey, is in place as of 2014 across departments and programs, to manage and ensure the oversight of all new CTC Internship requirements.

Two units per quarter are provided for Coordinators’ responsibilities in arranging, supporting, reviewing and assigning, for example: Master Teachers, candidate field placements, university supervision of student teachers and Interns, training and coordination of lecturers and supervisors, ongoing and specialized advising. Cohorts of 35-40 students pursuing Education Specialist and/or Multiple Subject credentials are jointly coordinated by SPED and Teacher Education (TED) faculty with units per year allocated to TED Team Leader and Department Chair Dr. Eric Engdahl, for TED-SPED Coordination through TED. SPED and TED faculty meet together monthly at minimum to address cross-departmental program coordination, review student progress, and any program and/or candidate issues; and communicate by electronic means between meetings as needed. Supervisors and other part time faculty for TED-SPED are hired by the respective departments of Educational Psychology or Teacher Education, and the performance of those participating in the concurrent program is reviewed jointly by faculties.

EVIDENCE-BASED CURRICULA AND PEDAGOGY:
EDUCATION SPECIALIST: MILD-MODERATE AND MODERATE-SEVERE DISABILITIES

The Mild/Moderate and Moderate/Severe reflect the presentation of research and best practices.


Curriculum and Instruction
Inclusive educational practices for students with moderate-severe disabilities; The
design and implementation of standards-based curriculum and instruction

Critical features of effective inclusive schooling (Downing, 2008; Giangreco, Carter,
McCleskey, Waldron, & Redd, 2012; Ryndak et al, 2008/09; Ryndak, Alper et al, 2012;
Sailor, 2009; Snell & Brown 2012; Villa & Thousand, 2009)

Curricular design and instruction of functional skills across domains developed
through team-based ecological assessment processes in inclusive school contexts and
natural settings (Downing, 2008; Downing & Eichinger, 2011; Fisher & Frey, 2012;
Marshak, Mastropieri & Scruggs, 2011; Ryndak et al, 2008/09; Sailor, 2008/09; Snell &
Brown, 2011; Wu, 2010).

Educational practices for students with mild-moderate disabilities:
(Boudah, Lenz, Bulgren, Schumaker & Deshler,2000; Boudah, Lenz, Schumaker &
Deshler 2008; Boudah, Schumaker & Deshler,1997; Brasseur, Gildroy, Schumaker,
Deshler, Begun & Passman, 2004; Hoover, et al 2008; Johnson & Reid, 2011; Klinger,
Hoover, & Baca, 2008; Lineman & Reid, 2008; Santamaria, Fletcher & Bos 2002;
Scruggs, Berkeley & Graetz, 2010; Shaywitz, 2003; Torgensen, 2012).

Universal design for Learning, Curricular differentiation, adaptation, student
support strategies, friendship development (Carter, Cushing & Kennedy, 2008; Carter
et al, 2011; CAST,2013; Downing & Eichinger,2011;Fisher & Frey, 2012; Hall, Meyer &
Lee,Wehmeyer & Soukup, 2010; Messinger-William et al,2010;Roach et al,2009;
Ryndak et al,2012; Tomlinson, 2012; Wu, 2010) General curriculum access and
literacy instruction (Bender, 2002; Biancarosa, Palincsar, Deshler & Nair, 2007; Block,
Morrow & Paris 2008; Browder, Ahlgrim-Delzell, Courtade, Gibbs, & Flowers, 2008,
2009; Browder et al, 2012; Brownell et al, 2012; Coyne, Kame’enui & Carnine, 2007;
Fisher & Frey, 2012; Downing, 2008; Halle & Dymond, 2008/09; Graves, Juel & Graves,
2007, Harris, Santangelo & Graham, 2010; Kurth et al,2012; Palinscar & Brown, 1984;
Ruppar, Dymond & Gaffney, 2011; Snell & Brown, 2012), Vaughn & Bos, 2012;
Williams, 2005). Transition: Cobb & Alwell,2009; CA Department of Education (CDE),
2008; Gomez-Vela et al, 2012; Greene, 2011; Kearns, Kleinert et al, 2011; Palmer,
Special Education Law and Program Design


Relationship of laws to instructional program design, accountability, family involvement, due process and the overall IEP process (Disability Rights CA, 2011; Halvorsen & Neary, 2009; Snell & Brown, 2011; Yell, 2012)


Communication: Collaborative Teaming and Management


Systematic Instructional and Behavioral Support

Research-based techniques for developing and implementing effective systematic instruction anchored in applied behavioral analysis techniques (Alberto, & Troutman, 2009; Faul, Stepensky & Simonsen, 2012; Snell & Brown, 2011; Stormont, Reinke, & Herman, 2011; Sugai, 09; Faul, Stepensky & Simonsen, 2012; Todd et al. 2008) Assessment, management and behavior support strategies that provide the basis for
**Advanced Fieldwork I for Moderate Severe Disabilities:**

University supervised fieldwork implementing strategies learned in 6137 with selected Master Teacher in inclusive elementary or middle/high school: (Brownell, Sindelar, Kiely & Danielson, 2010; Darling-Hammond, 2010; Florian & Linklater; Gerber, 2012; Gutierrez & Sobel, 2011; Oyler, 2011; Pugach et al, 2011; Sleeter & Owuor, 2011)

**Advanced Curriculum: Students with Moderate-Severe Disabilities**

Curriculum and instructional focus on basic skill development across motor, communication, social behavior, and academic areas & infusion of skills within functional core curriculum activities

Communication assessment for verbal and nonverbal students of diverse cultural and linguistic backgrounds; augmentative & alternative communication systems, (Calculator, 2009; Calculator & Black, 2009; Downing, 2008; Ganz et al, 2012; Kemper, 2012; Soto, 2012) **Assistive technology:** (Palmer et al, 2012; Wehmeyer, Tasse et al, 2012; Wehmeyer, Palmer et al, 2013; Communication instruction within naturally occurring situations (Downing & Eichinger, 2011; Henneberry & Soto, 2012;)


**Assessment: Students with Moderate-Severe Disabilities**

Issues, purposes, and methods for assessment of students with moderate to severe disabilities, including appropriate selection and interpretation of a variety of approaches: Culturally responsive, student & family centered assessment (Artiles, Kozleski & Waitoller, 2011; Greene, 2011; Soto, 2012; Standards-based local and statewide assessments; performance based alternate assessment (Kearns, Kleinert et
Functional assessment of challenging behaviors; components of positive behavioral support plans (Beadle-Brown & Hutchinson, 2012; Horner et al, 2011; Preciado, & Horner, & Baker, 2009; Watson, Gable & Greenwood, 2010)

Advanced Fieldwork I for Mild-Moderate Disabilities
First quarter of University supervised fieldwork implementing assessment strategies learned in 6131 and instructional strategies from 5125 with selected Master Teacher in one of many models of service delivery at elementary, middle or high school levels (Brownell, Sindelar, Kiely & Danielson, 2010; Darling-Hammond, 2010; Florian & Linklater; Gerber, 2012; Gutierrez & Sobel, 2011; Oyler, 2011; Pugach et al, 2011; Sleeter & Owuor, 2011). Over the course of the program, candidates have experiences across the models of service delivery including resource and learning center models, inclusive classrooms and co-teaching, self-contained and content based classes.

Advanced Curriculum: Students with Mild-Moderate Disabilities

Attention Deficit/Hyperactivity Disorder (Anastopoulos & Shelton, 2001; Barkley, 1997, 2006; Barkley & Edwards, 2006; Strauss, Thompson, Adams, Redline & Burant, 2000; Kofler et. al., 2009; Harris, Reid & Gtaham, 2004; Lienmann & reid, 2008; Sawyer, Taylor & Chadwick, 2001; Wilens et al., 2002; Shaw et al., 2007; Corbetta & Schulman, 2002).


Strategic Instruction (Clark, Deshler, Schumaker, Alley & Warner, 1984; Deshler, Ellis & Lenz, 1996; Gaskins & Pressley, 2007; Graham & Harris, 2003; Gray, Meltzer & Upton, 2008; Kalyani, Feller, Orkin, 2010; Montague, Warger, Morgan, 2000; Palinscar, Winn, Snyder, Stevens (1993); Reid & Lienemann, 2006;Swanson, 1999; Shaywitz, 2003; Meltzer, et al. 2006; Scanlon, 2002; Brown & Deavers, 1999; Goswami, Ziegler, Dalton & Schneider, 2001, 2003; Roditi & Steinberg, 2007; Stein, Silbert & Carnine,


**Assessment:** Students with mild-moderate disabilities (includes formal/informal assessments; issues regarding assessment) (Bolt & Ysseldyke, 2008; McNamara & Hollinger, 2003; Marston 2005; Barnett, Daly, Jones & Lenz, 2004; Deno, 2003; Fuchs, 1989; Fuchs, Deno & Mirkin, 1984; Elliot, Braden & White, 2001; Fuchs, Fuchs; Hamlett, Phillips & Bentz, 1994; Gresham, 2005; Helig & Darling Hammond 2008; Marston, Muyskens, Lau & Canter, 2003; Shinn, 2002; McGlinchey & Hixon, 2004; Niocholas & Berliner, Lau & Canter, 2003; Shinn, 2002; McGlinchey & Hixon,2004; Niocholas & Berliner, 2007; Overton 2003;Parette, Peterson-Karlan, Wojocok & Bardi, 2007; Perner, 2007; Portes, 1996; Thorlow et al., 2008; VanDerHeyden, Witt & Naquin, 2003; Yeh 2006

**Advanced Study in Collaborative Service Delivery, Education, and Transition:**


Emerging Research, Policy, Professional Practice: Policy and Procedures

Advanced Field Work 2 for Moderate Severe Disabilities Second quarter of university-supervised fieldwork implementing strategies paired and learned in 6142 with selected Master Teacher in inclusive elementary, middle or high school.

Advanced Fieldwork 2 for Mild Moderate Disabilities Second quarter of university-supervised fieldwork implementing strategies paired and learned in 6133 with selected Master Teacher in one of many models of service delivery at elementary, middle or high school levels. Over the course of the program, candidates have experiences across the models of service delivery including resource and learning center models, inclusive classrooms and co-teaching, self-contained and content based classes.

Advanced Student Teaching Moderate Severe and Mild Moderate Disabilities Candidates Candidates demonstrate competence in all standards of the Education Specialist and Multiple Subjects programs: Student caseload management; scheduling and time management (Cobb & Alwell, 2009; Downing, 2008; Friend & Cook, 2013; Giangreco, Carter et al, 2010; Halvorsen & Neary, 2009; Snell & Brown, 2011; Suter & Giangreco, 2009; ) Supervising, training-coaching paraprofessionals (Carter, O’Riourke, Sisco & Pelsue, 2009; Giangreco, 2010; Giangreco, Broer & Suter, 2011; Giangreco, Doyle & Suter, 2011) Team collaboration (Billingsley, 2010; Causton-Theoharris, 2009; Causton-Theoharris & Kasa, 2012; Cook and Friend, 2010; Eisenman, Pleet et al., 2011; ); Establishing and maintaining positive relationships with culturally diverse families and educators, and facilitating classroom/school community (Gay, 2010; Halvorsen & Neary, 2009; Irvine, 2012; Lawson & Maude, Hodges et al., 2010; Robertson, Garcia, McFarland & Rieth, 2012) Developing and implementing assessment, instructional programs, adaptations, assistive technology, positive behavior support, facilitating social relationships, related services integration for diverse student caseload: (Beadle-Brown, Hutchinson & Whelton, 2012; Cho et al., 2009; Downing, 2008: Downing & Eichinger, 2011; Preciado, Horner,
and Processes for initiating inclusive systems change (Cyr et al., 2012; Halvorsen & Neary, 2009; Hunt, McDonnell & Crockett, 2012; McCleskey, Waldron & Redd, 2012; Ryndak et al., 2008/09; Ryndak, Alper et al., 2012; Sailor, 2009; Villa & Thousand, 2009).

Social Networks and Communication for Students with Autism Spectrum Disorders (ASD) & Other Disabilities:

Learning & performance characteristics associated with individuals with Autism Spectrum Disorders (ASD) and the implications of these for learning and instruction (De Boer, 2009; Kluth, 2010; Mundy, Mastergeorge & McIntyre, 2012)

Systematic instructional strategies found to be effective for students with ASD (Campbell, & Tincomi, 2011; Nefdt, Koegel, Singer & Gerber, 2010; Schreiblman, Suhrheinrich, Stahmer & Reed, 2012; Koegel & Koegel, 2012; Koegel, Koegel, Chin, & Koegel, 2012) Strategies to teach and support communication of students with ASD (Mirenda & Icono, 2009; Prelock & McCauley, 2012; Durand & Merges 2008; Schneider, & Goldstein, 2010) Strategies for teaching specific social skills and use of these to facilitate social networks and friendships (Carter, Sisco, & Chung, 2012; Durand & Merges, 2011; Gray, 2010; Kokina & Kern, 2010; Prelock & McCauley, 2012; Rosetti, 2011); Comprehensive positive behavioral supports (Bambara et al., 2012; Hall & Scheuermann, 2012; Sailor et al, 2009).

Positive Behavioral Support

Person centered planning as a frame for individual positive behavior Support (PBS) (Beadle-Brown, Hutchinson & Whelton, 2012; Claes et al., 2010; Thompson, Wehmeyer & Hughes, 2010). Conducting functional assessments of behavior (McLaughlin et al, 2008; Herzinger & Campbell, 2007; Matson, 2012; Precaido et al., 2009) Developing comprehensive PBS plans (Horner et al., 2011; McClean & Grey, 2012; Sugai, 2012; Sailor et al., 2009) Implementation of PBS plans and impact on schooling (Bambara et al., 2012; Dunlap et al., 2008; Lambert et al., 2012; McIntosh et al., 2008; McLaughlin et al., 2012; Waasdorp, Bradshaw & Leaf, 2012) School-wide positive behavior support (Horner, Sugai, & Anderson, 2010; Todd et al., 2008; Sugai, O’Keeffe & Fallon, 2012; Waasdorp, Bradshaw & Leaf, 2012).
Program Standard 2: Professional, Legal and Ethical Practices

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Candidates in the Education Specialist programs are provided with an array of knowledge and skill-building activities regarding current laws and practices related to individuals with disabilities and their parents, opportunities to practice their application in course, fieldwork and student teaching assignments, and opportunities to examine their values and ethics as a special educator. Components of the standard, courses and fieldwork experiences that address this standard are noted below.

Standard 2 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
</tr>
</thead>
</table>
| Philosophy, history and legal requirements | EPSY 5021  
EPSY 5126 | EPSY 6860  
EPSY 6770 |
| Ethical standards and evidence-based practices of special education with demonstration of these | EPSY 6670/6671 MM/MS  
EPSY 6206/6207 MM/MS  
EPSY 6120 | EPSY 6880  
EPSY 6860  
EPSY 6862  
EPSY 6770 |
| Federal and state mandates, IEPs/IFSP/ITPs development and implementation | EPSY 5126  
EPSY 5021  
EPSY 5136 MS  
EPSY 5125 MM | EPSY 6880  
EPSY 6860  
EPSY 6862  
EPSY 6770 |
| Safe Environments, teacher behavior | EPSY 6143  
EPSY 5126  
EPSY 5021 | EPSY 6860  
EPSY 6862  
EPSY 6880  
EPSY 6770 |
| Legal Requirements for Assessment | EPSY 5126  
EPSY 6131MM/6142 MS | EPSY 6862  
EPSY 6860 |

Candidates are introduced to current laws and practices in Teaching All Students in Diverse Classrooms EPSY 5021 with a general introduction to the historical background.
for the development of such laws and practices. Within the context of EPSY 5021 candidates begin the ongoing examination of their roles as special educators, and engage in class-based activities such as IEP analysis, as well as a final group work assignment to develop a standards-based universally designed, differentiated lesson EPSY 5021 Assignment 3 (see bottom of page 3) as a demonstration of addressing the needs of diverse learners. Communication: Collaborative Teaming and Management, EPSY 6120 provides a critical examination of the collaborative role as a professional educator, and includes an assignment demonstrating that collaboration (Assignment III see page 4). Special Education Law and Program Design EPSY 5126 provides the candidate with an extensive experience with Special Education laws and practices, where each completes both Student Success/RtI Team and IEP analyses assignments (Assignments 1 and 2, see pages 7-8), as well as a group-work assignment to develop an IEP and demonstrate part of an IEP Team meeting (Assignment 3, see page 9). Issues related to assessment laws and practices are addressed in EPSY 6142 Assessment: Moderate Severe Disabilities and EPSY 6131 Assessment: Mild Moderate Disabilities as well. Within the respective assessment courses candidates consider the issues of non-discriminatory assessment. Included is an examination of the overrepresentation of students of color in special education programs. Candidates study the various reasons for the overrepresentation including inappropriate use of assessments and the lack of an equitable distribution of pre-referral positive academic and behavioral interventions, Candidates begin the ongoing examination of professional ethics and values in the first fieldwork setting, EPSY 6860(MM/MS). Professional development transition plans (MM/MS) candidates are initially designed within final Student Teaching EPSY 6880MM and EPSY 6880/6671MS Fieldwork and supporting seminar, EPSY 6670 MM and 6671 MS, as candidates prepare their culminating evaluations for the Preliminary Credentials. The professional ethics and values of a general educator are examined as well through the entire TED course sequence.

Candidate's knowledge of Special Education laws and practices is evaluated through group work assignments in and out of class (such as IEP design, Assignment 3, see page 9); individual assignments (such as observation and analysis of student study team/RTI processes and of IEPs (Assignment 1 and 2, see pages 7-8), and a 5126 midterm exam. The examination of professional values and ethics are an ongoing process during all course and fieldwork experience. Fieldwork experiences place special emphases on the reflective role of professional educators using self-evaluation processes in concert with master teachers and supervisor.

Data from candidate performance on course and Signature Assignments (MM and MS) informs program faculty, supervisors and master/cooperating teachers as to candidates readiness to accept additional responsibilities.

EPSY 5021 Introduction to the Education of All Students in Diverse Classrooms provides an ideal environment for an initial examination of one’s role as a professional special and/or general educator. This course includes prospective general and special educators within the TED SPED cohort as well as beginning special educator candidates who enter with the general education credential and Masters candidates from other
departments, such as Communicative Disorders, and undergraduate Liberal Studies Majors with the Special Education Minor/Option. This diverse group of candidates examines, for example, how the factors of culture and values affect attitudes towards individuals of different cultural, socio-economic and disability groups; how services are delivered to students with IEPs as well as existing inequities in service delivery; and the role of families and all critical team members in the educational process. Local parent speakers as well as informative media that provides both parents as well as individuals (with a disability) point of view (e.g. Including Samuel, Institute on Disability, New Hampshire; Ann Turnbull Project Directors’ Meeting 2013 address: Enviable Lives among others) are employed to expand candidates’ understanding.

**EPSY 6120 Communication: Collaborative Teaming and Management** prepares candidates to provide well-coordinated educational services through trans-disciplinary collaborative team planning, effective communication, supervision, professional development, and management skills. Students design and implement a collaborative consultative activity (*Assignment 2, see page 3*) with general education colleague(s) as one of their assignments; engage in a group design of and demonstrate a professional learning plan for a general education, parent, administrator or paraprofessional group or mixed audience, and work across credential areas, engaging in cooperative teaming and problem-solving activities to improve their collaboration and communication skills along the way. As the rubric for the assignment indicates documentation of and reflection on the group process contributes as well as the product itself to the assignment grade.

**EPSY 5126 Special Education Law and Program Design** focuses on both the legal foundation of Special Education and its translation to practice. Students learn about the advocacy and litigation history that informed the process of federal and state special education legislation, and how these decisions were encoded into the series of laws culminating in IDEA 2004. They study the pre-referral process through class work, reading, school interview and direct SST meeting observation, and use of web-based materials, examining general education resources and strategies, Response to Intervention (RTI) and MTSS strategies and components, appropriate requirements for assessment for intervention plans and students’ 504 Plans. Eligibility and all aspects of IEP development are addressed in-depth through IEP analyses, use of case studies with goals and objectives (knowledge of the latter is assessed through IEP analysis (*Assignment 2 & 3, see pages 8-9*), benchmarks, and concurrent initial instructional program design including goal, objective and task analyses writing. Groups design an IEP format and process to reflect both evidence based practices and legal requirements, and demonstrate these in action to their classmates through a meeting portion role play. Timelines, due process procedures, LRE design and implementation; data collection strategies, legal aspects of discipline and positive behavior plans including processes such as manifestation determination and active parent participation are components of the course content and the Hyatt and Filler 2013 text as well. Candidates demonstrate much of this knowledge through their Culminating IEP (*Assignment 3, see page 8*) document and meeting sample.

**EPSY 6880 Student Teaching Moderate/Severe Disabilities** represents the culminating experience for the candidates in the Preliminary Education Specialist programs. Bringing
together performance in all key standards areas Candidates in Moderate-Severe Disabilities complete their 5th major Signature Assignment within this final quarter. Candidates are expected to engage in ongoing evaluation of their progress, and establish the critical foundation for a continuous program of professional development. The student teaching experience is the most powerful environment for the candidates to demonstrate their skills and competence in meeting the standards for the credential as well as their commitment to serving individuals with disabilities. Interns engage in the same self-analysis and University Supervisor evaluation process. **Interns in M-S Disabilities may teach fulltime in their final quarter of the program if they have met the required competencies to do so.**

**EPSY 6880 Student Teaching Mild/Moderate Disabilities** represents the culminating experience for the candidates in the Preliminary Education Specialist program and provides content for Mild Moderate Disabilities candidate’s completion of the **Final Portfolio (see Purpose on page 1)**, **the evaluation of candidate performance which brings together performance in all key areas.** Candidates’ performance within the full time student teaching assignment is evaluated by the candidate, the university supervisor and the master (cooperating) teacher using the **Fieldwork Evaluation Form**. Accompanying EPSY 6880 is **EPSY 6670** where candidates present knowledge, dispositions and skills in relation to the CTC standards and the Teaching Performance Expectations for Education Specialists in the **form of a Portfolio (Assignment 1, see page 2)**. The student teaching experience is the most powerful environment for the candidates to demonstrate their skills and competence in meeting the standards for the credential as well as their commitment to serving individuals with disabilities. Interns and student teachers engage in self-analysis; master (cooperating) teacher and the University Supervisor participate in the evaluation of the candidate. Interns complete the same Final Portfolio as those who are completing student teaching. **Interns in the Mild Moderate Disabilities Program may work as full time interns with the approval of the Program Coordinator. See the Intern Brochure and the Intern Handbook for details.**

**EPSY 6142 Assessment Moderate Severe Disabilities** and **EPSY 6131 Assessment Mild Moderate Disabilities** present the foundations of assessment practices for students within the specific student population (mild moderate or moderate severe disabilities). These courses focus on issues, purposes and methods relevant to the assessment of students with mild/moderate/severe disabilities with the intention gathering data to design appropriate lifespan programming and delivery of services. Through in class activities and assigned readings, candidates are provided with the necessary background information for the legal, ethical and appropriate selection and interpretation of a variety of assessment approaches that will lead to the acquisition of appropriate services. As indicated in the **EPSY 6142 syllabus, Session 9, page 7**, candidates have read and then review in class multiple standardized and curriculum/criterion referenced assessments typically utilized with the students under the credential authorization of moderate-severe disabilities, including: the WIAT III, Woodcock Johnson IV, Key Math and Brigance. In this activity they analyze the results of a real (Confidentiality protected) student’s WIAT III assessment report and write at least one additional paragraph to the report based on their hypothetical assessment. They discuss and role-play as well how these results would be
appropriately communicated orally to a parent/guardian. The syllabus also reflects the review of both the Smarter Balance Assessment process and universally designed platform, and the CA Alternate Assessment.

Candidates in the Education Specialist programs are provided with multiple opportunities to ensure information and skill acquisition regarding current laws and practices related to individuals with disabilities and their parents, opportunities to practice their application in course, fieldwork and student teaching assignments, and opportunities to examine their values and ethics as a special educator.

**Program Standard 3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

As presented in the response to Standard 1, candidates must hold a Multiple or Single Subject Credential with ELD authorization or concurrently be recommended for a Multiple Subject Credential at the time that they are recommended for the Education Specialist Mild-Moderate or Moderate-Severe Disabilities Credential. Thus candidates enter the specific Education Specialist Program at California State University, East Bay through one of two pathways: TED/SPED or SPED only. TED/SPED candidates complete the Multiple Subject and Education Specialist Credential programs concurrently. SPED only candidates complete the Education Specialist Program. See Ed Psych Department–SPED website admission and program requirements at http://www20.csueastbay.edu/ceas/departments/epsy/SPED%20Degrees.html

In most cases candidates in the SPED only program are not required to complete TED (Teacher Education Department) courses. Through the interview process, program faculty determines that the SPED-only candidate has met the content of the standards that are addressed within TED courses. Thus the response to this standard will include descriptions of courses that TED/SPED candidates complete and descriptions of courses that SPED only candidates complete. All candidates complete all SPED (Educational Psychology) courses and fieldwork experiences.

Candidates earning Education Specialist credentials complete requirements within each course and fieldwork that address the instruction of diverse learners receiving special education services. This standard is therefore infused within classes and fieldwork across
the Multiple Subjects and Education Specialist program as noted in the table below, and examples are discussed in the following pages.

**Standard 3 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tbody>
<tr>
<td>Differences in culture, cultural heritage, ethnicity, language. Pedagogical theories,</td>
<td>TED 5355</td>
<td>TED 5354</td>
</tr>
<tr>
<td>development of academic language and principles/practices for English language usage</td>
<td>TED 5366</td>
<td>TED 5359</td>
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<tr>
<td>leading to comprehensive literacy in English.</td>
<td>EPSY 5021</td>
<td>EPSY 6860</td>
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<td></td>
<td>TED 5352</td>
<td>EPSY 6862</td>
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<td>TED 5356</td>
<td>EPSY 6880</td>
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<td>EPSY 6770</td>
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<tr>
<td>Differences in culture, cultural heritage, ethnicity, language, religion, social economic</td>
<td>EPSY 5021</td>
<td>TED 5354</td>
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<tr>
<td>status and abilities and disabilities of individuals</td>
<td>TED 5366</td>
<td>TED 5359</td>
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<td>EPSY 6770</td>
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<tr>
<td>Evidence based and multifaceted methodologies and strategies to instruct diverse learners</td>
<td>EPSY 6120</td>
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<td></td>
<td>EPSY 6141</td>
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<td>EPSY 6143</td>
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<td>EPSY 5125 MM/5136 MS</td>
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<td>EPSY 6127 MM/6137 MS</td>
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<td>EPSY 6133 MM/6140 MS</td>
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<td>EPSY 6206 MM/6207 MS</td>
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<td>EPSY 6134MM/6142 MS</td>
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<tr>
<td>Evidence based and multifaceted methodologies and strategies to instruct diverse learners</td>
<td>EPSY 6870 MM/6671 MS</td>
<td>EPSY 6880 (8)</td>
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<td>EPSY 6770</td>
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It should be noted as well that as special education (EPSY) courses are occurring, students are obtaining content and practice through TED coursework and student teaching, throughout which competencies specific to the diverse English Learners are infused and taught.

Although content related to diversity and equity is infused throughout all TED courses, there are two courses with specific emphasis in these areas **TED 5355** and **TED 5366**.
TED 5355 Equity and Diversity I focuses on the nature of culture, manifestations of culture, cultural contact, cultural diversity in the United States and California; learning about culturally-diverse students; and general principles of culturally responsive pedagogy. Additionally, other aspects of diversity (gender, age, religion, ethnicity, lifestyle orientation, linguistic) are addressed, along with considerations and strategies for assuring equity for every student. Candidates learn how to develop curricula and implement instruction that contributes to student achievement and to school improvement.

TED 5366 Equity and Diversity/Teaching English Learners B presents principles of equity and diversity and their implementation in curriculum content and school practices in elementary school classrooms; and the knowledge, skills, and abilities to deliver comprehensive instruction to English Learners. Included are in the course are strategies for bilingual education, English language development (ELD), content-based ESL, and Specially-Designed Academic Instruction in English (SDAIE); also, Federal and state laws regarding the education of English language learners. Candidates complete a community portrait assignment where they research and interview individuals from an ethnic/racial/cultural/religious or other distinctive group.

All TED/SPED candidates complete the English Language Arts series TED 5352 Reading/Language Arts A, 5356 Reading/Language Arts B and 5356 Reading/Language Arts and Social Studies. This series of courses requires candidates to incorporate research based practices in order to build the literacy skills of the students within their student teaching placements. TED 5352 and TED 5356 contain content that enables candidates to develop academic language and principles/practices for English language usage leading to comprehensive literacy in English. Specifics of the class are presented in the response to this standard.

In TED 5352 candidates complete an in depth literacy development lesson plan (Assignment 1, see page 3) to develop one of the literacy skills presented in the course. This lesson is comprehensive and is considered an embedded signature assignment as a component leading to the PACT assessment. A second lesson, on fluency (Assignment 2, see page 4) focuses on the development of fluency. In addition candidates complete IRIS Center modules regarding RTI where the diverse characteristics of students are included in the intervention protocol to build literacy skills.

In TED 5356 candidates complete a vocabulary lesson (Assignment teaching experience #1, see page 3) and a comprehension lesson (Assignment teaching experience #2, see page 3). In each of these lessons, candidates consider the diverse characteristics of their students, including levels of fluency with English and create a research-based lesson. The strategies chosen come from the readings in TED 5352 and TED 5356 as well as instructor presented lectures, media and class activities.

The Preliminary Education Specialist Mild Moderate and Moderate Severe Disabilities course sequence begins with EPSY 5021, Introduction to Teaching All Students in
Diverse Classrooms, which focuses on inclusive practices designed for evidence-based instruction of students from all backgrounds and of all abilities. Assignments which require candidates to recognize and design instruction that accommodates (and celebrates) diversity include: 1) Structured interviews with a special education teacher, a parent or secondary age student receiving services, or who received services in the past (Assignment 2, see page 3); 2) Three observations and analyses of different special education service delivery models (Assignment 1, see page 3); and 3) A group designed, standards-based and universally designed differentiated academic lesson including any additional adaptations required to address the learning needs of a range of students, including ethnic, cultural and linguistic diversity, gender expression/identity; students from at risk situations and those with disabilities, and general education students (Assignment 3, see page 3).

This course sets the framework in the first quarter for the expectation that all prospective teacher candidates develop knowledge and specific strategies to communicate with, support and instruct students with disabilities and their families across the range of abilities and across cultural, linguistic, socio-economic variables, age, religion, gender expression and sexual orientation/status use this information to create, implement and assess instruction and other supporting structures, As the revised EPSY 5021 syllabus indicates in Weeks 4,6 and 7 (see pages 6-7), the intersectionality of these factors, for example, one’s LGBT status and disability, will be explored and examined thorough readings, class discussions, class activities examination of media and guest speakers, providing candidates with the background and knowledge to make connections with students, their families and communities. Candidates will prepare a reflection on gender identification-expression, and sex orientation of individuals with disabilities served within authorization of their credential, including how their understanding will shape their work with students representing this aspect of intersectionality.

Throughout the program activities and assignments that become progressively more sophisticated are included in the subsequent coursework and briefly noted below in a discussion of the Moderate Severe and the Mild Moderate Disabilities Programs.

Education Specialists: Moderate Severe Disabilities

EPSY 5136 Educational Services: Students with Moderate Severe Disabilities introduces candidates to evidence-based practices, strategies and materials (Assignments 1, 2 & 3, see page 4) for the instruction of diverse learners with moderate-severe disabilities. Students are required to complete assignments including school ecological inventories and classroom activity analyses that lead to individualized curricular adaptation and participation plans, to build their capacity to address individualized needs of diverse students and their families, representing the cultural, linguistic, religious, and socioeconomic status of our communities and schools in the Bay Area. Finally, candidates develop a set of criteria for and apply these evidence-based indicators for the final Signature Assignment 1 Program Evaluation (Assignment 5, see page 4) to evaluate the quality of services in a school site in terms of students’ individual needs and the
school’s capacity to address diverse learners equitably and with appropriate strategies and supports.

**EPSY 6137 Instructional and Behavioral Support: Moderate-Severe Disabilities** has a primary focus on the principles and operation of individualized positive behavioral support, including assessment and instructional strategies that address the diversity of learners and their environments. The required **EPSY 6860 fieldwork** concurrent with these classes contains three Assignments to A) design and implement individualized instructional programs under the supervision of master teachers and the university supervisor. B) demonstrate specific aspects of standards in teaching performance -with Master Teacher (Signature Assignment 2, see page 4) and C) develop a Classroom Management Plan.

The interrelationship of communication and behavior is a particular emphasis during the subsequent quarter in **EPSY 6140, Curriculum for Students with Moderate Severe Disabilities**, which includes competency in language/ Communication Assessments for the population, and is taught concurrently with **EPSY 6142 Assessment of Persons with Moderate Severe Disabilities** and its fieldwork, **EPSY 6862**. Students learn to implement ecologically valid, observation-based and curriculum-referenced assessments, as well as to utilize standardized assessments where appropriate, and to develop alternative/authentic assessment processes for individualization of performance standards.

This sequence of course work culminates in the full-time supervised student teaching/Internship experience **EPSY 6880** and graduate seminar **EPSY 6671** where students work in diverse Bay Area classrooms to demonstrate their ability to fully implement individualized strategies which address student heterogeneity, with all the inherent complexities of scheduling, staff training and instruction, and their integration of all preliminary standards and TPEs in terms of disposition, skills and knowledge. Examples from the student teaching experience include the requirements that students develop and implement classroom management and staff training/development plans; design and implement a series of individualized instructional programs that illustrate systematic instruction of student objectives; and function as a collaborative team member with parents and colleagues who represent diverse backgrounds and perspectives. The culminating Performance Evaluation brings together the Supervisor, Master Teacher and student teacher or Intern for the final evaluation across these critical competencies. As noted earlier, Interns in the area of Moderate-Severe Disabilities may be employed up to 80% time in their Internship position and complete an additional student teaching with a Master Teacher in the final quarter, or may be employed 100% in the internship if they have met criteria to do so, and if the partner district wants their full time employment.

**Education Specialists: Mild/Moderate Disabilities**

**EPSY 5125 Education Practices: Mild Moderate Disabilities** introduces candidates to evidence-based practices, strategies and materials for the instruction of diverse learners with mild/moderate disabilities. Included are the strategies that accelerate the acquisition
of grade level content and English. Course readings, class activities, and IRIS Modules and a Blog provide opportunities for candidates to demonstrate their knowledge of strategies for teaching English Learners.

TED/SPED candidates are completing TED 5354, Student Teaching (listed on page 13) as they complete the EPSY 5125 class. Although TED 5354 (listed on page 13) is a general education student teaching experience, students within the classrooms are diverse in terms of culture, ethnicity, language, academic, social and behavioral skills. Students may have diverse backgrounds, community or family compositions. Candidates are expected to carry out relevant sequences of instruction to meet the needs of the students within the classroom.

EPSY 6127 Instructional and Behavioral Support addresses strategies that enhance the learning and behavior of diverse students. An emphasis of the content of the lectures, media and readings is on the prevention of the over identification of students who do not represent the mainstream population. Candidates examine and then present theorists perspectives on classroom management and student behaviors. Candidates complete a Functional Behavior Analysis and Intervention Plan (Assignment 2, see page 4) for a student who is experiencing great difficulty in school. The intervention plan based on data collected from the FBA incorporates rewards, instruction and integration of evidence-based instruction an best practices including direct instruction, immediate and long term feedback, incentives and models of student response.

EPSY 6133 Curriculum and Instruction has a primary focus on the principles, methods, strategies and materials strategies for teaching students with mild/moderate disabilities regardless of cultural, linguistic, or lifestyle characteristics. The strategies are selected and practiced are designed to meet the diverse academic, social, and behavioral needs of the students. This second year course provides candidates with content that they can apply within their mild moderate disabilities fieldwork, EPSY 6862. The focus of EPSY 6133 is on the evidence based and multifaceted methodologies and strategies to instruct diverse learners meet the range of academic, behavioral, social, linguistic and cultural attributes found in classroom populations. In class activities expose candidates to SIM strategies from the University of Kansas Center for Research on Learning as well as best practices for teaching diverse learners from the IRIS center.

Candidates choose among EPSY 6133 Assignments (see pages 3-5) that require attention to diverse learners with a variety of needs. Depending on the population of students in the EPSY 6862 fieldwork assignment candidates can 1) complete a performance evaluation to determine why students are not being successful and then plan interventions; 2) evaluate their students ability to organize and implement skills for academic and social success and using material from the PRIM manual or Strategy Instruction for Students with Learning Disabilities initiate a program to increase students’ tools for academic and behavioral success; or 3) Carry out a series of lessons to build classroom community and positive interaction skills among students. In another assignment, candidates choose a program or strategy that will accelerate the learning of their students from IRIS, the Kansas Strategies, or a multisensory reading program such
as Lindamood Bell, Slingerland, Wilson, Phonographix. Finally candidates complete a “Generative Technology” project where they incorporate technology into instruction to teach content. The technology assignments enable the teacher to model effective learning strategies, students to work together, and to create a product for current and future reference.

The required fieldwork concurrent with the EPSY 6133 class EPSY 6860 contains three Assignments (see pages 3-5) to A) design and implement individualized, small group and/or whole class instructional programs under the supervision of master teachers and the university supervisor. B) demonstrate specific aspects of standards in teaching performance with Master Teacher and C) carry out the assignments from the EPSY 6133 course.

EPSY 6134 Advanced Curriculum and Instruction for Mild Moderate Disabilities continues the emphasis on creating effective learning environments an analysis of students needs followed by strategy instruction in the arenas of advanced behavioral, social, behavioral, environmental, assessment and instructional strategies. In the three major course assignments Executive Function Case Study, Service Learning/Positive Behavioral Support, Iris modules and Research Based Intervention Strategy Presentation (see pages 2-4) candidates demonstrate their skills in creating instruction that respects student differences in culture, cultural heritage, ethnicity, and language skills. Candidates incorporate evidence based and multifaceted methodologies and strategies to instruct their students with diverse backgrounds and characteristics.

In the accompanying fieldwork EPSY 6880(4) candidates carry out the assignments for EPSY 6134 as well as implement the practices from EPSY 6133. Candidates create instruction, communications and materials based on the content from sources such as the course text/lectures, IRIS Center, Kansas Center for Research on Learning and OSEP Ideas that Work.

The Mild Moderate Disabilities Education Specialist sequence of course work culminates in the full-time supervised student teaching experience EPSY 6880(8) and graduate seminar EPSY 6670 where candidates work in diverse Bay Area classrooms to demonstrate their ability to fully implement individualized strategies which address student heterogeneity, with all complexities of scheduling, staff training and instruction, and their integration of all standards in terms of disposition, skills and knowledge. During full time student teaching EPSY 6880(8) candidates develop and implement classroom management system and individualized, small group or whole class instructional programs that illustrate systematic instruction of student objectives for diverse learners. Candidates also demonstrate their ability to participate as a collaborative team member with parents and colleagues who represent diverse backgrounds and perspectives. The culminating Candidate Fieldwork Evaluation brings together the University Supervisor, Master Teacher and student teacher or Intern for the final evaluation across these critical competencies.
**EPSY 6206 Advanced Studies in Case Management and Research** is the graduate seminar that accompanies full time student teaching EPSY 6880(8). Through course reading, lectures, class activities and media, candidates learn of the components of effective case management and complete a Case Management Toolkit (see EPSY 6206 page 3) assignment. Included are strategies for communicating with the parents, guardians, caregivers and family of students with diverse backgrounds, skills, cultures and lifestyles. Candidates identify research that supports evidence-based practices including content for assessment and instruction. A class-developed matrix of strategies, instructional content/materials, practices and research highlights the relationship among such elements.

Thus, from the evaluation of applicants as to their commitment and respect for diverse students through individual and group interview questions and ongoing throughout the program, social justice, including understanding and equity across diversity in culture, linguistic heritage, ethnicity, age, religious affiliation, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served are addressed. The Mission of the College of Education and Allied Studies is framed by its commitment to social justice.

**Program Standard 4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Each candidate in the Educational Specialist programs is provided multiple opportunities to acquire and avenues to demonstrate competence in the requisite communication and collaborative skills highlighted in this standard. Throughout the program candidates develop the knowledge, skills and dispositions for communicating, collaborating, teaming and supporting teachers, service providers, parents and families, community personnel and others.

**Standard 4 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Course</th>
<th>Fieldwork/ Student Teaching</th>
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<tbody>
<tr>
<td>Communicate effectively with</td>
<td>EPSY 5021</td>
<td>TED 5354</td>
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(1) individuals with disabilities/parents/caregivers; (2) general/special education colleagues, related service personnel, administrators, (3) trans-disciplinary teams (multi-tiered intervention, Section 504, IEP/IFSP/ITP.)

<table>
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<tr>
<th>Candidate skills to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs</th>
<th>EPSY 6120</th>
<th>EPSY 6129</th>
<th>TED 5359</th>
<th>EPSY 6860</th>
<th>EPSY 6862</th>
<th>EPSY 6880 (4)</th>
<th>EPSY 6860 (8)</th>
<th>EPSY 6770</th>
</tr>
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<tr>
<td>Candidate skills to promote cohesive delivery of services, and bridge transitional stages across the life span for all learners.</td>
<td>EPSY 6120</td>
<td>EPSY 6129</td>
<td>EPSY 6880 (4)</td>
<td>EPSY 6880 (8)</td>
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Collaborative, trans-disciplinary teamwork is a hallmark of the CSUEB Specialist credential programs. In addition to the infusion of content within courses, two full courses **EPSY 6120 Communication: Collaborative Teaming and Management** and **EPSY 6129 Advanced Study in Collaborative Service Delivery, Education, and Transition** are dedicated to this area, with the goal of ensuring that all candidates acquire and build on critical skills in: collaborative-consultation with general education colleagues, including co-teaching approaches; teaming with school personnel across disciplines, providing technical assistance and parent-professional development activities, planning for Transition with school and community agency staff, working with families and connecting them with appropriate resources; and supervising/designing professional development for staff, especially para-educators.

As indicated above, the first course, **EPSY 5021** provides an ideal initial environment for initial collaborative activities and skill acquisition in this area, since the course and includes prospective and current general educators, as well as Masters candidates from Communicative Disorders, and undergraduate Liberal Studies candidates with SPED minors, engaged in an active learning environment together. Instructional activities often inter-disciplinary in nature, and provide a positive environment for developing
collaborative communication skills. Students are encouraged to complete the EPSY 5021 (Assignments 1 and 2, see pages 3-4) Classroom Observations or Specific teacher/student Interviews, in pairs with descriptive information regarding their respective roles and individual analyses. As noted earlier, the final group assignment, Differentiated, standards-based Instruction lesson (Assignment 3, see pages 4-5) requires collaborative groups of candidates across program options (a mix of MM and MS Disabilities; Liberal Studies SPED minors; and Communication Disorders Masters candidates) within and outside of class time to develop and demonstrate the universally designed standards-based instruction and lesson plan.

Within EPSY 6120, as noted under Standards 1 and 2, candidates design school personnel/parent development activities as a group; collaboratively design instruction, a UDL lesson for use across general and special education students the (Assignment 1, see page 3) moving deeper into evidence-based collaborative learning and UDL/differentiation practices now that they have had both special education curricular coursework in the Fall quarter (EPSY 5125 or EPSY 5136) as well as having completed one quarter of TED student teaching and started the second, along with Multiple Subjects coursework; and complete an Individual Collaborative-consultation Activity (Assignment 3, see page 4), with a report documenting the collegial process of their work with a general educator to address student needs as well as the data-based outcomes of that intervention. This quarter-long collaborative assignment forms the first of several assignments requiring collaboration with professionals in the field, working with a general educator who may be their Master Teacher if in TED SPED, or a general educator where their Internship takes place, to target specific data-based behavioral or academic needs of a student or students in the general educator’s class, and plan, deliver and evaluate intervention collaboratively. In EPSY 6120 the Professional Learning Activities (Assignment 2, see page 3) are designed with a group of fellow candidates, working in teams across credential areas outside of class time, and concurrently learning important aspects of, for example, juggling schedules and disparate locations; communicating efficiently and effectively and meeting electronically using e.g. Skype or Google Hangout, as well. Candidates present excerpts from these completed products for evaluation and critique by their peers and the instructor, and critically evaluate their group’s working process for both group assignments. Written and filmed case scenarios are utilized as well in role-play with analysis in class to practice concepts, communication skills, role release, co-teaching and effective communication and meeting strategies.

EPSY 6129 Advanced Collaboration, Integrated Services and Transition builds on candidates’ collaborative content gained in prior coursework and field experiences, with an enhanced emphasis on group work to design and demonstrate a portion of a Paraprofessional Learning series (Assignment 2, see page 11). This assignment serves as a Signature Assignment for both programs. In addition candidates design a student Transition Plan (Assignment 1, see page 9) for implementation with a transitioning student (school to school or school to post-school and other transition points, see assignment) served by one of the student teacher or Intern candidates in the group; and
design a Co-teaching Plan (Assignment 3, see page 15) with one or more general educators with whom they now work or student teach or collaborate.

Each of the TED Student Teachings and EPSY Field Works and Student Teaching (TED 5354, 5359 (TED/SPED), EPSY 6860, 6862, 6880 1 and 2 (4 and 8 units) and 6770 Intern) emphasize collaborative adult relationships. Candidates in Education Specialist programs engage in field work and student teaching that required them to demonstrate collaborative practices.

**Moderate Severe Disabilities**

Candidates conduct and analyze parent/family interviews during assessment classes (EPSY 6142 and EPSY 6862) to formulate team assessment plans (EPSY 6142, 6862) to work on a daily (EPSY 6880(8)) or weekly (EPSY 6860, 6862, 6880(4)) basis with general educators, parents, instructional assistants, related services personnel and administrators. Fieldwork performance evaluations include a strong focus on this component.

**Mild Moderate Disabilities**

While completing the EPSY 6131 Assessment Report/Case Study (Assignment 5, see page 4), candidates are required to formulate assessment team plans to gather a range of assessment data on a student from their EPSY6860 fieldwork placement. Candidates develop appropriate instructional sequences to enable students to access the core curriculum and progress towards meeting IEP goals. Fieldwork and student teaching assignments, (EPSY 6860, 6862, 6880(4), 6880(8)) require candidates to collaborate with general educators, service providers and parents in the development of academic, social and behavioral supports for students across models of service delivery.

Candidates also work with general education teachers, special education teachers, instructional assistants, related services personnel, and/or administrators in order to design and implement instruction, assessment and behavioral support (EPSY 6862, 6880(4), 6880(8)). Within these fieldwork/ student teaching placements (EPSY 6860, 6862, 6880(4), 6880(8)) candidates participate as appropriate in trans-disciplinary teams including but not limited to multi-tiered intervention, student study/success, RTI, Section 504, IEP/IFSP/ITP, transition and positive behavior support teams. These experiences provide opportunities for candidates to collaborate with school personnel and to view the range of services that support students at all levels. As candidates work with their cooperating teachers to develop and evaluate plans for the initial, annual and triennial IEPs they learn of the range of options for integrated services to support students.

Candidates are continually collaborating with teacher and other school personnel, parents, and para-professionals throughout the fieldwork requirements. For example, candidates may conduct and analyze parent/family interviews as a part of the assessment data gathering process. As a part of the fieldwork experiences, candidates often collaborate and plan and carry out instruction with master/cooperating teacher, parents, specialists,
and other personnel. Whenever possible, candidates participate in the development of IEP and transition plans for students. Candidates may design and implement training plans for para-professionals and volunteers and attend student planning meetings involving classroom teachers and grade level teams.

Candidates participate in the design and implementation (when appropriate) of integrated services for students in the completion of the Collaborative Consultation Activity, (Assignment 3, see page 3 ) in EPSY 6120 and the Transition Plan (Assignment 2 see page 11) in EPSY 6129. Working with a partner colleague/ team they may research resources within the community appropriate for the target student including counseling, enrichment, summer programs, job training, post secondary supports, after school programs, and resources for parents. Through the fieldwork experiences candidates have opportunities to collaborate with other school and community based individuals in the development of integrated, collaborative service plans. Candidates include information to demonstrate their knowledge and skills in the area of communication and collaborative partnerships through evidence presented in the portfolio.

The Co-teaching Plan developed in EPSY 6129 (Assignment 3, see page 15) requires that candidates collaborate with another service provider (typically a general education teacher) to enhance instruction to better reach and instruct the range of learners within the classroom.

Within the final Student Teaching/Internship quarter, Mild Moderate Disabilities candidates complete field based courses EPSY 6670, 6880(8), 6770 (interns) and Moderate Severe Disabilities candidates complete field based courses EPSY 6671, 6880 (8) and 6770 (interns). Within these courses candidates may design and implement professional learning plans for paraprofessionals, attend student-planning meetings involving general education classroom teachers, as well as grade level and department faculty, and parents. Candidates also participate in school wide programs, attend student-planning meetings involving general education classroom teachers, grade level and/or Department meetings, faculty meetings and communicate with parents during the final student teaching experience.
Program Standard 5: Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

The concept of assessment as a data gathering process is threaded throughout the program beginning with EPSY 5021 and continuing through the final student teaching placement in EPSY 6880(8)(MM/MS). Throughout the program and in fieldwork and student teaching experiences, candidates are provided with multiple opportunities to make instructional and service delivery decisions on the basis of the data collected from student performance on a variety of assessments including non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based. In course assignments candidates learn about and apply assessments that are appropriate to identify and support the diverse needs of individual students and provide data for the development of appropriate subsequent coursework.
Throughout their coursework and fieldwork, candidates learn that assessment should be an ongoing process, and that assessment and instruction cannot be separated. Candidates have multiple opportunities to prepare instructional sequences based on data. The table below identified each of the courses that prepare candidates to conduct appropriate assessment practices and use the data gather to improve student experiences.

Over the course of the program and as identified in courses below candidates learn and then practice the data gathering process through the use of formal and informal assessments, observations, interviews and evaluation of student work samples as they progress through the program. In general education student teaching TED/SPED candidates assess student learning through teacher made assessments, evaluation of student work, interviews, and curriculum based assessments. They may administer individual assessments such as DIBLES or district mandated individual reading and math assessments.

Relationship of Coursework to Fieldwork and Student Teaching

The application of systems to collect data cannot be separated from the instructional process. The program emphasizes that effective instruction for students with mild moderate and moderate-severe disabilities is based on data and that the data collection process should be ongoing. The fieldwork or student teaching placement provides the setting for the completion of the assignments identified above. Thus candidates are developing their skills in communicating assessment findings and valuable data to teachers, administrators, parents, specialists, and other service providers.

Candidates begin their special education fieldwork, EPSY 6860(MM/MS) in the spring of the first year of study while taking EPSY 6131 Assessment Mild Moderate Disabilities and EPSY 6137 Instruction and Behavior Moderate Severe Disabilities along with EPSY 6143 Positive Behavioral Support. Candidates continue with fieldwork experiences increasing in time over the course of the second year of study. Thus candidates are applying the content from their courses to authentic settings. Each of the courses has field based assignments that must be carried out within the fieldwork setting, and candidates are expected to demonstrate use of assessment strategies throughout fieldwork and student teaching.

Within the Fieldwork and student teaching experiences candidates in both specializations are continually creating standards based lessons, instructional sequences, and interventions. Incorporated into the lessons are methods and materials that provide access for students based on previous data collected. Candidates design, implement and evaluate lessons and units, as well as the need for and design of any adaptations, assistive high and low technology supports, and other instructional modifications, based on individual student data. Reflections include ways that the lesson was successful building on the student data collected and changes for future lessons thus candidates are continually building upon their knowledge of effective instructional practices, sources for content, curriculum and instructional accommodations and modifications. As a result of successful participation and completion of the courses identified in the table below,
candidates are implementing strategies that reflect the knowledge gained from the assessment of student data, identify and alleviate barriers and improve accessibility in assessment and instruction.

**Standard 5 Course and Fieldwork**

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<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tr>
<td>The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization.</td>
<td>EPSY 5021, EPSY 5126, EPSY 6120, EPSY 6141, EPSY 6143, EPSY 6131MM/6142MS, EPSY 6134MM/6140MS, EPSY 6127MM/6137MS, TED 5356</td>
<td>EPSY 6860, EPSY 6862, EPSY 6880 (4), EPSY 6880 (8)</td>
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<tr>
<td>The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.</td>
<td>EPSY 5021, EPSY 6120, EPSY 6141, EPSY 6143, EPSY 6131MM/6142MS, EPSY 6134MM/6140MS, EPSY 6127MM/6137MS</td>
<td>EPSY 6860, EPSY 6862, EPSY 6880 (4), EPSY 6880 (8)</td>
</tr>
<tr>
<td>The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.</td>
<td>EPSY 5021, EPSY 5126, EPSY 6141, EPSY 6143, EPSY 6131MM/6142MS, EPSY 6134MM/6140MS, EPSY 6127MM/6137MS, TED 5356 TED 5355</td>
<td>TED 5354, TED 5359, EPSY 6862, EPSY 6880(4), EPSY 6880(8)</td>
</tr>
<tr>
<td>Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.</td>
<td>EPSY 5021, EPSY 5126, EPSY 6129, EPSY 6141, EPSY 6143, EPSY 6131MM/6142MS, EPSY 6134MM/6140MS, EPSY 6127MM/6137MS</td>
<td>EPSY 6860, EPSY 6862, EPSY 6880 (4), EPSY 6880 (8)</td>
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| Demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems. | EPSY 5126  
EPSY 6131MM/6142MS | EPSY 6860  
EPSY 6862,  
EPSY 6880 (4)  
EPSY 6880 (8) |

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization.

Through readings, lectures, case studies, role plays, sample documents, hands-on activities and applications in fieldwork and student teaching the program provides opportunities for candidates to learn about and participate in the administration of range of assessments to gather data and appropriate for students with a range of abilities.

Mild Moderate and Moderate Severe Candidates learn about assessment strategies and subsequent decision-making about instructional and individual student supports and the communication of such information which are first presented in EPSY 5021 Teaching All Students in Diverse Classrooms through instructor and guest lecturer presented content related to referral and assessment processes, as well as the Student Study team or Pre-Referral process and Response to Intervention/Instruction (RTI) practices. In class case studies provide opportunities for candidates to draft summaries of student performance to share with parents and other interested individuals. Candidates role play the information sharing process.

Candidates share assessment information with general education teachers as a part of the EPSY 6120 Communication: Collaborative Teaming and Management assignment, Consultation Process Outline (Assignment 3, see page 4). Candidates articulate how they identified the student(s) needs/problems/challenges together with the general educator with whom they are teaching (how they assessed student academic/behavioral/social needs with data provided) and cross-checked their perceptions with each other. Throughout this quarter-long assignment they have repeated opportunities to share data with their master/cooperating teacher and to make decisions for intervention and revisions of that intervention based on the student progress data collected. At its close they are required in their report to analyze the intervention’s implementation itself using the progress data collected and further needs for its continuation following their placement at the school and/or its modification, and the rationale for either decision.

Functional Behavioral Assessment practices are integrated into several course assignments in EPSY 6141 Social Networks and Communication for Students with Autism Spectrum Disorders Other Disabilities and EPSY 6143 Advanced Instructional and Behavioral Supports. The multi-focused interventions provide additional data on student performance and serve as the basis for decision making. The findings and are
shared with parents, teachers and when appropriate outside agencies and other service delivery personnel.

TED/SPED candidates complete TED 5356 Reading and Language Arts B. The Case Study of a Struggling Reader (Assignment 5, see page 4) requires that candidates collect a variety of forms of data on a student’s reading skills. This data includes information from administration of a running record from an informal reading inventory, a spelling assessment, a writing sample, and an interest/attitude survey. Candidates analyze the data and create an intervention plan. The data is shared with the cooperating/master teacher, class colleagues and the course instructor.

Mild Moderate Disabilities

Completing an assessment battery and then communicating the findings/results of a variety of individualized assessment and evaluation approaches anchors EPSY 6131 Assessment: Mild Moderate Disabilities. Candidates are presented with the following definitions of the types of assessments and data that may be obtained from each. "Norm-Referenced Assessment: A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in some known group. Criterion-Referenced Assessment: A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks." (Linn & Gronlund, 2000, p 42). Candidates learn the many ways that the findings can be scored and data obtained.

The Case Study (Assignment 5, see page 4) requires that candidates demonstrate skills related to identifying and carrying out a series of assessments appropriate to gain information regarding a student’s performance and then using and communicating the results of assessment and evaluation approaches to various audiences. In this assignment candidates collect data on the knowledge, skills and abilities of a target student. The data sources may include scores from the WJIII or WIAT assessments, oral and silent reading fluency and comprehension (from an informal reading inventory, GORT and/or GSRT), Qualitative Spelling Inventory (Primary, Elementary or Upper Level forms), and Key Math. Candidates incorporate additional criterion referenced measures such as student performance on the Brigance into their case studies. Informal data for the case study may include curriculum-based measurements, district assessments (DIBELS, STAR), running records, observations (using or not using a check sheet), interviews, and evaluation of work samples. Once they have analyzed the data, candidates present their findings in the form of a case report. Candidates outline a program of instruction for the student based on the data collected.

In class sharing of the findings from the Case Study (Assignment 5, see page 4) assignment, require that candidates demonstrate to their peers how these findings would be shared with the student (if appropriate), parents/guardians, teacher(s) and other interested personnel. Additional in class activities include creating text for present levels
of performance section on the IEP, sharing assessment data with a general education teacher, speech therapist or other service provider.

In **EPSY 6127 Instruction and Behavior Support** the Behavior Support/Intervention Plan (*Assignment 2, see page 4*) requires that candidates utilize the Functional Behavioral Assessment process and collect additional data on so as to design an intervention/behavior support plan.

In **EPSY 6134 Advanced Curriculum and Instruction for Students with Mild/Moderate Disabilities** candidates in MM Disabilities complete the Executive Function Case Study Assignment (*Assignment 1, see page 2*). Candidates identify a student with perceived executive functioning difficulties. Data collected for the case study includes a student completed questionnaire, interviews, observations, analysis of student behaviors and work samples. Based on the data collected, candidates create, implement and then evaluate an instructional plan to build executive functioning skills. The initial data is shared with the student. After the instruction has been in place, data collected is also shared with the students. Exit data includes a student self-assessment. When appropriate, data is also shared with the parent and/or classroom teacher.

**Moderate-Severe Disabilities**

Candidates in Moderate Severe Disabilities also have additional multiple opportunities to acquire skills and knowledge and demonstrate the basic principles and strategies of assessment, curriculum and instruction. These areas of focus are infused throughout the program in from **EPSY 5021** onward as delineated above, so that candidates have ample opportunities to demonstrate their knowledge and abilities across field placements, employing a variety of assessment, curriculum and instructional competencies. In **EPSY 6137 Instructional and Behavioral Supports** there is a primary focus on the principles and operation of a behavioral model, including assessment and instructional strategies, that address the diversity of learners and the various environments in which they receive educational support in conjunction with **EPSY 6860** fieldwork where they demonstrate their competence in specific areas designing and implementing individualized and group behavioral, academic, social and emotional instructional programs.

**EPSY 6142 Assessment Moderate Severe Disabilities** emphasizes assessment of diverse students through ecologically valid observation, curriculum referenced assessments, performance-determined instruction and other formal and informal means of obtaining valid, ethical and reliable assessment results that are in compliance with special education legal procedures. The candidates utilize standardized assessment tests when appropriate and develop alternative/authentic assessment processes for individualization of performance standard, for example, the Educational History and Ecological Assessments (*Assignments 1 and 2, see pages 8-9*) discussed below. The candidates base instructional/curricular decisions and choices upon measurement techniques that have a valid basis in student data. During the **EPSY 6142** assessment course, students are in their second Specialist fieldwork placement, **EPSY 6862**, where candidates will have
numerous opportunities to apply, practice and evaluate the specific tools and assessment techniques that are presented in the related coursework EPSY 6140 and EPSY 6142.

The interrelationship of communication and behavior is one of the focus areas of assessment during EPSY 6140 Advanced Curriculum for Moderate Severe Disabilities. This course, taught concurrently with EPSY6142 and EPSY 6862 reinforces and expands on candidate competence, enhance skills and abilities to meet the specific educational, communication and behavioral needs of each student. The Communication Assessment 1 (Assignment 2, see pages 9-11) requires candidates to provide 1-relevant Background Information including any educational history data; 2-list all assessment tools you used for assessment including record reviews Observations with activity inventories and their results; 3-Describe the results of the Communication Means and Functions sample, the Communication Interview and Social Interaction Interview; address verbal and nonverbal behavior; the student’s receptive language skills, from observations /record review; 4-Comment on student’s use of pragmatics, and include a description of partners (e.g., are there peer partners, is prompting needed, do peers understand the student, etc.). Note whether there are communication breakdowns and evidence of any repair strategies. The candidate is also required to report on observed social interactions and their context, sensory and motor skills, as well as student’s auditory and visual functioning, and to describe the sources of information, summarizing information from transdisciplinary staff and medical reports in functional terms; with information from the master teacher and one’s own observations. This comprehensive Communication assignment also explores critical cognitive skills, such as whether the student demonstrates contingency awareness; object permanence; can imitate verbally and/or motorically; match object-to-object, object to picture, verbal label to object, verbal label to picture, word to picture, word to word, and finally, the student’s conceptual skills such as functional object use, sorting, association, symbolic play, and academic skills, especially in terms of literacy. Specific tools are utilized, including, Schuler’s Conceptual Matching Probes Test, and other diagnostic teaching/assessment strategies, in addition to other assignment elements. Communication Assessment (Assignment 2, see page 10) in EPSY 6140 is focused on the selection of a communication system based on these assessments, and the first communication messages to be instructed.

Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services.

Throughout the program candidates have multiple opportunities to incorporate formal and informal, norm and criterion referenced, function assessments into their work with students with mild moderate disabilities.

Both Mild Moderate and Moderate Severe candidates examine and work with the criteria for eligibility for services in EPSY 5126 Special Education Law and Program Design. (Assignment 1, see page 7) Student Study Team (Student Success Team) Pre-Referral and Response to Intervention Analysis based on staff interviews and school documentation regarding the pre-referral and Response to Intervention (RtI) processes at the school of
their TED Student teaching/SPED Internship, requires that candidates analyze the extent of the school’s intervention processes prior to student referral for special education eligibility assessment. During the in-class de briefing activities when these assignments are submitted, candidates examine the process of that referral further in groups and across the elementary and secondary schools they represent, in terms of variables such as: who constitutes the team that students are referred to, clarity of assessment timelines to staff, adequacy of multidisciplinary team plan documentation and multiple assessments employed (i.e. are selections of assessments named and the purpose of each denoted in clear non jargon statements for parent and general educator accessibility) and involvement of parent/guardian in those plans. The activity extends their understanding beyond the single school as groups prepare a consensus summary of points for each 4-5 schools looked at in their discussion.

The EPSY 5126 midterm exam in class presents brief vignettes which address pre-referral, eligibility criteria, and assessment plans in which candidates are asked to respond to in essay form to evaluate in terms of their adherence to eligibility and assessment requirements of CA and federal law.

Candidates participate in progress monitoring and decision-making experiences regarding eligibility and service though class assignments that are incorporated into fieldwork experiences. During fieldwork and student teaching experiences through EPSY 6860(MM/MS), 6862(MM/MS), 6880(4)(MM/MS), 6880(8)(MM/MS), candidates, under the guidance of a master/cooperating teacher, may participate in the decision-making process, as a part of an IEP team at a school site.

In addition, candidates incorporate ecological inventories, interest inventories, interviews, observations, analysis of student work, class based and curriculum based assessments and other sources of data to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students.

Course readings present candidates with information regarding the many instruments and processes available for data collection. The EPSY 6131 Assessment Mild Moderate Disabilities syllabus presents the chapter/chapter readings; course sessions include case studies that include the use of a variety of assessment instruments to determine career and community skill needs of students. Similarly, the EPSY 6142 Assessment Moderate Severe Disabilities syllabus provides the lecture topics and readings/resources of the wide array of informal and formal assessment strategies described above. Candidates demonstrate competence with these assessments (see pages 9-15) by conducting them with a student from the concurrent fieldwork program. The results of the assessments are synthesized for a picture of the “whole child” that will be used to make decisions regarding instructional, environmental and behavioral supports.

Media and presentation from elementary secondary specials educators provide candidates with additional information regarding assessment across parts of the lifespan. Internet modules and resources from the IRIS center (http://iris.peabody.vanderbilt.edu/) and
PENT (www.pent.ca.gov) provide candidates with additional content regarding assessments.

**Academic and Communication Assessments**

Academic and communication assessments are emphasized in the content of **EPSY 6131 Assessment for Mild Moderate Disabilities** and **EPSY 6142 Assessment of Students with Moderate-Severe Disabilities**. Within **EPSY 6131**, candidates have the opportunity to learn to administer assessments including the Weschler Individual Achievement Test (WIAT), Woodcock Johnson Test of Achievement III (WJIII), Brigance, Comprehensive Test of Phonological Processing (CTOPP), Test of Auditory Processing Skills (TAPS), Test of Word Reading Efficiency (TOWRE), Gray Oral Reading Test (GORT), Expressive One Word Picture Vocabulary Test (EOWVPT), Receptive One Word Picture Vocabulary Test (ROWPVT), Key Math, and the Test of Written Language (TOWL).

[Note: the WJIV has been ordered and will replace the WJIII.] Since the WIAT, WJIII and Brigance are most frequently found as the anchor assessment batteries for special education teachers to use in their practice, these assessments are presented by the course instructor and practiced in small groups.

The Department of Educational Psychology has a library of current assessment instruments that may be borrowed on an as available basis. This enables candidates to learn to use the most recent assessments in their fieldwork as they complete course requirements.

The **EPSY 6131 (Assignment 5, see page 4) Case Study** of a student who is struggling within the academic curriculum. This student may or may not have a documented disability; often candidates choose students who are on the schools SST or other Pre-Intervention Referral list. The data generated is shared with the classroom teachers and other SST/IEP committee members. (Additional information regarding the case study may be found in earlier responses to the content of the standard).

In the **EPSY 6131 Assessment/Instrument Presentation Assignment (Assignment 4, see page 4)**, candidates complete an in depth study of an assessment. Using a demonstration presentation format, candidates then teach their peers how to administer and score the assessment. Instructor lead whole class discussion follows each presentation and includes how to develop and implement appropriate curriculum and instruction based on the assessment data.

Please see above for the detailed discussion of **EPSY 6140 assessments and assignments. The Communication Projects assignments (see pages 9-11)** are representative of the detail required.

**Behavioral and social assessments**

All candidates implement assessments to determine student needs in the areas of behavior and social skills in **EPSY 6143 School-Wide and Individual Positive Behavior Support** and **EPSY 6141 School-Wide and Individual Positive Behavior Support**. Additionally behavioral and social assessments are incorporated into **EPSY 6127 Instructional and**
Behavioral Support for Students with Mild Moderate Disabilities and EPSY 6140 Curriculum for Students with Moderate Severe Disabilities, and EPSY 6142 Assessments for Students with Moderate Severe Disabilities in Moderate-Severe Disabilities. The narrative below highlights the use of the functional assessment and functional behavioral assessments to gather data regarding students’ social and behavioral needs. In class reading provide candidates with addition information including but not limited to structured classroom observations, checklists and rating scales, Connors Rating Scales, Achenbach System of Empirically Based Behavior Assessment, interviews, sociograms, ecological assessment, and projective assessment techniques.

EPSY 6143 School-Wide and Individual Positive Behavior Support is designed to provide candidates with knowledge and skills in the area of positive behavioral supports. Course content address individual PBS including functional behavioral assignment (FBA), hypothesis driven interventions, self-management, and comprehensive multi-element PBS plans and evaluation. School-wide PBS will also be presented. Candidates complete a substantive PBS Case Study Assignment (see pages 6-12) that includes the following assessment practices:

- Brief description of student as a learner including preferences and strengths
- General Quality of Life Enhancements
- Comprehensive Functional Assessment including: operational definition of target behavior; functional assessment of target behavior; person centered assessments; ecological/environmental systems; and communication repertoire and social skills.

EPSY 6141 School-Wide and Individual Positive Behavior Support is designed to provide candidates with evidence-based, social, communication, environmental and instructional strategies to meet the needs of students with autism spectrum and other social and language disabilities. As part of a Comprehensive PBS Plan (Assignment 1, see pages 6-11), candidates develop an intervention based on a FBA of a student with the label of ASD. This could include social stories, functional communication training, pivotal response training, self-management, visual supports, or other strategies presented in this class. This will be in addition to antecedent interventions and reinforcement strategies.

EPSY 6127 Instructional and Behavioral Support for Students with Mild Moderate Disabilities is designed to addresses specific instructional and curriculum strategies and positive behavioral support interventions that enhance the teaching/learning process for mild-moderate and at-risk students from diverse cultural, linguistic and/or ethnic backgrounds. Candidates practice observations of target students in a classroom environment in order to understand the function of behavior and ways to intervene successfully. In the Behavior Support/Intervention Plan (Assignment 2, see page 4) candidates utilize informal strategies for collecting data in order to determine student’s academic, social and behavioral strengths and needs.

Career and community life skill assessments
Candidates explore career and community life skill assessments as a part of EPSY 6129 Advanced Collaboration, Transition and Planning. Candidates complete a person-
centered planning exercise as part of the assessment process, and groups develop a Transition Plan (Assignment 2, see page 11) for a specific student in one of their placements/Internships in consultation with the Master teacher/other professionals on site. Course readings and discussions include all of the NCSET standards as well as documents related to assessment for the purposes of transition. Based on the information gathered, candidates complete a transition plan for a target student. Additional course topics for discussion include self–determination, capacity building, effective community based services, vocational and career and postsecondary services.

**Monitor Student Progress**

All candidates are introduced to progress monitoring as a part of the content of EPSY 5021 Teaching All Students in Diverse Classrooms within the context of determining appropriate services based on data gathered. Through in class activities and group work candidates learn how multiple sources of data are used to monitor progress towards meeting IEP goals as well as grade level goals. Readings and instructor lectures present progress monitoring in relation to the Response to Intervention and the Multi-Tiered System of Supports structures in order to determine whether the interventions and supports should remain, be changed or be ended. Additional instructor lectures, and course reading provide content for candidates to learn of the multiple ways to monitor student progress towards IEP goals including mini-assessments, timed assessments, evaluation of student work and observation. District forms for documenting progress towards IEP goals with parents and general education teachers are presented as a part of the components of the IEP. This process continues in the sequence for all candidates with the EPSY 6120 Consultation Process Outline (Assignment 3, see page 10), as discussed earlier in this standard and elsewhere.

Candidates increase their knowledge regarding processes for monitoring student progress in EPSY 6131 Assessment: Mild Moderate Disabilities. Through readings, class activities and instructor lectures candidates learn how to use strategies such as observations, tallying, interviews, timed assessments, oral readings and analysis of student work samples to determine progress towards meeting grade level standards and IEP goals. Small group in class activities provide opportunities for candidates to create progress monitoring reports based on student data. Candidates share forms from their fieldwork placements (EPSY 6860) for progress monitoring and communicating the findings to general education teachers and parents that are presented at the time of the completion of the district report card.

In EPSY 6127 Academic and Behavioral Intervention for Students with Mild Moderate Disabilities candidates complete a functional assessment of a student with exhibited negative behaviors(assignment 2, see page 4). Based on the data collect data, candidates create a program to change the targeted behavior. Candidates monitor the progress of their intervention through an evaluation of the data collected and make changes in the intervention content or process as appropriate.

The curriculum courses EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities and EPSY 6134 Advanced Curriculum for Mild Moderate Disabilities
incorporate methods for progress monitoring and monitoring of student process including frequent informal assessments, analysis of student work observations and interviews. Candidates identify sources of information for monitoring progress towards meeting grade level benchmarks and IEP goals. These specific sources of information are incorporated into the course assignments implementing the Kansas Strategic Intervention Model Strategies for learning, community building, assignment completion and thinking.

Candidates collect data on targeted student behaviors and skills for change as a part of the Executive Function Case Study (Assignment 1, see page 2) in EPSY 6134 Advanced Instruction for Mild Moderate Disabilities. Candidates select appropriate data sources for the purposes of progress monitoring. As candidates write the conclusion of the case study they identify the progress that the student has made towards meeting the identified goals of the intervention.

As indicated in the EPSY 6142 syllabus, Sessions 8 and 9, see pages 7-8, candidates have read and then review in class multiple norm referenced, standardized and curriculum/criterion referenced assessments typically utilized with the students under the credential authorization of moderate-severe disabilities. These assessments include the WIAT III, Woodcock Johnson IV, Key Math and Brigance. In sessions 8 and 9, candidates discuss the appropriate use of normed reference assessments in the assessment protocol for their student(s) with moderate severe disabilities to make sure that the assessment provides a comprehensive picture of the student. Candidates also analyze the results of a real (with confidentiality protected) student’s WIAT III assessment report and write at least one additional paragraph to the report based on their hypothetical assessment. Candidates identify other norm-referenced assessments that might provide additional information regarding the student’s knowledge and skills. Candidates discuss and role-play as well how these results would be appropriately communicated orally to a parent/guardian. The syllabus also reflects the review of norm-referenced assessments, the Smarter Balance Assessment process and universally designed platform, and the CA Alternate Assessment.

Candidates in Moderate-Severe disabilities collect data from a variety of assessments as a part of EPSY 6137, EPSY 6140 and EPSY 6142. See also their syllabi and comprehensive assessment assignments in regard to this assessment element. In addition, candidates participate in and conduct data-based monitoring student progress during each quarter of fieldwork. In the initial quarters of fieldwork (EPSY 6860, EPSY 6862), the candidates are collecting data and evaluating student progress on instructional programs and other interventions designed by the master teacher. By the third quarter of specialization fieldwork (EPSY 6880MS(4)), candidates are able to design interventions early enough in the quarter to implement and evaluate student progress on their own interventions. Reviewing the syllabus for EPSY 6771 and EPSY 6880(8) indicates that candidates are evaluated on implementation and data-based modifications of the four required instructional programs.

The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.
The importance of authentic, non-biased assessment appropriate to the student and the type of information to be gathered found throughout the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Programs.

TED/SPED candidates complete TED 5355 Equity and Diversity during the first quarter of study. Course assignment 1 (see page 3), the Primary Language Report requires that candidates identify the challenges that PL speakers face in developing English Literacy and the ways that teachers can help PL children acquire English Literacy. In order plan instruction, candidates must determine the knowledge, abilities and skills based on assessment. Course lectures and in class activities regarding appropriate authentic assessment provide candidates with the knowledge to do so.

In TED 5356 Reading and Language Arts B candidates complete a Case Study of a Struggling Reader (Assignment 4, see page 4). The Case Study of a Struggling Reader assignment incorporates an interest inventory as a way to learn about the student and to provide additional information to the credential candidates. The data from this interest inventory is presented in addition to the data collected from the John’s Basic reading Inventory and examination of work samples.

Reinforced through out the program is the understanding that assessment is a process for generating and collecting data. It is the data that informs instruction and the ongoing monitoring of the data that leads to changes to better meet the needs of the students.

Candidates are introduced to the foundations of differentiation and Universal Design for Learning principles (UDL) in EPSY 5021, Teaching Diverse Students in General Education. Readings, web exploration and multimedia provide candidates with examples of units and lessons that model the effective use of differentiation and UDL for meeting the needs of all learners. Candidates use instructor created cases that present formal and informal assessment data as the basis for the differentiated and/or UDL lesson which they develop in class, leading to group creation of Differentiated Instruction Model Lesson for the final EPSY 5021 (Assignment 3 see page 3), discussed in detail in Standards 4,13.

All candidates examine the laws and requirements concerning assessment for special education eligibility, and specifically for non-biased assessment in EPSY 5126 Special Education Law and Program Design. The history of landmark cases regarding students who are English learners and African American students over-identified and inappropriately identified for special education services (e.g. Diana v Board of Education SFUSD and the Larry P case v SFUSD) are examined in class and in the Hyatt and Fuller (2011) course text readings, as well as through the Disability Rights CA Special Education rights and Responsibilities text online. The causes and outcomes of these systemic misidentification histories are explored, as are current data on Significant Disproportionality in special education and its causes as well as outcomes in California and throughout the US, using examples of local district state-required Early Intervening plans to correct their disproportionality (e.g. San Francisco USD, 2012-14) and source
materials informing disproportionality of the Civil Rights project at UCLA
http://civilrightsproject.ucla.edu/research/k-12-education/special-education
Candidates continue to take into consideration student’s background, language, communication and cognitive abilities as they select appropriate assessment instruments within coursework and fieldwork data-gathering endeavors.

*The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.*

Candidates make appropriate educational decisions based on the assessment information gathered as a part of the *Assignment 3 (see page 10)* discussed above, the Consultative-Collaboration Process Outline assignment of EPSY 6120, Communication: CollaborativeTeaming and Management. Based on the data collected and shared as described above, candidates and their master/cooperating teacher develop an intervention/instructional plan for the student. Once implemented, the candidate monitors student progress towards meeting the goals of instruction and evaluates the intervention outcomes based on student data.

**UDL Lesson (Assignment 1, see page 7)** requires that candidates in mixed credential groupings complete the development of an instructional lesson that has been designed using UDL principles. Candidates identify how the components of the lesson provide access to students with diverse knowledge, skills and abilities as identified through data collection.

**Mild-Moderate Disabilities**

The *Case Study (Assignment 5, see page 4)* in EPSY 6131 Assessment for Students with Mild Moderate Disabilities requires that candidates demonstrate skills related to identifying and carrying out a series of assessments appropriate to gain information regarding a student’s performance and then using and the data to plan instruction. The final component of the Case Study required that candidates select an area of emphasis and create a plan that could be implemented within the student’s school environment. Candidates also create three IEP goals that would be appropriate for the student.

Since candidates already hold a general education credential or are in the final quarter of the courses for the multiple subject credential they have the knowledge of the general education curriculum and are prepared to make appropriate educational and instructional decisions. TED/SPED candidates have completed instructional units and specific lessons to meet the needs of their students in the areas of science, math, social studies and reading/language arts. Each of the general education lessons included adaptations and modification for students with mild moderate disabilities based on previous data collected.

In EPSY 6127 Behavioral and Instructional Support candidates compete a Behavior Support Intervention Plan (Assignment 2, see page 4) where they observe students in a classroom environment in order to understand determine the characteristics of a
classroom behavior problem, the function of behavior, the probable causes of the behavior and ways to intervene successfully. Based on the course readings, activities and incorporation of media, candidates incorporate strategies to resolve, manage, and prevent classroom behavior problems.

In EPSY 6131 Assessment Mild Moderate Disabilities successful teachers present their strategies for using assessment data to create IEP and instructional goals. Carried out in the form of centers, candidates spend a minimum of 30 minutes with each teacher presenter. Candidates leave the session with samples of planning to instruction templates, resources to support the academic core curriculum, and instructional grouping ideas.

EPSY 6133, Curriculum and Instruction for Students with Mild Moderate Disabilities provides candidates with additional opportunities to demonstrate their skills creating instructional sequences based on the collection and analysis of student data. Candidates choose to complete Assignments 1, 2 or 3 (see page 3). In each assignment candidates collect student data in the areas of academic skills, learning/skills or social skills (assignments 1-3 on the course syllabus) Based on the data collected candidates develop and implement an intervention sequence to develop appropriate knowledge and skills. For example assignment 2 states that candidates are to: Evaluate 3 of your students on their abilities to organize, prepare, and understand, etc., the vital skills necessary for success. Utilizing appropriate supporting materials from PRIM or from Strategy Instruction for Students with Learning Disabilities initiate a program to increase your students’ available tools for academic and behavioral success. Design a plan for teaching study skills and chart student progress as they participate in the intervention process.

EPSY 6134 Advanced Instruction for Mild Moderate Disabilities is the final instructional strategies course in the two year program. The Executive Function Case Study (Assignment 1, see page 2) requires that candidates collect data, plan carry out and assessment interventions, revise, and document progress. Candidates may need to implement several intervention strategies to address a particular area.

Moderate-Severe Disabilities

In addition to those common assessments activities related to diverse learners, the Educational History (Assignment 3, see page 9) in EPSY 6142 Assessment: Moderate Severe Disabilities addresses the diverse learner’s element of assessment in great detail. This assignment requires candidates in MS disabilities to: 1-Gather historical information about the student from several sources including records; include an interview with parent/guardian with specific required components including questions such as: what do you most enjoy doing with your child; what does he/she ‘do best’? What has been his/her best school experience and why, or, how would you describe that experience? What has been the least successful school experience and why/what about it was not successful; also interviews with other professionals and interviews with previous GE and SE teachers; 2-Conduct and follow the dynamic assessment process from class lectures and activities and summarize information gathered; 3-Describe patterns found in assessment results, descriptions of behavior, what has been taught vs. what student has learned; 4-
Discuss any interpretations/hypotheses which can be made on the basis of analysis of the trends and patterns found in the above information and, 5- Generate assessment questions (at least 5) for this student based upon the information gathered above, to the basis of future assessment activities with the student.

Following the Educational History assignment in EPSY 6142, candidates conduct an “Informal” Assessment Assignment (Assignment 5, see page 11) with a student in their EPSY 6862 Fieldwork with Master Teacher, which is comprised of the questions/hypotheses generated in the educational history assignment; followed by their setting up situations to assess and attempt to answer the questions. Candidates are required to: 1- Follow the dynamic assessment process for this assignment; 2- Test the limits – both higher and lower than present level of functioning; 3- Use a variety of materials, activities, settings, etc.; 4- Test across time/days; 5- Summarize the information gathered; 6- Describe the process of planning and conducting the assessment and 7- Attach data sheets and notes.

Further, candidates describe any interpretation that can be made on the basis of trends and patterns and include the information they had gathered for the educational history assignment, the ecological assessment assignment, the functional behavior assessment, as well as Communication Assessments for EPSY 6140, and any other direct experiences they have had with the student. In conclusion, candidates generate three-four additional questions that require further assessment. This extensive, student centered functional assessment process is specifically designed to ensure consideration of the diverse and complex needs of students with moderate-severe disabilities.

Candidates in MS Disabilities also conduct Ecological Inventories in EPSY 6142 Assessment for Moderate Severe Disabilities. For example, Ecological Inventory Assignment A (see page 8) requires the candidate to: Go to a restaurant (fast food, sit down, or whatever) and order a hamburger (sandwich) and soda (drink); conduct a typical person inventory as you go through the process (beginning before you get to the restaurant); Note every step in chronological sequence as well as the cues, correction procedures and consequences; noting that there may be more than one cue, correction, etc., per behavior--note all that are applicable; as well as materials, performance criteria (accuracy & time to complete step) and basic skills (e.g., math, reading, communication) required. For EPSY 6142 Ecological Assessment B (see page 9) the candidate targets at least one community or school activity for the student being assessed; conducting ‘typical person’ inventories followed by student discrepancy analyses. These data then lead to will lead to one of the required individual EPSY 6142 Instructional programs for the student. The assignment requires that the activities be either new to student or a situation where your student is not currently a successful participant.

The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

A review of state mandated assessments and options for accommodations is presented during the first year of the program in EPSY 6131 Assessment: Mild Moderate
Disabilities. Candidates determine the appropriate state mandated assessment (previously CST or CMA, now Smarter Balance) for students based on previous standardized test results. Candidates also locate a list of accommodation included in the IEP as they explore the SEIS website for IEP development. Accommodations and modification for student participation in state mandated accountability measures are included as required information to be presented in the case study. More information regarding approved accommodations and modifications is being shared with candidates as the SBAC assessment system becomes the norm for student assessment, with the built-in individualized UDL platform features only beginning to be available and implemented during this year’s 2014 statewide field test. Candidates in EPSY 6142 Assessment Moderate Severe Disabilities have equal exposure to the SBAC and have historically utilized the state’s CAPA (CA alternative assessment); reviewing results of CAPA assessments for students in fieldwork settings and/or in class case studies; and/or viewing its implementation in their Spring fieldwork placements (6860, 6880 (8)). As the CAPA is expected to have decreased emphasis now that it will be replaced in 2014/2015 or 2016 at latest by the state adopted NCSC assessment, the available materials for these are being reviewed in classes through web-based NSCS tools and CA Department of Education resources both in EPSY 5126 and EPSY 6142.

Candidates begin their special education fieldwork EPSY 6860(MM/MS) in the spring quarter of their first year of the program and complete fieldwork experiences EPSY 6862(MM/MS), 6880(4)(MM/MS) and Advanced Fieldwork EPSY 6880(8)(MM/MS) throughout the second year. The fieldwork experiences provide opportunities for candidates to plan for and participate in state mandated accountability measures. During the fall of the school year, candidates participate in district required benchmark assessments such as Dibels, AimsWeb, DRA, reading and math program publisher created placement assessments. Course readings provide candidates with a basis on which to identify assessment accommodations for standardized and non-standardized assessments. Candidates also examine the sets of accommodations available to students, those that are identified on the SEIS and those that are district-specific.

Over the course of the fieldwork placements candidates participate in district-mandated progress monitoring assessments such as time readings, specific content math assessments, and unit and grade level benchmark assessments. In the spring quarter fieldwork (EPSY 6862(MM/MS) or EPSY 6880(8)(MM/MS)) candidates participate in the administration of state mandated assessment sequence at their fieldwork site. Candidates collaborate with their cooperating teacher to monitor small group or untimed assessment sessions or students. As districts implement the SBAC and NCSC, candidates will be mentored by their cooperating teachers as to the appropriate preparation of students for the assessments as well as the administration of the assessments.

Program Standard 6: Using Educational and Assistive Technology

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based
Candidates in the Education Specialist programs are provided with a variety of information and skill-building activities regarding the use of low and high tech assistive technology and augmentative/alternative communication to support the learning of individuals with disabilities, opportunities to practice application in course, fieldwork and student teaching assignments. Components of the standard, courses and fieldwork experiences that address this standard are noted below.

**Standard 6 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Component/Standard 6</th>
<th>Courses</th>
<th>Field Work/Student Teaching</th>
</tr>
</thead>
</table>
| Learn computer-based technology to facilitate teaching and learning process | TED 5110  
EPSY 5021  
EPSY 6124 | EPSY 6860  
EPSY 6862,  
EPSY 6880(4)  
EPSY 6880(8)  
EPSY 6770 (Interns) |
| Use computer-based technology for information collection, analysis and management of instructional setting | TED 5110  
EPSY 6124 | EPSY 6860  
EPSY 6862,  
EPSY 6880(4)  
EPSY 6880(8)  
EPSY 6770 (Interns) |
| Knowledge and analysis of assistive technology (high, low equip and materials to facilitate communication, curriculum access and skill development | EPSY 6124  
EPSY 6140/6133  
MS/MM | EPSY 6860  
EPSY 6862,  
EPSY 6880(4)  
EPSY 6880(8)  
EPSY 6770 (Interns) |
| Legal and ethical issues involved in use of technology | TED 5110  
EPY 5126  
EPSY 6124 | EPSY 6860  
EPSY 6862,  
EPSY 6880(4)  
EPSY 6880(8)  
EPSY 6770 (Interns) |

**Common Trunk of Coursework for Candidates in MM and MS Disabilities**

Ted 5110 Computer-based Technology in the Classroom 1 is required for students in all credential programs in the college of Education and Allied Studies (CEAS) and introduces candidates to the use of computer based technology. The course explores
computer-based technology in general, and addresses specific knowledge and skills appropriate for beginning teachers, such as hardware and software terminology, operation, troubleshooting, record management, e-mail, collaborative tools, copyright, privacy, security and safety issues. The course fulfills the CTC technology requirement for the Preliminary Multiple and Single Subject credentials. Weekly posts are required that respond to the instructor’s questions covering the content of the course. Candidates also use discussion boards, blogs and wikis to share information with both the instructor and the other members of the class. In addition, each candidate serves as online discussion monitor for one topic’s discussion e.g., the legal and ethical use of technology in the classroom. Candidates learn how to use computer-based systems such as Excel for data collection, synthesis, analysis and management to support individual student learning and for management of the instructional setting across students on the teacher’s caseload. They are required to design and develop a file to record and manage student data to demonstrate competence using Excel or Engrade (5110 syllabus, see page 2). Candidates demonstrate competence with the development of computer-based instruction by developing a presentation on a thematic topic using PowerPoint or Prezi. They develop a classroom website (Project 2, see page 2) using Google Sites or other web page creators, such as weebly.com, wix.com, yola.com that allow candidates to explore a variety of online resources for educating students. The educational contexts and specific students used for application of this the course content is selected by the candidates; they are able to apply their skills in general or special education learning environments. Blog postings of at least 75 words are required twice weekly, to reflect on their student teaching experiences, and contribute to their Digital Portfolio (see page 2).

**EPSY 5021 Educating All Students in Diverse Classrooms**

In this introductory course for education specialists and Multiple Subjects candidates in the TED SPED program, candidates are introduced to and begin using the Backboard learning platform and accessing on-line resources for educating students with disabilities. Field observations in three types of educational service delivery models require candidates to identify and analyze the service delivery, including technology observed in use for instructional practices, types of curricular modifications and adaptive equipment used to support/instruct students’ learning in each type of service observed e.g. Speech and language services; general education differentiated inclusive instruction. (Assignment 1, see page 7) The structure of interviews with either a special education teacher service professional or a high school student with an IEP (Assignment 2, see page 8) provides an opportunity for more in-depth information regarding supports, instructional modifications and adaptations, including assistive technology.

In **EPSY 6120 Communication: Collaborative Teaming and Management** candidates learn the communication skills to collaborate successfully with other professionals following a collaborative consultation model. Two of the three assignments are done in groups or teams so the candidates are able to practice the skills they are learning and demonstrate their ability to collaborate. Group development of a Universally Designed Collaborative/Cooperative Learning Lesson (Assignment 1, see page 7) requires both the use of online teaching resources for the use of technology in the classroom and the development of differentiated instruction following the principles of Universal Design for
Learning (UDL). Candidates are required to reflect upon and provide a summary of the collaboration process for each group assignment. In addition to collaborating with classmates, candidates are required to conduct a quarter long collaborative consultation assignment *(Assignment 3, see page 10)* with a general education teacher over the course of the quarter. One or more students in the general education teacher’s classroom who are struggling or at risk for failure are targeted for collaborative assessment and intervention to support their learning. This process includes the identification of both personnel and material resources to provide expertise and modifications to address individual student needs, including, where appropriate, technology/assistive technology.

**EPSY 6124 Assistive Technology and Augmentative/Alternative Communication**

This course is the primary source of advanced information regarding the use of assistive technology for and with students with disabilities, including the use of augmentative strategies and systems to support student communication. This is a hybrid course that combines on-campus class meetings interspersed with instruction and student work that occurs online. Blackboard is the educational platform for the course. Candidates use wiki and blogs to post research they have conducted on AT/AAC topical websites, government supported resources, related organizations, commercially available systems and materials, and apps that support student learning.

Through lectures, online learning modules, discussions boards, readings and in-class lectures and activities, candidates explore: hardware, software, and web-based applications and strategies for accessing and integrating technology with universal design principles; legal, ethical, and policy issues in technology use, and the role of technology in collaborative team-based assessment for individualized high and low tech assistive technology and augmentative communication use across the life span. Candidates demonstrate knowledge of and the ability to utilize the above information through class activities, discussion boards, and course assignments. They also apply the information in the concurrent fieldwork experience as well as future field and student teaching experiences. The legal and ethical use of AT is explored via course content, class discussions and a review and posting of relevant information from such resources as [http://nichcy.org/laws/ata/](http://nichcy.org/laws/ata/). EPSY 6124, 5126 and TED 5110 also reinforce issues of Academic Honesty in terms of copyright, privacy, security, and safety, as well as Acceptable Use Policies, which are linked to all syllabi within the university syllabi template at [http://www20.csueastbay.edu/ecat/general-info/grading-and-academic-standards.html](http://www20.csueastbay.edu/ecat/general-info/grading-and-academic-standards.html) (see last link about academic dishonesty)

In **TED 5110**, four course objectives address **ethical and legal use**: 1-to define and identify the function, legislation, and impact of assistive technology in education; 2-to research and discuss legal and ethical practice related to technology use; 3-to promote safe and healthy use of technology resource and 4-to facilitate equitable access to technology resources for all students *(5110, see page 1)*. In the online portion of class, candidates have weekly required Discussion Board posts on Blackboard; serve as a course Moderator; complete four quizzes and design a classroom website, all of which address aspects of legal and ethical technology use.
In **EPSY 6124**, candidates research web-based resources and make weekly posts regarding topic specific application of assistive technology in the areas of history of AT, academic instruction, communication and support for students with learning, orthopedic and cognitive disabilities (*R and L Assignment 1, see page 5*). Candidates research AT/AAC products and conduct an assessment for a student for **Assignment 2 (see pages 4-5)**. They may develop an online resource library and website for **Assignment 3 (see page 6)** or construct/adapt a tool or strategy for specific students, or build additional AT/AAC skill through specific online or in person conference or webinar attendance with a strong AT or AAC focus. The products or outcomes of each of these are shared with classmates so that each candidate leaves the course with a variety of tools.

Hands-on application of course content is demonstrated in the concurrent fieldwork course **EPSY 6862(Mild/Moderate** or **Moderate/Severe)**. For example, conducting a comprehensive AT assessment of a student in the candidate’s fieldwork or internship allows the demonstration of knowledge of AT equipment and materials to meet the needs of individual student’s educational objectives (**Assignment 2, see pages 4-5**). Candidates use the SETT (Student, Environment, Task, Tools) to guide the collaborative assessment and technology planning process. This process includes careful evaluation of the student’s skills and needs in the areas of academics, motor, communication, cognitive, sensory and behavior. The results of the evaluation along with assessment of participation in educational activities, and environmental supports and barriers provides the basis for suggested low and/or high tech materials and strategies to support the student’s learning and participation. Evaluation of the impact of materials/devices on student performance and the environment leads to a plan for ongoing use of AT. This process includes accessing information from other professionals regarding technology related to the student’s needs and educational objectives.

All candidates participate in four quarters of university supervised fieldwork **6860(MM/MS), 6862(MM/MS), 6880(4)(MM/MS)**, working two to three days a week with Master Teachers in selected schools. This is followed by Student Teaching (**EPSY 6880(8)(MM/MS)**), which is five days a week for one full quarter. In each of these placements candidates learn about and practice using the technology that supports the academic learning and communication of the students on the Master Teacher’s caseload. Multiple placements across elementary and secondary schools and often across districts provide the opportunity for candidates to learn the different teachers/schools/districts access resources and the variation in what and how expertise and materials, new applications, tablets, Smart Boards and multiple devices as well as web-based teaching resources are utilized. Candidates participate in the use of high and low technology augmentative communication devices and systems, as well as apps for iPads and other devices that support students’ social and academic communication and learning; as well as the data systems used for managing student progress and classroom operations and online data systems for managing school-wide initiatives such as the SWIS system for monitoring behavioral and academic progress, and Goalbookapp.com, developed by a teacher who is a graduate of our CSUEB TED-SPED program.
The opportunity to explore a wide variety of high and low tech programs, apps and materials with educators who are using or have developed adaptive or modified materials is provided across these placements for candidates in both the moderate/severe and mild/moderate disabilities credential programs. An annual CSUEB Adaptation Fair is conducted each Fall where master teachers, current candidates, faculty, University Supervisors and program graduates bring and demonstrate the use of a variety of examples of low and high tech adaptive materials, applications, equipment, differentiated and modified lessons and adaptations. This event is open to the public and typically draws teachers, administrators, candidates from CSUEB and other local universities, and family members from several counties, as well as candidates in the TED-SPED/SPED programs from the first year of the program. Candidates in the moderate/severe disabilities program who are enrolled in the second year courses EPSY 6142 (see page 2) and 6140 (see page 2) are responsible for organizing the event along with program faculty. Invitations go out to local districts, schools, family organizations such as Parents Helping Parents and Parent Training and Information Centers and other area universities.

There is a significant range of exhibits that have included everything from: apps for iPads/iPods/iPhones/Kindles etc.; to indestructible iPad cases developed for use by the military; and commercially available evidence-based programs for reading, math, writing and science; links to teacher and/or family friendly websites, and teacher developed low and high tech UD lesson designs with modifications for academic subjects across the age span and ability levels of students with disabilities. Participants are able to discuss each exhibit with the presenter and obtain ideas of how to use the materials with the students in their area of study.

Program Standard 7: Transition and Transitional Planning
The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Transition and planning for transitions are addressed within both the Education Specialist Mild-Moderate and Moderate-Severe disabilities credentials. All Specialist courses emphasize supporting students for their future lives post school and across the lifespan.

**Standard 7 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition planning across the lifespan</td>
<td>EPSY 5126&lt;br&gt;EPSY 6129&lt;br&gt;EPSY 6206MM/ 6207MS&lt;br&gt;EPSY 5125MM/5136MS</td>
<td>EPSY 6880 (4)&lt;br&gt;EPSY 6880 (8)</td>
</tr>
<tr>
<td>Collaborate w/ personnel from other educational &amp; community agencies to plan for successful transitions by students</td>
<td>EPSY 6120&lt;br&gt;EPSY 6129</td>
<td>EPSY 6880 (4)&lt;br&gt;EPSY 6880 (8)</td>
</tr>
<tr>
<td>Knowledge and ability to teach self-determination and expression skills</td>
<td>EPSY 6129&lt;br&gt;EPSY 5136MS&lt;br&gt;EPSY 6206MM/6207MS&lt;br&gt;EPSY 6670MM/6671MS</td>
<td>EPSY 6880 (4)&lt;br&gt;EPSY 6880 (8)</td>
</tr>
</tbody>
</table>

The program ensures that all candidates: become familiar with factors that effect all developmental stages in the life of an individual with disabilities within the family system; demonstrate essential collaborative skills both with families and schools and with key community agencies, to develop appropriate individual transition plans for movement from grade to grade, school to school levels and school to post-school adult life; demonstrate knowledge of strategies to facilitate choice-making, self-direction/determination and self-advocacy skills. Transitions competencies are addressed in a variety of ways, with particular emphasis within several courses.

In **EPSY 5126, Special Education Law and Program Design** candidates are introduced to the elements of individualized transition planning within the IEP (ITP) through a variety of in-class activities including examination of ITP elements; review and analysis of actual ITPs; film of ITP planning meetings and an introduction to person centered planning and self-directed IEPs as a basis for developing students’ self-determination skills and
planning and development of IEPs and ITPs.

**EPSY 6120 Communication: Collaborative Teaming and Management** emphasizes collaborative skills, collaborative learning and teaching and structures that support collaboration includes a focus on within-school and district collaboration across IEP Team roles; across related services, with paraprofessional staff and with general education colleagues as well as with parents/guardians. **EPSY 6120** also sets the stage for interagency collaboration with content on California’s specific interagency roles and responsibilities with students who have IEPs, such as the Regional Center system for students with developmental disabilities, providing supports across the lifespan for many students with moderate as well as those with severe disabilities and their families, as well as Rehabilitation services in secondary schools and continuing for transitions and post school planning. Candidates are introduced to district/SELPA special education services structures and eligibility for services within the other relevant organizations or agencies such as: the Regional Center System and its vendors; Parent Training and Information Centers; Family Empowerment Centers; Department of Rehabilitation and Transition Partnership Projects; Regional Occupational Programs, and more, through multimedia and the use of as well as exploration of web-based California local and state resources (e.g. the San Francisco based Parent Training & Information Center Support for Families of Children with Disabilities at supportforfamilies.org annual web-based extensive resource guide.)

**EPSY 6129, Collaborative Service Delivery Education and Transition** is the capstone course leading this critical area of competence for all specialists in mild-moderate and moderate-severe disabilities as they complete the second to last quarter in the Preliminary program. The Winter quarter course addresses all of the basic elements of the standard directly, through both collaborative classroom-based teaming and professional learning design as well as an active learning and planning with other candidates for the Individual Transition Plan assignment (Assignment 2, see page 11), to examine needs and design the plan for a selected student from one field site or Internship who will be in one of several transitional situations (high school to post school; preschool to elementary; elementary to middle, middle to high school; more to less restrictive setting; return to public school from non public school or residential setting) in the coming months. The plan’s elements must include 1) the focus **Student Profile (see page 12)**, including, for example: age/grade; eligibility category and length of time receiving special education services; areas of IEP goals and emphases; summary of current services; time out of general and rationale; interests, preferred activities and choice-making opportunities; extracurricular activities and types of natural supports in place; student and family’s current educational priorities for student; student’s experience with self-determination –self-advocacy, futures planning; 2) **Age and grade-appropriate self-determination activities** that will be implemented through curriculum and instruction and what this will look like for the remainder of the school year and b) Action Plan for type of **Person Centered Planning** to be implemented, as well as 3) specific, individualized **Transition activities** appropriate to the type of transition the focus student will be experiencing, as well as 4- **Involvement of additional team members** from, e.g. other agencies required for the plan and their roles/responsibilities.
In the final Research and Case Management courses for Mild Moderate and Moderate Severe Disabilities EPSY 6206 (Mild Moderate) and EPSY 6207 (Moderate Severe) candidates demonstrate knowledge of transition competencies through in-class activities such as discussion and critical analysis of readings in transition research, and policy and best practices; critiques of filmed meetings depicting planning at different transition points. More information appears below.

**Moderate Severe Disabilities**

In EPSY 5136, Educational Practices for Students with Moderate-Severe Disabilities, the first moderate severe specialization curriculum course, candidates read, discuss, view and analyze web resources and multimedia related to and engage in multiple in-class curricular activities related to functional life domains of personal management, employment, leisure and general community access skill development. For example, they complete a group activity developing a list of major parental concerns/priorities for each age and transition point, (based in part on the family systems work of Turnbull and Turnbull, 2010); and then identifying evidenced-based and promising practices for support at each point, as well as web-based and brick and mortar resources, e.g. Parent Training and Info Centers (PTIs) and Parent Resource/Family Empowerment Centers; Centers for Independent living; Regional Center and appropriate vendors; and self advocacy resources such as the CA Supported Life Institute, CAL-TASH, Disability Rights CA etc. Films with adults who experience severe disabilities with a range of considerations are utilized as well as those with children and their families discussing transition points (e.g. Including Samuel; films on Maryland Learning links http://www.marylandlearninglinks.org/ etc.) and their experiences; in terms of what has worked; what is working, what was not effective in supporting their own transitions.

In EPSY 6207 candidates complete a Case Management Toolkit (see page 3) as well, which must contain Transition planning tools for the range of potential transitions they will encounter: grade to grade; school level to next; school to post secondary and/or post-school environments, addressing the first component, of the standard.

Within the final paired Student Teaching/Intern Seminar in Moderate-Severe Disabilities EPSY6671-EPSY 6880(8) one of many assignments completed in their field setting is a Special Project, (Assignment 6, see page 4) which provides a choice where three of four options directly address this standard’s elements, and which are required to “...result in student(s) with moderate/severe disabilities participating in school, community, home neighborhood or family activities, in which they are not currently...”(6671 syllabus) 1- Futures Planning/MAPS: Conduct a futures planning process (person centered planning or MAPS process) for one student including all the participants (e.g., family, friends, IEP team, general education teachers, etc.). Submit summary and analysis; 2- Student-led IEP: Work with students to develop their PowerPoint presentation to use as they lead their IEP meeting. Must include photos of student engaging in IEP objectives-related activity and other preferred school activities; include student’s input /selections for all content. One and 2 both address the component Submit summary and copies of materials; 3-Community Programming Unit: Must include community site development
(Ecological inventories, etc.) and instructional sequence for at least one student. Submit summary of process and impact with instructional materials. Both options 1 and 2 address the component: **knowledge and ability to teach self-determination and expression skills.**

**Mild Moderate Disabilities**

In **EPSY 5125** candidates participate in transition plan development as a part of the IEP process. An in class activity requires that candidates explore the differences between instructional goals focusing on knowledge and skills and linkage goals related to identifying and accessing needed services and supports. The IRIS unit on Transition [http://iris.peabody.vanderbilt.edu/module/tran/](http://iris.peabody.vanderbilt.edu/module/tran/) provides candidates with additional information regarding post secondary transition. Instructor lectures include resources for transition from IFSP (pre K) to IEP (K), elementary to middle school, middle school to high school and to post secondary venues. Candidates identify online and resources in the community to support student transitions (in class activity). Class small groups discussions allow for candidate demonstration of knowledge.

In **EPSY 6206**, Mild Moderate disabilities candidates prepare the **Student Profile Template (see page 3)** for Transition as a part of their Tool Box course-long development assignment. Course lectures and guest speakers present content on grade to grade; school level to next; school to post secondary and/or post-school environments, addressing the first component, of the standard. Candidates explore curriculum for teaching and supporting self-determination including the Self Determined Learning Model [www.beachcenter.org/...self-determined_learning_model.../default.aspx](http://www.beachcenter.org/) for goal setting and monitoring in academic contexts.

The final paired Student Teaching **EPSY 6880(8)** and **EPSY 6670 Advanced Fieldwork Seminar** in M-M Disabilities, candidates provide evidence of competence in all program Standards 2-15 and all MM Disabilities standards 1-6, including the particular emphases in Program Standards 7 and 8 relating to Transition. Candidates provide evidence of participation in transition planning and meetings within the final portfolio developed in **EPSY 6670 (see page 2)**. Evidence may include a student-led IEP where candidates work with students to develop their PowerPoint presentation to use as they lead their IEP meeting or completion of Possible Selves (KUCRL) study units. Candidates become familiar with the transition content on SEIS and when appropriate, develop appropriate transition goals for students at 14 years of age.

**Program Standard 8**

**Participating in IFSP/IEPs and Post-Secondary Transition Planning**
The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

### Standard 8 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Standard 8 Component</th>
<th>Courses in which the component is addressed</th>
<th>Fieldworks</th>
</tr>
</thead>
</table>
| Participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process from pre-referral interventions and requisite assessment processes, to | EPSY 5021  
EPSY 5126  
EPSY 6120  
EPSY 6129 | EPSY 6862,  
EPSY 6880(4)  
EPSY 6880(8)  
EPSY 6770 |
| Planning specially designed instruction to support access to the core curriculum | EPSY 5126  
EPSY 5136  
EPSY 6140/6133 MS/MM | EPSY 6862 |
| Developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process. | EPSY 5021  
EPSY 5126  
EPSY 6129  
EPSY 6670/6671 MM/MS  
EPSY 6206 MM  
EPSY 6207 MS | EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8)  
EPSY 6770 |

Standard 8, competence in all areas of educational transitions from IFSPs to IEPs, and from IEPs through transitions, from school is addressed and developed through the credential programs in the areas of Mild-Moderate and Moderate-Severe disabilities, both in the common trunk of coursework that all candidates, including Interns, and in the specialization areas, as detailed above and in specific examples below.

Participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process from pre-referral interventions and requisite assessment processes

### Common Trunk

As described in Standard 2, the IEP process is introduced in the first course, **EPSY 5021**. Course readings and discussions lay the foundation for candidate understanding of the pre-referral (RTI, SST) and IEP processes including roles and responsibilities of team
members, process through which students become eligible to receive services, IEP components, services available, participation of parents, school administrators, and general educators. Guest speakers including parents, general and special education teachers, psychologists and service providers provide candidates with their perspectives on the process. Candidate discussions and reflections provide candidates a venue for integrating the new knowledge into their schema and sharing their new knowledge with others. In-class reviews of IEPs according to quality and requirements guidelines; and the course leads to group planning and development of a UDL and differentiated standards-based lesson Assignment 3(see pages 10-11) for specific students with diverse learning needs, in the context of general education.

The major emphasis for Standard 8 and its components begins with EPSY 5126 (SPED Law and Program Design) during the second quarter, where candidates are introduced to and complete in-class activities and additional, related assignments addressing the specifics of the IFSP/IEP/IEP-ITP process, as discussed above under Standard 2. Eligibility and all aspects of IEP development, the process for development, team roles and meeting process, are addressed in-depth through IEP analyses, use of case studies with goals and objectives (knowledge of the latter is assessed through IEP analysis in Assignment 2 (see page 8) and in Assignment 3 (see page 9), benchmarks, and concurrent initial instructional program design including goals, objectives and task analyses writing; all essential skills for one to participate as an effective IEP/IFSP team member. Candidates are also introduced to the Special Education Information system (SEIS) IEP training modules, the predominant IEP format adopted and used by most California SELPAs. In class activities adapted from the SEIS training modules are employed to demonstrate with the candidates the ways in which IEP requirements including goals and objectives, as well as the process itself, are addressed through this electronic platform. In terms of team member competencies, for example, In the final Assignment 3 (see page 9), groups design an IEP format and process to reflect both evidence based practices and legal requirements, and then demonstrate these in action to their classmates through a presentation that is comprised of an IEP team meeting role play for at least a 20 minute portion of an IEP team meeting, based on the hypothetical student for whom the IEP has been designed. Timelines, due process procedures, LRE design and implementation; data collection strategies, legal aspects of discipline and positive behavior plans including processes such as Manifestation Determination, and active parent participation, including strategies to encourage parental/guardian participation in teams are components of the course content and the Hyatt and Filler (2013) text as well (5126). In their groups, candidates also complete an in-class team effectiveness exercise (Assignment 3, see page 9) that assists them to identify their preferred meeting strategies, come to consensus on common characteristics of effective team meetings from which they will develop group norms to assist in their work together outside of class, in order to complete this final. This team exercise is repeated across different group configurations and group assignments within 5126, 6120 and 6129 to facilitate candidate awareness of their own group skill development as well as how to ensure an effective group process with a variety of colleagues, which assists in their preparation as effective team members. In addition, as noted under Standard 2, candidates complete a pre-referral SST/RtI (Assignment 1 for EPSY 5126, see pages 7-8) looking at the school’s SST-RtI processes
for pre-referral, interviewing a general educator and attending a team meeting of SST if scheduled, that quarter.

Note that since the authorization of the credential is K-22, participation relating to the IFSP is in the context of transition from an IFSP to an IEP for kindergarten. Standard 2 and **EPSY 6129** address transition aspects more specifically.

For planning specially designed instruction to support access to Common Core standards, the CCSS as well as Next Generation Science Standards and CA frameworks across content areas are employed in first in **EPSY 5021**. Undergirding the prereferral, intervention, assessment, eligibility, service delivery and supports process, is the tenet that all are to have delivery of services in the least restrictive environment with the supports to access the core curriculum. To complement the readings and lectures, candidates examine case studies, and role-play pre-referral meetings as well as IEP/IFSP/and ITP transition planning meetings. As candidates complete the interview of a teacher or student (**5021 Assignment 2, see page 8**), they are also learning how to be an effective team member.

Candidates also review the characteristics of differentiated instruction and Universal Design and apply the practices of Universal Design in the development of a small group-designed standards-based lesson (**Assignment 3, see page 10**). Candidates design this lesson to meet the varied descriptions of students in the class.

The focus on designing specialized instruction to support core access continues in more depth with the goal development portions of the **EPSY 5126** course. In-class activities involve use of a range of CDE-provided and linked vehicles and tools for preparation in writing and aligning goals to CCSS and other standards, such as the CCSSO (Council of Chief State School Officers) webinar: [http://www.ccsso.org/Resources/Digital_Resources/April_16_EAG_Webinar.html](http://www.ccsso.org/Resources/Digital_Resources/April_16_EAG_Webinar.html) Transition to the CCSS for Teachers of Student with Significant Cognitive Disabilities Aligning Instruction to Standards, as well as tools developed by, for example, Martha Thurlow, of the Smarter Balance Consortium about SBAC and students with disabilities: [http://www.ncscpartners.org/Media/Default/PDFs/Resources/Thurlow-CCSS-SWD-8-2011.pdf](http://www.ncscpartners.org/Media/Default/PDFs/Resources/Thurlow-CCSS-SWD-8-2011.pdf), and the National Center State Collaborative (NCSC) most recent resources for content, curriculum and instruction: [http://www.ncscpartners.org/resources-cop-presentations](http://www.ncscpartners.org/resources-cop-presentations).

Each of these training tools assists candidates in learning the process of developing and aligning both goals/objectives and their instruction to address appropriate standards, a skill that is further built on in subsequent course and fieldwork.

For example, in **EPSY 6120**, all candidates develop an in-depth comprehensive instructional unit with a single lesson in-depth focus (**Assignment 1, see pages 3, 8-9**) that demonstrates: 1-how the IEP objectives for students are aligned with both the lesson academic objectives and CCSS or other state standards; 2-application of the three main Universal Design principles to a minimum of two elements of differentiation (Content,
process, product/outcomes); 3- evidence-based cooperative learning elements an how these will be instructed; 4-criteria for evaluating student learning including individual accountability and collaborative skill acquisition and use by students, as well.

In **EPSY 6129**, candidates develop a **detailed standards-based co-teaching plan** for general educator-special educator teacher collaborative delivery (*Assignment 3, see page 13*). Among many other aspects of co-teaching embedded in the plan, the plan must be developed with a general educator, address CCSS/CA standards, and demonstrate how both grade level standards and individual needs/modifications are to be addressed. In this course as well, the **Transition Plan (Group Assignment 2, see page 11)** described under Standard 7 requires that specific transition activities including individualized self-determination activities be developed which align with the student’s current goals.

As Ed Specialist candidates in both MM and MS disabilities share their **6860(MM/MS), 6862(MM/MS), 6880(MM/MS)**, and if Interns, **6770** fieldwork experiences with a small group. They incorporate their experiences in the assessment, eligibility, IEP/transition planning, service delivery and student support processes. Using pseudonyms, candidates share some of the characteristics of their students; in small groups candidates present the scenario that would lead the student to receive most appropriate services and supports to access the academic core curriculum.

**Mild-Moderate Disabilities**

As a part of EPSY **6131 Assessment (see page 4)** for Mild Moderate Disabilities, candidates are required to participate in a pre-referral team (RTI/SST), IEP, and transition plan (ITP) meeting as a part of their accompanying fieldwork experience, EPSY 6860. Candidates continue their participation as a team member in subsequent fieldwork and student teaching placements. The **Case Study (Assignment 5, see page 4)** requires that candidates make suggestions for instruction and supports that lead the student to have access to the academic core curriculum. This quarter-long Assessment of a student in the pre-referral or RtI intervention process in their fieldwork or internship placement culminates in recommendations for development of instructional plans and IEP goals, addressing the critical components of Standard 8. During the final quarter, in **6206 Case Management and Research**, a **Student Profile Template (Assignment 1, see page 2-3)** is developed by each candidate for communication of goals as well as related pertinent essential information with all IEP team members and staff who work with each student. In addition, with the accompanying **EPSY 6880(8) Student Teaching**, candidates work with their cooperating/master teacher to complete the pre-referral intervention-assessment-eligibility-service delivery-supports goals-curriculum process with a student. Candidates participate in all facets of the process as appropriate. Candidates implement self-determination, student led IEPs, transition experiences into their practice in the field.

**Coursework fieldwork connections** in **EPSY 6860MM, 6862MM, 6880(4)MM**, and **6880/6770**, initial fieldwork through student teaching candidates are required to attend,
observe, and reflect on an SST/RTI, IEP/ITP meeting. In EPSY 6880 and accompanying EPSY 6206, candidates are required to participate in the assessment for, development of, meeting for and implementation of IEP/ITPs for students in their setting. Throughout fieldwork and student teaching experiences, candidates are expected to work closely and collaboratively with their master/cooperating teachers, other personnel, students, and families at their assigned school sites, as well as their supervisors, and to participate in all aspects of the teaching profession. Fieldwork and practicum experiences provide a structured and supportive environment in which students can apply what they've learned in the university courses to their teaching.

**Moderate-Severe Disabilities**

In 5136, (MS Disabilities) candidates complete a structured series of school and student observations over three assignments, leading to a Participation and Learning Plan (Assignment 2, see page 4) that demonstrates how the student will participate and work toward specific skills in core instruction; which IEP goals are being addressed; how instruction will support their achievement and which adaptations and supports will be provided. For 6140, Advanced Curriculum, candidates complete a two part Communication Project (see pages 9-10) focused on planning instruction to facilitate students’ effective use of communication systems which clearly facilitates their participation and learning of core curriculum. Instructional plans are designed on the basis of comprehensive assessment of all aspects of communication including cognitive, sensory, motor and social skills and support needs. Thus intervention plans include any necessary equipment and/or adaptations to assure student’s acquisition of communication objectives. Within EPSY 6142, among several related assignments, candidates complete an Ecological Assessment (see pages 9-10) and a Student Educational History (see page 10) that will enhance their understanding of the individual student’s skill repertoires and prior focus and experiences within core curriculum in general education, to inform individualized current and future priorities, specialized supports and intervention as well as adaptations required.

Finally in the final quarter, candidates in MS disabilities complete the Curriculum Unit for EPSY 6207 (Assignment 2, see page 4), and must demonstrate their competence in the specific aligning of core curricular instruction with students’ IEP goals while meeting principles of UDL and providing for any additional adaptations as needed. In the accompanying final student teaching/internship seminar, EPSY 6671, as one among 7 areas of comprehensive assignments, candidates design and implement a lesson plan for a general education class (see page 4). This must include universally designed, differentiated instruction and any instructional program adaptations for one student with moderate-severe disabilities. After its implementation at the student teaching/internship placement (6880(8)-6771), the candidates will also provide a lesson critique with suggestions for changes.

**Program Standard 9: Reading/Language Arts**

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education
Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.

The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

Education Specialist candidates understand that they are responsible for the literacy development of the students on their caseloads/in their classrooms or within their model of service delivery. Thus regardless, of grade or student skill level, they must be competent literacy instructors. Candidates are expected to incorporate meaningful literacy events across the curriculum and to demonstrate an effective, strategy-based approach to teaching reading, writing, listening, speaking and thinking skills. These skills enable students to access the academic core curriculum and meet Common Core, state and district standards.

Preparation to teach reading and language arts is threaded throughout the Education Specialist Mild/Moderate and Moderate/Severe Disabilities credential programs. TED/SPED candidates complete the reading and language arts sequence TED 5352 Reading and Language Arts A, TED 5356 Reading and Language Arts B and TED 5360 Reading/Language Arts and Social Studies C the courses for all multiple subject credential candidates. This specific course sequence is linked to the specific pathway of progression, TED/SPED leading to both the Multiple Subject and Education Specialist Credentials.

SPED only candidates have previously earned a general education credential and completed courses in the English/Language Arts as a part of their initial credential program. Candidates who have previously earned a Multiple Subject credential do not take TED 5352, TED 5356 and TED 5360. Candidates who have previously earned a Single Subject credential demonstrate to the program coordinator during advising that they have the content knowledge of the standard regarding the development of early literacy skills. Candidates who hold single subject credential are encouraged to complete TED 5352 if they have not demonstrated competency in relation to the development of early literacy skills. Less than 5% of candidates in the SPED only pathway hold a single subject credential. The Program Coordinators are responsible for determining that candidates with a single subject credential have the knowledge and skills regarding early literacy development and skills.

For the purposes of the institution response, the response to the standard was divided into units of content based on the language of the standard. The chart below highlights the elements of the standard and the courses in which the content of the standard is presented
and the fieldwork in which candidates have opportunities to implement effective instructional sequences.

**Standard 9 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Standard Component:</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tbody>
<tr>
<td>Research-based instruction for teaching reading/language arts</td>
<td>TED 5352 TED 5356 TED 5360</td>
<td>TED 5354 TED 5359 TED 5359 EPSY 6860 EPSY 6862 EPSY 6880 (4) EPSY 68880 (8)</td>
</tr>
<tr>
<td>Application of theories about reading, speaking, writing and listening to actual classroom settings</td>
<td>TED 5352 TED 5356 TED 5360</td>
<td>TED 5354 TED 5359 EPSY 6860 EPSY 6862 EPSY 6880 (4) EPSY 68880 (8)</td>
</tr>
<tr>
<td>Preparation for educating a range of learners including struggling readers, English language learners, speakers of non-standardized English, students with no language system, students with disabilities</td>
<td>TED 5352 TED 5356 TED 5360 TED 5366 EPSY 5125 MM/5136 MS EPSY 6133 MM</td>
<td>TED 5354 TED 5359 EPSY 6860 EPSY 6862 EPSY 6880 (4) EPSY 68880 (8)</td>
</tr>
<tr>
<td>Knowledge to select curricula that aligns with Reading/Language Arts Framework (2007) for reading, writing, listening and speaking for educational planning. Candidates incorporate materials that align with Common Core standards into their lessons.</td>
<td>TED 5352 TED 5356 TED 5360 EPSY 5125 MM/5136 MS EPSY 6133 MM</td>
<td>TED 5354 TED 5359 EPSY 6860 EPSY 6862 EPSY 6880 (4) EPSY 68880 (8)</td>
</tr>
<tr>
<td>Demonstrate knowledge of instructional components and content for reading. Candidates demonstrate knowledge of</td>
<td>TED 5352 TED 5356 TED 5360 EPSY 5125MM/5136 MS EPSY 6133MM</td>
<td>TED 5354 TED 5359 EPSY 6860 EPSY 6862 EPSY 6880 (4)</td>
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and/or incorporate state, local and Common Core grade level standards into their lessons.

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<tr>
<th>and/or incorporate state, local and Common Core grade level standards into their lessons.</th>
<th>EPSY 6207MS</th>
<th>EPSY 6880 (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of reading, writing and listening, speaking skills and knowledge about linking assessment with instructional planning and progress.</td>
<td>TED 5352 TED 5356 TED 5360 EPSY 6131 MM EPSY 6133 MM</td>
<td>TED 5354 TED 5359 EPSY 6860 EPSY 6862 EPSY 6880 (4) EPSY 6880 (8)</td>
</tr>
<tr>
<td>Knowledge about organizing and differentiating instruction for reading and language arts</td>
<td>TED 5352 TED 5356 EPSY 5021 EPSY 5136 (MS) EPSY 6120 EPSY 6133 (MM) EPSY 6207</td>
<td>TED 5354 TED 5359 EPSY 6860 EPSY 6862 EPSY 6880 (4) EPSY 6880 (8)</td>
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**Presentation of Fieldwork Experiences**

Overall organization of the TED/SPED program/pathway includes both coursework and fieldwork. Fieldwork includes student teaching in general education TED 5354 and TED 5359 (listed on page 13) and special education fieldwork EPSY 6860(MM/MS), EPSY 6862(MM/MS) and EPSY 6880(4)(MM/MS) and student teaching EPSY 6880(8)(MM/MS). The general education student teaching experiences are in self-contained classrooms at the K – 5/6 levels. Candidate’s TED 5354 and TED 5359 student teaching binders provide evidence of the teaching of a series of reading/ language arts lessons for each of the student teaching experiences: 3 SDAIE lessons, 3 listening/speaking lessons, and 3 literacy lessons each candidate will present and document.

Each student teaching placement is carefully reviewed for evidence of the implementation of a systematic researched based instructional program that uses state adopted and Common Core materials. All TED/SPED candidates have a general education placement that includes English learners and a placement in two grade ranges (K-2nd and 3rd-5/6th). Thus candidates are presented with multiple opportunities to implement effective research based strategies presented in the Curriculum and Instruction: Reading and Language Arts sequence in field experiences.

Candidates in the SPED only pathway complete fieldwork EPSY 6860(MM/MS), EPSY 6862(MM/MS) and EPSY 6880(4)(MM/MS) and student teaching EPSY
6880(8)(MM/MS) experiences across models of service delivery and grade levels. The general education student teaching experiences are in self-contained classrooms at the K – 5/6 levels. TED/SPED and SPED only candidates complete EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS), and student teaching EPSY 6880(8)(MM/MS). The fieldwork and student teaching experiences cover K-12 and postsecondary education, across systems of service delivery including self-contained multiple subject classes, self-contained subject specific classes, resource, learning center, inclusion, co-teaching and other collaborative models. Fieldwork experiences often come with specific sets of expectations of the candidate, thus the Education Specialist Programs do require a specific number and type of lesson to be completed by the candidate. For example a Mild Moderate candidate might be co-teaching in a math class. The candidate might be incorporating literacy strategies into the presentation of math problems, but is not teaching a literacy lesson within the context of mathematics. Thus strategies for literacy development are threaded through the program and incorporated into instruction, even if not explicitly stated as such. Over the course of the fieldwork experiences, candidates may chronicle their lessons in the areas of reading and language arts. These experiences are shared with their colleagues and course instructors through reflections and class discussions. Candidates participate in various models of service delivery across the authorization of the credential.

Research-based instruction for teaching reading/language arts

Beginning with TED 5352 Curriculum and Instruction: Reading/Language Arts A, candidates are exposed to various theories and models of reading and literacy acquisition, including the role of early literacy development of phonemic awareness and use of phonics (Moats, Adams and Lyon). Included in TED 5352 and continued in TED 5356 Curriculum and Instruction: Reading and Language Arts B are the concepts of reading as a meaning-constructing process (Ruddell and Pearson) the role of schemata (Anderson) and vocabulary (Rapp-Ruddell) in increasing comprehension, and the importance of and how to activate metacognition (Brown, Garner, and Raphael). Threaded throughout the Curriculum and Instruction: Reading and Language Arts sequence (TED 5352, TED 5356 and TED 5360) is the development and application of the writing process in a variety of contexts (Calkins, Burke, and Harste). Additionally, through an understanding of such theories as constructivism (Vygotsky), reader response (Rosenblatt), the role of affect (Mathewson), and second language acquisition (Cummins), candidates acquire an understanding of the developmental, social, linguistic, cultural and affective issues that affect student success in literacy.

TED/SPED candidates are provided with many opportunities to read about, observe, and practice effective literacy teaching within their general education student teaching placements. There is an emphasis on candidate understanding and acquisition of a wide range of literacy strategies in order to build fluency, word recognition and decoding skills, activate prior knowledge, develop schemata, increase vocabulary and concept-vocabulary, improve comprehension, and enhance writing skills as candidates help students access critical core concepts and improve their access to information and stories through text and other print media. Throughout the Reading and Language Arts course sequence
TED 5352, TED 5356, and TED 5360, TED/SPED candidates are required to demonstrate their ability to teach reading and writing to students in the student teaching placement. Over the course of the year candidates teach a variety of literacy lessons including, but not limited to fluency, phonics, vocabulary and comprehension, writing, listening and speaking that include, (when appropriate) content and strategies for teaching students with disabilities and English Learners.

Reading and Language Arts course syllabi TED 5352, TED 5356, and TED 5360 are organized to address each of the RICA content specifications and provide opportunities for candidates to demonstrate knowledge of Common Core State Standards (CCSS). The course objective component of each course syllabi TED 5352, TED 5356, and TED 5360 highlights the specific links and the readings and assignments that relate to the specific strands.

- word analysis (TED 5352, TED 5356)
- fluency (TED 5352)
- vocabulary, academic language, and background knowledge (TED 5356)
- reading comprehension (TED 5356)
- literary response and analysis (TED 5360)

The following links are provided to all candidates as a part of the course syllabi for TED 5352, TED 5356, and TED 5360. Links to the California Reading/Language Arts Framework and Common Core State Standards are provided to all candidates as a part of EPSY 5125, EPSY 6133, EPSY 6134, EPSY 6140, and EPSY 6142 curriculum and instruction courses.

California Reading/Language Arts Framework: http://www.cde.ca.gov/ci/rl/cf/

Common Core State Standards: http://www.corestandards.org/in-the-states

Reading Instruction Competence Assessment (RICA): www.rica.nesinc.com

Candidates refer to these links to identify curriculum that aligns with the Reading/Language Arts Framework (2007) and Common Core Standards (ELA) into their lessons. Course instructors base their first two class sessions, lectures and in class activities, for TED 5352 on the ELA and Common Core State Standards. The PACT lesson plan format completed for the lesson assignments includes identification of the ELA and Common Core Standards. Objectives and assessments in the lessons are based on the identified standards.

During the student teaching experiences TED 5354 and TED 5359 (listed on page 13) candidates participate in classrooms in CA public schools in local school districts. Under the guidance of the master/cooperating teacher, candidates select curriculum as a basis for instruction that aligns with the Reading/Language Arts Framework (2007) and Common Core Standards (ELA). Most districts have adopted materials that are identified as approved materials for instruction. Candidates incorporate these adopted materials into their lessons. Additional lessons that candidates complete for other methods courses incorporate the identified sets of ELA standards as a way to access content.
Application of theories about reading, speaking, writing and listening to actual classroom settings

Student teaching experiences in TED 5354 and TED 5359 (listed on page 13) provide candidates with many opportunities to observe, and practice effective literacy teaching and to apply theories in actual classroom settings. The instructions for the general education student teaching binder for TED 5354 and TED 5359 (listed on page 13) requires that candidates include evidence of teaching reading and language arts lessons including 3 SDAIE lessons, 3 listening/speaking lessons and 3 literacy lessons. These lessons provide evidence of candidate’s understanding and acquisition of a wide range of literacy strategies in order to build fluency, word recognition and decoding skills, activate prior knowledge, develop schemata, increase vocabulary and concept-vocabulary, improve comprehension, and enhance writing skills as candidates help students access critical core concepts and improve their access to information and stories through text and other print media. Additional course assignments for TED 5352, TED 5356 and TED 5360 require that candidates teach reading and language arts lessons to students in their student teaching placements. Over the course of the year candidates teach a variety of lessons including, but not limited to, fluency, phonics, vocabulary and comprehension. Lessons to be taught within student teaching placements are as follows:

In TED 5352 candidates plan, teach and evaluate a lesson (Assignment 1, see pages 3-4) for one of the literacy skills (e.g., phonemic awareness (PA), concepts about print (CAP), or a phonics lesson to the students in their student teaching placement. The lesson is evaluation according to the PACT rubrics EL 11 Academic Language: Demands and Resources and EL 12 Academic Language: Developing Student’s Academic Language Repertoire.

In TED 5356 candidates plan, teach and evaluate and reflect upon a vocabulary lesson (Assignment 1, see page 3) prepared for the students within the student teaching placement. A second assignment required that candidates plan, teach, evaluate and reflect upon a comprehension lesson (Assignment 2, see page 3-4) that focuses on developing the skills from PACT rubrics EL 11 Academic Language: Demands and Resources and EL 12 Academic Language: Developing Student’s Academic Language Repertoire.

In TED 5360 candidates plan, teach, evaluate and reflect upon a Writing Process Lesson Plan (Assignment 1, see pages 4-5). In collaboration with the cooperating teacher, candidates write and teach a standards-based writing lesson sequence that includes explicit descriptions of teacher strategies and corresponding student activities for each of the following writing stages: prewriting, drafting, revising, editing, and publishing.

Preparation for educating a range of learners including struggling readers, English language learners, speakers of non-standardized English, students with no language system, students with disabilities.
After either holding a general education credential prior to entry into the Education Specialists programs or completing the TED 5352, 5356 and 5360 sequences, candidates have content knowledge and experiences for teaching learners with a variety of knowledge, skills, abilities and needs, within the areas of reading and language arts. Candidates in the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Programs continue to develop knowledge and skills for teaching students, especially students who struggle, students with disabilities and students with no language system. Teaching English Learners is a focus of the reading and language arts classes. Based on the work completed in the English Learner classes (TED 5355 Equity and Diversity and TED 5366 Equity and Diversity, Teaching English Learners B), candidates complete lesson plans for teaching academic language to English Learners. These lessons are taught in the student teaching placement TED 5354 and TED 5359 (listed on page 13).

The content of TED 5366 and TED 5355 incorporate strategies for teaching English Learners and student who may not speak non-standard English. In TED 5355 candidates complete an adapted lesson for English Learners (Assignment 4, see page 4). Candidates are presented with three lessons to adapt for English learners (ELs). Candidates adapt the first lesson working in a group during class. They adapt the next two lessons independently.

In the TED 5355 ESA Assignment: SDAIE Lesson (Assignment 5, see page 4) candidates write a complete text-based lesson plan use the lesson plan format set forth in the syllabus (see page 6), in Reading, Math, Science, or Social Studies with adaptations to make the curriculum accessible to an English learner at the Intermediate level of English proficiency. Candidates include at least three GLAD strategies.

All candidates complete EPSY 6124 Alternative and Augmentative Communication. Within the course sessions, candidates explore the technology for communication. Candidates are presented with instructor and research generated practices for working with the students and family/community members to develop a communication system, including literacy skills.

The communication may be defined as “the process of exchanging information and ideas”. An active process, it involves encoding, transmitting, and decoding intended messages. Language is a code in which we make specific symbols stand for something else. These symbols and the code are arbitrary and must be learned: there is no objective reason why the word “house” (or the specific sounds that comprise the word) should signify “a building in which people, especially members of a family, reside.” The only requirement for a language is that the code is agreed-upon (and conventionalized) by members of the same community or language group. Students who have no or limited speech use alternative or augmentative systems such as low tech picture systems or sign language or high tech systems such as dedicated language devices or iPads, with or without speech production, to relay and receive messages. As long as the language community (e.g., family members, teachers, staff, students with and without disabilities)
is familiar with the system, students using these systems are able to acquire literacy skills similar to those students with verbal speech.

All students should receive education in the area of literacy. Students without a formal or symbolic method of communication may use idiosyncratic gestures or objects as means of relaying information and participating in social interactions. Responding to these signals as formal communication allows the student to participate in early literacy learning. Speech is the actual behavior of producing this code by uttering the vocal sound patterns appropriate for the particular language. Receptive language refers to decoding the messages (language comprehension) that are being imparted, whereas expressive language refers to encoding and formulating the messages to a communication partner (Visvader, 2013, retrieved from http://www.swaaac.com/Files/AssessandImp/AACBasicsandImplementationBook.pdf).

Assignments for this course include the exploration of low and high tech systems and devices used with students across the range of abilities. Candidates complete a comprehensive assessment and intervention plan (see pages 4-10) related to the need for/use of AT/AAC that includes the areas of reading and communication as well as motor and sensory skills and support needs.

Mild/Moderate Disabilities Courses

Candidates in the Mild Moderate Disabilities program both TED/SPED and SPED only candidates complete EPSY 6133, Curriculum and Instruction for Students with Mild Moderate Disabilities. Course readings and assignments required candidates to develop literacy skills within their target population. Literacy instruction progresses beyond that developed to address students within the general education population. Course content includes SIM materials (University of Kansas Center for Research on Learning), Cognitive Strategy Instruction materials from the University of Nebraska, Lincoln and the IRIS Center. For example, in and out of class activities require that candidates review SIM programs such as LINCS Vocabulary Strategy, Word Identification Strategy, Word Mapping Strategy, and FRAME, a text organization strategy. Candidates read, practice and apply within their classrooms Cognitive Strategy Instruction materials from the University of Nebraska, Lincoln and the IRIS Center. Candidates chronicle their application of these strategies within their fieldwork and student teaching placements in EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS) and EPSY 6880(8)(MM/MS).

In EPSY 6133 Candidates read about, visit and share the knowledge and skills related to multisensory reading programs such as Slingerland, Lindamood Bell, Reading Recovery and Wilson reading program. Candidates also review programs found most effective and utilized most often in local schools including SIPPS for phonics, EDMARK for students who struggle with phonics; Six Minute Reading Solution, Read Naturally, Great Leaps and Quick Reads for fluency. In addition, reading computer programs such as Starfall and Lexia are used to support student learning.
Moderate/Severe Disabilities

For candidates in Moderate-Severe Disabilities, candidates gain knowledge and skill in selecting curricula that align with Reading/Language Arts Framework (2007) for reading, writing, listening and speaking for educational planning. All candidates complete EPSY 6120 and incorporate strategies and materials that align with Common Core (ELA) standards into their lessons for the first UDL-Differentiated Collaborative Learning Group Lesson (Assignment 1, see page 3); in EPSY 5136 with the development of a student-centered participation and Learning Plan (Assignment 2, see page 4) and in EPSY 6207 for the Curricular Unit Plan (Assignment 3, see page 4). Candidates apply a variety of reading programs to teach students with moderate/severe disabilities beginning and more advanced literacy skills in the four different field experiences (EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS), EPSY 6880(8)(MM/MS)). Programs found most effective and utilized most often in local schools include: SIPPS for phonics, ED MARK for students who struggle with phonics; Read Naturally and Quick Reads for fluency; and the ALL Curriculum for students with more complex communication needs that addresses phonics awareness, phonics fluency, vocabulary and comprehension. In addition, reading computer programs such as Starfall and Lexia are used to support student learning. The four placements in different schools and districts allow candidates to become proficient in using literacy programs across the ages and support needs of students served under the Education Specialist: Moderate/Severe Disabilities credential. IEP goals and objectives for students in each placement are aligned with Common Core standards. In addition to competence in implementing ongoing reading instruction in the model field sites, candidates design, implement and evaluate at least one instructional program in this area as part of the (Assignments 3 and 4, see pages 3-4) combined EPSY 6671 and EPSY 6880(8) student teaching placement and seminar. Candidates share these programs in class to explore further the implementation of literacy instruction across students with moderate/severe disabilities.

Candidates in Moderate Severe Disabilities in EPSY 5136 review Jimenez and Browder’s work on instructional alignment for students with more severe intellectual and other disabilities and apply the process described to CCSS RLA aligned lessons viewed on You Tube with written lesson plan outlines to determine how the lessons can incorporate instruction and goals of students who are at different presymbolic and symbolic levels The MAST Work it Across process ( Browder and UNC colleagues,2010) is utilized in this activity: http://mast.ecu.edu/modules/udl_ia/lib/media/slides03/SlideShow.html

Candidates in EPSY 6207 complete a critique of a current, peer-reviewed research study involving Reading/ instruction with core alignment for students with moderate-severe disabilities, as well as incorporating evidence based alignment practices within their Curricular Unit Plan (Assignment 3, see page 4). Reading instruction tools and curricular materials within the Tool Kit (Assignment 2, see page 3) they complete for this final quarter course.
Demonstrate knowledge of instructional components and content for reading. Candidates demonstrate knowledge of and/or incorporate state, local and Common Core grade level standards into their lessons.

The following links are provided to all candidates as a part of the course syllabi for TED 5352, TED 5356 and TED 5360. Links to the California Reading/Language Arts Framework and Common Core State Standards are provided to all candidates as a part of EPSY 5125, EPSY 6133, EPSY 6134, EPSY 6140, EPSY 6142, and EPSY 6207 curriculum and instruction courses.

California Reading/Language Arts Framework: http://www.cde.ca.gov/ci/rl/cf/
Common Core State Standards: http://www.corestandards.org/in-the-states
Reading Instruction Competence Assessment (RICA): www.rica.nesinc.com

All lesson plan assignments presented by candidates include the identification of the content standard and identification of materials that align with the standard. This includes early lesson assignments completed for EPSY 5021 UDL Differentiated Instruction Lesson (Assignment 3, see pages 3-4), EPSY 5136, and EPSY 6120 Universally Designed Collaborative/Cooperative Learning Lesson (Assignment 1, see page 3) and later fieldwork associated specialization coursework EPSY 6880(4)(MM/MS) and EPSY 6880(8)(MM/MS). The course instructor, cooperating/master teacher and university supervisor review the candidates’ lesson plans for appropriateness of the choice of materials and strategies.

In a jigsaw activity, candidates in EPSY 6133 and EPSY 6207 review the criteria for selecting common core reading programs, as well as guidelines for evaluating the implementation of such programs. http://www.reading.org/General/Publications/Books/BK707/bk707_supplement.aspx.

Another in class activity requires that candidates examine the Essential Program Components Supporting Academic Achievement http://www.cde.ca.gov/ta/ac/ti/essentialcomp.asp and SBE 2008 RLA/ELD Primary Adoption Report http://www.cde.ca.gov/ci/rl/im/. Candidates compare the materials in their placements for teaching reading and language arts skills to the criteria studies. Suggestions for additional materials may accompany the students as they complete fieldwork assignments. Thus candidates have the knowledge to incorporate materials that align with Common Core standards into their lessons.

Teacher modeling, in class activities, analysis of media presenting effective instruction prepare candidates to incorporate and demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
- orientation (e.g., engagement, teacher demonstration)
- presentation (e.g., explicit instruction, modeling, pacing)
- structured practice (e.g., reinforcement, questioning, feedback)
• guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
  independent practice and application
• independent practice (e.g. opportunities for students to show level of mastery)

Within courses EPSY 5125, EPSY 6133 and EPSY 6207 candidates practice strategies for promoting fluent reading. Repeated readings and oral previewing, dialogue reading, and other strategies for promoting fluent reading are practiced. Since fluency is based on automaticity or word recognition as well as prosody, candidate are required to integrate strategies for developing these skills with their students in their student teaching placements.

Candidates demonstrate their knowledge of the instructional components and content for reading through the lessons that are prepared in their fieldwork and student teaching placements TED 5354 and TED 5359 (listed on page 13). The evidence for these lessons is found in the student teaching binder that chronicles their work as a student teacher. Candidates are required to complete 3 SDAIE lessons, 3 listening/speaking lessons, and 3 literacy lessons. The lesson plan sheet candidates use for literacy lessons includes the following:

Every literacy lesson needs approval from your master teacher and should contain:
• Time allotted for the lesson.
• Prior assessment-why are you doing this lesson?
• Grade level standard(s) being addressed (include State Standards, Common Core)
• Lesson objective-what should students be able to do at the conclusion of your lesson?
• Purpose-how will this benefit students?
• Materials and resources- needed to teach the lesson
• Method of instruction- include checking for understanding
• Guided practice- how will students practice what was taught?
• Closure-give students a brief oral summary of the lesson objective
• Assessment- what specific assessment will you use to determine student success of the lesson? Does it correlate directly to the objective?
• Accommodations- how did you modify the lesson to meet the needs of all students?

Since candidates teach across grade levels, the presentation of the lesson may look different. A five minute lesson plan may look different than a lesson based on a broader concept. Within the fieldwork placements, EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS) and student teaching EPSY 6880(8)(MM/MS), candidates may be working with students to develop literacy skills in a variety of ways. Candidates may be working with a single student, small groups of students, or whole class. Some candidates may be working with students on targeted areas in order to lead the students to meet IEP goals.

*Demonstrate knowledge of instructional components and content for writing.*
Candidates demonstrate knowledge of and/or incorporate state, local and Common
Core grade level standards into their lessons.

To succeed in today's classrooms, students must be able to read and write in a variety of settings. Thus, in order to assist students, candidates must be able to provide multiple opportunities for their students to read and write. Candidates learn to integrate a variety of forms of writing including biography, poetry, reports, summaries, stories, response logs, student authored books, and essays into the curriculum. The importance of frequent writing experiences for a variety of audiences is stressed. To complement the writing experiences, candidates learn and practice a variety of forms of reading that can be applied in classroom settings. Writing skills are particularly emphasized in TED 5360, Reading/Language Arts and Social Studies, which includes a writing process assignment (Assignment 1, see page 4). Within the writing process assignment candidates complete a Writing Process Lesson Plan. Optional reading for the course is Creating Writers Through 6-Trait Writing: Assessment and Instruction 6th edition (Spandel, 2013). After reading Chapter 2, Teaching the Reading and Writing Processes in Literacy for the 21st Century 5th ed. (Tompkins, 2010), candidates have a foundation on which to base their work.

In collaboration with your cooperating teacher, write and teach a standards-based writing lesson sequence that includes explicit descriptions of teacher strategies and corresponding student activities for each of the following writing stages: prewriting, drafting, revising, editing, and publishing.

This lesson needs approval from your master teacher and should contain:

- Time allotted for the lesson.
- Prior assessment- why are you doing this lesson?
- Grade level standard(s) being addressed
- Lesson objective-what should students be able to do at the conclusion of your lesson?
- Purpose- how will this benefit students?
- Materials and resources- needed to teach the lesson
- Method of instruction- include checking for understanding
- Guided practice- how will students practice what was taught?
- Closure-give students a brief oral summary of the lesson objective
- Assessment- what specific assessment will you use to determine student success of the lesson? Does it correlate directly to the objective?
- Accommodations- how did you modify the lesson to meet the needs of all students?
- Reflection and Next Steps (to be completed after the lesson)

Also include:

- Two artifacts of student work
- A signed observation by your Master Teacher or University Supervisor from one day of your teaching (describing what you did with pertinent comments and suggestions)
Mild/Moderate Disabilities

**EPSY 5125** and **EPSY 6133** courses provide content and opportunities for candidates to teaching writing to students with mild/moderate disabilities.

The text for **EPSY 5125**, *Strategies for Teaching Students with Learning and Behavior Problems* 9th ed. (Vaughn and Bos, 2015) anchors instructional content. Small groups activities that follow a reading of Chapter 9, Assessing and Teaching Writing and Spelling provide opportunities for candidates to demonstrate their knowledge of research based strategies for teaching writing including Mapping and Brainstorming, POW, PLAN and WRITE. Additional strategies are found on the IRIS website (iris.peabody.vanderbilt.edu) include POW-TREE a strategy for persuasive writing. Candidates carry out writing activities within their fieldwork. Using prepared case studies and candidates presented student work; candidates analyze students’ level of orthographic knowledge as a reflection of literacy development. In addition candidates identify students reading and writing stages such as emergent, beginning, transitional, intermediate and advanced; candidates design appropriate strategies for developing written language skills.

Within **EPSY 6133 Curriculum and Instruction for Students with Mild Moderate Disabilities**, candidates learn additional strategies for teaching written language skills to students with mild/moderate disabilities. Candidates learn, practice and then apply within their fieldwork strategies such as POWER (Reid & Linenmann, 2008), WWW, What=2, How =2 (Mason, Harris & Graham, 2002). The course text, *Strategy Instruction for Students with Learning Disabilities* Second Edition Reid, Ortiz-Linenmann, & Hagaman, provides candidates with strategies for developing written language skills as well as strategies for teaching handwriting and spelling. Candidates incorporate these strategies into the lessons prepared for students in the special education fieldwork and student teaching experiences. Candidates learn additional SIM strategies (KUCRL http://www.ku-crl.org/) for teaching writing including

- Sentence Writing Strategy (Fundamentals)
- Sentence Writing Strategy (Proficiency)
- Paragraph Writing Strategy
- Theme Writing (Fundamentals)
- Error Monitoring Strategy
- InSPECT Strategy (for word-processing spellcheckers)
- EDIT Strategy

The Error Monitoring Strategy and EDIT Strategies above provide students with a process for checking and revising their written work.

Moderate/Severe Disabilities
EPSY 6140 Curriculum for Students with Moderate/Severe disabilities requires comprehensive assessments of academic, motor, sensory and communication abilities and needs of students with moderate/severe disabilities (Assignments 1 & 2, see pages 8-12) in order to determine the supports needed for communication reading and writing. Assignment 3 (see pages 7-12) requires a synthesis of these assessments and suggested plans for equipment, modified materials and teaching to support these areas of learning. Across the four quarters of different fieldwork experiences (EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS), EPSY 6880(8)(MM/MS)), candidates practice with and become proficient with the specific materials used by each master teacher. Handwriting without Tears and Writing with Symbols are the two commercially available programs used most by these teachers. Adaptive equipment ranges from pencils with modified grips to the use of computers and other high tech equipment as alternatives to handwriting for those students without the fine motor abilities to write with typical classroom equipment.

Demonstrate knowledge of instructional components and content for listening and speaking. Candidates demonstrate knowledge of and/or incorporate state, local and Common Core grade level standards into their lessons.

During the winter quarter TED/SPED candidates complete TED 5360 Reading C, Reading/ Language Arts and Social Studies in the Elementary School. This course focuses on the integration of language arts into the curriculum and the language arts as a mechanism for learning content. A course activity requires candidates to complete a read aloud of a social studies book and prepare a lesson that integrates language arts and social studies. The course text Teaching the Reading and Writing Processes in Literacy for the 21st Century 5th ed. (Tompkins, 2010), provides candidates with a foundation on which to base their work. In class, candidates model and practice reader’s theatre, radio reading, choral and echo reading for development of fluency and speaking skills.

Mild Moderate Disabilities

Listening and speaking skills are reviewed and practiced EPSY 5125. Through the course readings candidates learn strategies for developing oral language skills including skills for students who are English Learners. Candidates incorporate strategies such as book chats, conversations, using language for different purposes into the instruction their fieldwork placements. In EPSY 6133 candidates practice the SCORE strategy (KUCRL) for listening and speaking. They implement the SCORE strategy in their fieldwork and student teaching placements. Additional strategies incorporate effective expressive and receptive communication. Strategies such as Cooperative Thinking Strategies
  o THINK Strategy (Problem Solving)
  o LEARN Strategy (Learning Critical Information)
  o BUILD Strategy (Decision Making)
  o SCORE Skills: Social Skills for Cooperative Groups
  o Teamwork Strategy
and The Community Building Series
  - Focusing Together
  - Following Instructions Together
  - Organizing Together
  - Taking Notes Together
  - Talking Together

All of these series require that students implement **listening and speaking processes**.

**Moderate/Severe Disabilities**

Candidates in the Moderate/Severe Disabilities program complete EPSY 6140. This course addresses all aspects of communication. Candidates demonstrate knowledge and skills in this area via a comprehensive assessment of receptive (listening) and expressive (speaking) communication (Communication part 1 and 2, see pages 8-11). The assessment includes both verbal speech and augmentative/alternative means of communication output as well as multiple sources of input (listening). On the basis of this assessment, candidates design instruction to increase student skill in both speaking and listening with a focus on those skills and messages that will provide the most functional and immediate improvement in communication and social interaction.

**Assessment of reading, writing and listening, speaking skills and knowledge about linking assessment with instructional planning and progress.**

Assessment of student’s knowledge, skills and abilities is an essential component of the instructional planning process. Candidates have many opportunities to assess student learning and use the assessment data for instruction. Effective teachers are those who make informed decisions based on acquired data. As part of their experience in TED literacy courses, candidates assess a struggling reader and, based on the findings, prepare and carry out a plan of intervention. In TED 5356 Case Study of Struggling Reader (Assignment 5, see page 5) TED/SPED candidates assess the focal student through an informal reading inventory such as the Basic Reading Inventory: PrePrimer Through Grades Twelve and Early Literacy Assessments. 11th ed. (Johns, 2012). Additional measures such as student work, conversations with student, etc., add to the data set. Candidates present an instructional plan incorporating research based instructional strategies to improve student learning.

**Mild/Moderate Disabilities**

Candidates in the Mild Moderate Disabilities program complete EPSY 6131 Assessment for Mild Moderate Disabilities. Within the content of the course candidates complete an Assessment Report/Case Study (Assignment 5, see page 4) of a student that includes data regarding present levels of performance for reading and language arts skills. Candidates may incorporate the following assessments into their case study in order to gather data: Weschler Individual Achievement Test (WIAT)
Woodcock Test of Achievement (WJIII)
Gray Oral Reading Test (GORT 5)
Test of Written Language (TOWL 4)
Test of Word Reading Efficiency (TOWRE)
Comprehensive Test of Phonological Processing (CTOPP)

Informal reading and language arts assessments may include DIBELS, Six Minute Fluency, STAR (from Accelerated Reader), Qualitative Reading Inventory, Names Test, and Qualitative Spelling Inventory – Primary/Elementary/Intermediate/Upper Level (Bear, Invernizzi, Johnson, Templeton) as well as a writing sample and evaluation of work samples.

Based on the analysis of the data collected, candidates create an intervention plan that is developmental in content, leads to acquisition of knowledge and skills, and when appropriate leads to meeting of IEP goals.

**Knowledge about organizing and differentiating instruction for reading and language arts**

Both TED/SPED and SPED only candidates complete EPSY 5021 Teaching All Students in Diverse Classrooms. Course readings present effective instructional strategies for students with a range of backgrounds, knowledge, abilities and skills. Chapter 9 in the course text presents the basis for differentiating instruction including organization and content of instruction, strategies including direct instruction, activating background knowledge, organizing content and teaching researched based strategies. The INCLUDE Strategy for differentiated instruction is studied and practiced:

- Identify classroom demands
- Note student learning strengths and needs
- Check for potential areas of student success
- Look for potential problem areas
- Use information to brainstorm ways to differentiate instruction
- Differentiate instruction
- Evaluate the process

The anchor text for TED 5356 Reading and Language Arts B is Tompkins, Literacy for the 21st Century. Chapter 11, Differentiating Reading and Writing Instruction presents candidates with information to organize literacy instruction, specifically differentiating reading and writing instruction. In class small group discussions, classroom case studies and information from candidate’s student teaching placements provide the data on which candidates organize and differentiate instruction for reading and language arts.

Strategies for teaching diverse learners reading and language arts skills, including phonics, word analysis, vocabulary, fluency, comprehension form the basis of the instructional content for TED 5352 and TED 5356. Candidates incorporate a variety of strategies from the text in order to prepare lessons that meet the needs of students with diverse knowledge, skills, background experiences, language and cultural traditions and
norms within the fieldwork and student teaching assignments in EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS) and EPSY 6680(8)(MM/MS).

**Mild Moderate Disabilities**

Both TED/SPED and SPED only candidates in the Mild Moderate Disabilities Program complete EPSY 5125 Educational Practices for Students with Mild Moderate Disabilities during the first year of study and EPSY 6133 Curriculum and Instruction for Students with Mild Moderate Disabilities during the second year of study. Both courses include readings and class presentations that incorporate a range of strategies for teaching reading and language arts skills. In class activities provide opportunities for candidates share the organizational structures for differentiating instruction in reading and the language arts that they are implementing or see within their fieldwork experiences. In class scenarios that include readers and writers across grade levels and with a variety of skills serve as the basis for activities that require differentiated organization patterns and instruction sequences. Candidates implement strategies these within each of their fieldwork and student teaching assignments in EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS) and EPSY 6680(8)(MM/MS).

**Moderate-Severe Disabilities**

Both TED/SPED and SPED only candidates and Interns in the Moderate-Severe Disabilities Program complete EPSY 5136 Educational Practices for Students with Moderate-Severe Disabilities during the first year of study and EPSY 6140 Advanced Curriculum and Instruction for students with Moderate-Severe Disabilities during the second year of study, as well as EPSY 6207, Emerging Research and Professional Practices (Case Management). As detailed above, each of these courses addresses aspects of competence related to selecting and teaching Reading/Language Arts skills and implementing these within individualized Instructional Programs assignments in each of their fieldwork and Student Teaching/Internship placements: EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS) and EPSY 6680(8)(MM/MS).

**Program Standard 10: Preparation to Teach English Learners**
The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

The structure of the Education Specialist Mild Moderate Disabilities Credential program requires that candidates either already hold a Multiple Subject or Single Subject credential with authorization to teach English Learners or complete the TED/SPED dual credential, multiple subject/education specialist program. Thus all candidates are prepared to teach across service delivery models within general education and special education programs.

**Standard 10 Course and Fieldwork**

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<tr>
<th>Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tbody>
<tr>
<td>The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners</td>
<td>TED 5355&lt;br&gt;TED 5366</td>
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<tr>
<td>Candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs.</td>
<td>TED 5355</td>
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<tr>
<td>Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.</td>
<td>TED 5366</td>
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Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English;  
TED 5355  
TED 5352  
TED 5356  
TED 5360

for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners  
TED 5360  
TED 5350

The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners.

The faculty of the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential programs are committed to developing in all candidates a growing sensitivity to the role of language and language differences in academic achievement, a keen awareness of their responsibility to attend to the academic and language learning needs of English learners, and a readiness to address these needs through instruction.

Candidates who complete the program as SPED only have already earned an authorization for teaching English Learners (CLAD or ELD) and share their skills with colleagues and incorporate effective practices into their work.

Candidates who complete the Education Specialist program as TED/SPED candidates complete the entire multiple subject program with the exception of a third quarter of general education student teaching. Since Education Specialist candidates complete the same courses as those in multiple subject program, they complete the same curriculum and instruction courses. Thus The TED/SPED candidates receive the same preparation as multiple subject candidates; often methods courses contain candidates from TED/SPED and the multiple subject credential program. TED/SPED candidates complete the PACT in Literacy.
**TED 5355 Equity and Diversity** and **TED 5366 Equity and Diversity/Teaching English Learners B**. These courses anchor the instruction provided to candidates to be effective teachers of students who are English learners. The **TED 5355** internet links as identified below provide candidates with instructional resources and guidelines for the development of appropriate content and instruction.

Common Core ELD standards Link: [http://www.cde.ca.gov/sp/el/er/eldstandards.asp](http://www.cde.ca.gov/sp/el/er/eldstandards.asp)

CA Content /California Common Core State Standards: [http://www.cde.ca.gov/ci](http://www.cde.ca.gov/ci)

Content Standards/Common Core State Standards Crosswalk: [http://www.scoe.net/castandards/multimedia/k-12_ela_croswalks.pdf](http://www.scoe.net/castandards/multimedia/k-12_ela_croswalks.pdf)


**TED 5355** in class discussions allow candidates to reassess their own opinions regarding immigrants and refugees, bilingual education, and the structure and value of language varieties. Candidates learn to analyze the claims and assumptions implied by various programmatic responses to the educational needs of English learners; they also learn how to apply current laws and regulations regarding the instruction of English learners to their own teaching contexts.

Through the rigorous application best practices for lesson planning and instruction, candidates see “good teaching” in a new light. Strategies that might have been viewed only as “interesting extras” (e.g., integrating students’ personal knowledge into lessons, providing visual clues and hands-on activities, combining language skills in activities) come to be valued as essential tools for providing English learners with instruction that is comprehensible and content that is age-appropriate.

The program’s goal of providing candidates with opportunities to become sensitive, better informed, and more highly skilled regarding the instruction of English learners is powerfully supported by the candidates’ own struggles to address the academic needs of widely diverse students in their student teaching or internship classrooms. The academic and language learning needs of English learners is not an abstract issue to these candidates learning to teach in the Bay Area.

**Candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs.**

In the first quarter of the program candidates complete **TED 5355, Equity and Diversity**, Chapter 1 of the course text *Teaching English Language Learners a Differentiated Approach* by Rothenberg and Fisher presents candidates with school organizational patterns, methods for the delivery of instruction designed to meet the needs of English Learners. In class, candidates review the characteristics of ELD, SDAIE, ESL, ESOL, GLAD and ELD instruction. Candidates review the components of bilingual instruction, immersion programs and SIOP instruction. Relevant information regarding programs and
resources is included in the Newcomer Book assignment. Instructor lecture and Chapter 6 of Nieto and Bode’s book *Affirming Diversity: The sociopolitical context of education* (6th ed.) provides additional information regarding each of the structures and resources.

Candidates identify the structures within their school district and school and present these to their partners in EPSY 5125 within the context of programs to support student learning.

**Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.**

Candidates read and then discuss the content of the TED 5366 text, *Affirming Diversity: The sociopolitical context of education* (6th ed), Chapter 6. This chapter, the TED 5366 instructor lecture, Understanding Student Learning and School Achievement, provides candidates with content regarding the standard. Candidates demonstrate their knowledge of state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners through participation in course discussions and informal analysis of the programs.

The placement and instruction of English learners is reviewed in EPSY 5125 within the context of eligibility of services for students (IEP, 504, ELD). Candidates create a chart that compares the ethical obligations for teaching English Learners and the ethical obligations of teaching students with disabilities. Candidates then brainstorm the implications of these obligations for service delivery and content.

**Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English;**

The foundation for TED 5355 *Equity and Diversity* is the identification and demonstration of effective practices for English Language Development leading to comprehensive literacy in English. Based on the course readings, instructor lectures, in class activities and course assignments, candidates develop the knowledge and skills to effectively develop the language skills of English Learners. As candidates complete the Embedded Signature Assignment (ESA) EL adaptations (3) and the SDAIE lesson (Assignments 4 and 5, see page 4), they consider the elements in the PACT rubrics PACT #2, #11 and #12.

Strategies for teaching English Learners are threaded throughout the program. In addition to TED 5355 candidates continue to development and implement strategies for ELD as they complete additional Multiple Subject coursework. The literacy strand TED 5352 Reading/Language Arts A, TED 5356 Reading/Language Arts B and TED 5360 Reading/Language Arts and Social Studies C presents with additional content and opportunities for practice. For example, in TED 5352 and TED 5356 candidates complete a lesson to teach a reading skill (work analysis/phonics, comprehension, vocabulary). The lessons are evaluated through the application of PACT rubrics 11 and 12.
The CAT assignment (Assignment 2, see page 5) for TED 5360 requires that candidates prepare and teach a critical thinking social studies lesson that is developmentally appropriate for the candidates grade level. As a part of the reflection after teaching the lesson candidates describe the language supports used in the lesson to help students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. Candidates provide one or two examples of how they implemented these supports when teaching the lesson.

(b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

The lesson development assignment for TED 5360 requires that candidates prepare and teach a critical thinking social studies lesson that is developmentally appropriate for the students. The focus of the lesson should actively engage students in the process of using analytic reasoning to make their own interpretations of a topic in history or social science. As a part of the reflection after teaching the lesson candidates describe the language supports used in the lesson to help students (including English learners as well as other students struggling with language) understand the content and/or academic language central to the lesson. Candidates provide one or two examples of how they implemented these supports when teaching the lesson.

In math, TED 5350 candidates create, demonstrate and post a mini-lesson to teach a math Process concept from the CCSS. Lesson requirements include strategies to access background knowledge of the students and incorporation of manipulatives into instruction. Candidates are required to identify differentiations/adaptations for SDAIE lessons, English Learners and students with special needs.

INTERNS

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes TED 5355 preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

There are two ways in which candidates are eligible for employment as an intern teacher for students with mild/moderate or moderate/severe disabilities. Candidates completing the Education Specialist Credentials through the SPED only pathway already hold authorization for teaching English Learners (CLAD or ELD authorizations) prior to entry into the program. Thus they have met the intern service component of the standard.

Candidates completing the Education Specialist Credentials through the TED/SPED program cannot be interns until they have completed the first year of the two-year program. During the first year of the program TED/SPED candidates have completed
TED 5366 and TED 5355 as well as the reading and language arts sequence TED 5352, TED 5356 and TED 5360.

Strategies for teaching English Language Learners are often applicable threaded throughout the program in EPSY courses. Candidates incorporate multiple methods for accessing and/or providing background knowledge including realia, media, exploration and lectures/conversations into their lessons. Candidates come to understand that strategies often presented for teaching English Learners are applicable to teaching student with disabilities.
The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

### Standard 11 Course and Fieldwork

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<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tr>
<td>Typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning</td>
<td>EPSY 5021</td>
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<tr>
<td>Atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy)</td>
<td>EPSY 5021, EPSY 6141</td>
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<tr>
<td>Resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</td>
<td>EPSY 5021, TED 5351, TED 5355, TED 5366</td>
<td>TED 5354, TED 5359</td>
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<tr>
<td>Potential influence of varying cultural factors and practices on development</td>
<td>EPSY 5021, TED 5351, TED 5355, TED 5366</td>
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<tr>
<td><strong>Demonstrate skills required</strong></td>
<td>EPSY 6120</td>
<td>EPSY6860,</td>
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to provide information to family members regarding typical developmental expectations/impact of the disability on developmental progress

| EPSY 6129, EPSY 6131 MM/6142 MS | EPSY 6862, EPSY 6880 (4) | EPSY 6880 (8) |
|--------------------------------|
| To ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs. |
| EPSY 6141 EPSY6131 MM/6142 MS EPSY6134 MM/6142 MS |
| EPSY 6860, EPSY 6862 EPSY 6880(4) EPSY 6880(8) |

**Common Trunk Course and Fieldwork**

This the content for this standard is first addressed in the initial SPED course: **EPSY 5021, Teaching All Learners in Diverse Classrooms** and through **TED 5351, Psychological Foundations of Education and Planning** in the TEDSPED sequence of courses. (Education Specialist Candidates who possess general education credentials will have 5351 content already). In **EPSY 5021** TED/SPED and SPED Only and candidates working as Interns are introduced to both child development theories and principles as well as to aspects of cognitive, linguistic, social, emotional, and physical development and learning theories that may be evident throughout the lifespan. This includes the aspects of individual/atypical development related to eligibility and identification of a child as having a disability.

**TED 5351** “explores the psychology of learning and motivation related to instruction; the emphasis is on the application of learning principles to classroom learning situations, including multicultural settings. This course also offers a survey of applicable research from educational psychology and psychology.” Objectives for TED 5351 are illustrative of the standard and relevant TPEs: Describe the major stages of cognitive, affective, and psychomotor development in students (*TPE 6: Develop Appropriate Teaching Practices & TPE 8: Learning about Students*); describe the major principles of behavioral and cognitive learning theory and their application to classroom learning (*TPE 8*); identify individual differences in children known to affect their behavior, motivation, and learning (*TPEs 6 & 8*); describe major theories of motivation and how they can be used to explain student behavior and achievement in school (*TPE 8*); describe major characteristics of special student populations and components of the special education referral process, and demonstrate the ability to plan instructional interventions for special students and social accommodations for their inclusion (*TPEs 6 & 8*). Anita Woolfolk’s *Educational Psychology* text is employed, and objectives are accomplished through, for example, **TED 5351 (Assignment 1, see page 2)**, where candidates must prepare a group presentation of chapter content, for example, on Vygotsky’s Sociocultural Perspective, and construct a series of questions to accompany the presentation, with expected answers detailed. These questions will become part of the course midterm or final exam. A
Performance Assessment assignment, (Assignment 2, see page 2) also completed in teams, provides candidates with data about several students’ development and skills and requires the candidates to analyze these data and prepare and justify recommendations for instruction based upon these.

Through readings, course lectures, discussion and examination of media candidates in EPSY 5021, acquire knowledge of the 13 categories of disability that direct federal/state requirements for determining one’s eligibility to qualify for special education services, and of the multiple arrays of characteristics of students with support needs who are receiving specialized intervention through special education services. They also learn about the needs of distinct and overlapping populations such as students who experience homelessness; students in foster care and those who live in high poverty situations, as well as students who are identified as being ‘gifted and talented’. Candidates may create a visual array to present the similarities and differences among other student population. Toward these objectives, for this course, candidates observe at least three types of specialized services delivery (Assignment 1, see page 3) for a minimum of 90 minutes each, reporting both the elements of each service and interventions observed as well as their analyses supported by cited evidence-based practices (as defined in text, other readings and class activities/content). In addition, candidates interview (Assignment 2, see page 3) either a Special Educator or related services professional, or a secondary-age student who has been receiving special education services, to learn about and analyze further the alignment of services with student needs. Finally, as noted under Program Standards 3 and 4, candidates work in groups to construct their first differentiated, universally designed and standards-based lesson (Assignment 3, see page 3) involving diverse learners of varying developmental skill levels, including those with disabilities and English Learners through a culminating project which is also an active presentation to colleagues. This assignment is followed in a later quarter with a much more in-depth UDL standards-based unit development within the EPSY 6120 first group assignment (Assignment 1, see page 3), and the individualized, student data-based intervention plan (Assignment 3, see page 3) and its implementation.

In TED 5355, Equity and Diversity, candidates learn about cultural diversity and its impact on students’ school success, as well as on the educational-school factors that can positively or negatively impact that success. As noted under Standard 10, “the faculty of the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential programs are committed to developing in all candidates a growing sensitivity to the role of language and language differences in academic achievement, a keen awareness of their responsibility to attend to the academic and language learning needs of English learners, and a readiness to address these needs through instruction.” Candidates critically reflect on their own values and expectations to examine how those effect their expectations about the students they teach and their performance. Candidates brainstorm ways that they can support students in their classrooms and school community. Their two, quarter-long Multiple Subjects student teaching experiences (TED 5354, 5359, listed page 13) take place in diverse, primarily urban district schools, as do the four quarters of SPED fieldworks/student teaching (EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS), EPSY6860(8)(MM/MS)) with additional support for Interns through
EPSY 6770, ample opportunities and specific course expectations are provided for students to attend/participate in student planning meetings and IEP meetings with culturally and linguistically diverse families (EPSY 6670, EPSY 6671).

EPSY 6120 and 6129 each contain a major focus toward candidates’ future work with diverse families. In EPSY 6120, candidates are introduced to the networks of local and state agencies and organizations that provide essential services to individuals and families with children who experience disabilities (e.g., Regional Center system: RCEB and GGRC in particular for students with developmental disabilities, and their culturally-responsive case management services through, e.g., La Familia Counseling - http://lafamiliaacounseling.org/; Rehabilitation services and their overlap with school Transition through Partnership Projects) as well as Parent Training and Information Centers, Family Resource Centers, (e.g., www.supportforfamilies.org), and Family Empowerment Centers and the resources they offer both parents/children and school personnel (see e.g., http://www.calstat.org/publications/article_detail.php?aid=119&nlid=15), and advocacy organizations, including Disability Rights Education & Defense fund (www.dredf.org) and Disability Rights California (www.disabilityrightsca.org) and finally, local school district/SELPA committees such as SPED Community Advisory Committees or PTAs. Candidates utilize a resource directory of area organization and services (http://www.supportforfamilies.org/resource2/) links to explore and conduct in-class group inventories to determine eligibility for and definitions/extent of these services according to multiple dimensions including: definition of services or activities; who they are for/who is eligible; any costs; what documentation is required; waiting list or waiting period; geographic/financial or age restrictions. They follow this activity with a gallery walk to learn about each other’s findings depicted and follow up with posting these on the course Blackboard Discussion Board. This information and additional resources acquired in the subsequent year are included in candidates’ final quarter Tool Kits assigned and developed in EPSY 6206 and EPSY 6207. Across multiple courses as well, parent guest speakers and adults with disabilities from a variety of cultural backgrounds are invited lecturers, and provide invaluable insights into parent-family needs that are or are not currently well-addressed through the school or community systems, and what they see as future priorities.

In EPSY 6120, candidates a) develop a professional development project in groups (Assignment 2, see page 3) that can be addressed to one of several audiences, including parents and b) actively role play and practice effective communication and facilitation skills including listening, interviewing, asking questions and more, for which the Friend and Cook Interactions text is particularly useful. All of these activities assist candidates to become more skilled in parent-teacher communications, including working toward this standard’s component of providing information to family members regarding typical developmental expectations/impact of the disability on developmental progress, as they will do with frequency in their teaching lives. Additional opportunities for this communication occur across fieldwork as noted earlier, and combine with assignments such as the individualized Transition Plan (Assignment 2, see page 11) completed EPSY 6129, discussed under Standard 7.
In **EPSY 6141, Communication and Social Networks** candidates explore the characteristics of students diagnosed as living with autism spectrum disorders, the relationship to typical development, potential risk conditions and implications for development and learning. After participating in lectures, readings, and videos, candidates conduct an in-class small group assignment comparing and contrasting several approaches to ASD characteristics and implications for learning (see 6141, page 3) (Kluth, 2010; DeBoer, 2010, Grandin, and Koegel et. al, 2012).

http://www.youtube.com/watch?v=2wtIY3ffoU. In addition to exploring the multitude of potential characteristics that may occur across the broad range of abilities and support needs of individuals with ASDs, each group selects the approach they found the most helpful and appealing and provide a rationale for their decision. These are presented to the class and lead to lively discussions regarding approaches, characteristics and implications for both student learning and collaboration with families.

**Mild/Moderate Disabilities**

In both the Assessment (**EPSY 6131**) and Advanced Instruction (**EPSY 6134**) courses, candidates demonstrate knowledge of developmental progress and the skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs. The Executive Function Skills Student Identification and Assessment Assignment in **EPSY 6134 (Assignment 1, see page 2)** requires the candidates first assess their target student in executive functioning skills, and then post and carry out a Case Study that correlates with the teacher Executive Function Self –Assessment in Parts 1 and 2 (Dawson & Guare, 2009). This assignment supports candidates that are obtaining the course objective of creating and implementing instructional plans to meet the behavioral and/or social requirements for target students, as well as knowledge and skills in advanced principles, procedures and techniques of assessment including ...etc. both linked closely to Standard 11. In **EPSY 6131, a Case Study and Small Group Presentation (Assignment 5, see page 4)** requires the candidate to obtain information from a variety of sources about a struggling student not currently receiving SPED services i.e., Developmental History, observations, interview data, health history, referral reasons, school history, student work samples, previous assessment findings and social-emotional background, achievements, cognition, assessments administered by the candidate and those protocols; and any other relevant dimensions. An analysis is conducted that must note an analysis of student errors in assessments; areas of student strengths and weaknesses, and implications for instruction, with recommendations for potential IEP goals development of the student becomes eligible for services.

**Moderate/Severe Disabilities**

Within **EPSY 6142, Assessment of Students with Moderate-Severe Disabilities**, candidates first conduct an Informal Assessment Assignment (Assignment 5, see page 14) conducted with a student in the concurrent fieldwork **EPSY 6862.** Utilizing the previous historical information, family interview, functional analysis, and ecological assessment
assignments and data, and with these, test the hypotheses generated from those and follow a dynamic assessment process using a variety of materials and settings across days and times of day. After describing the process they employed in planning and conducting the assessment, candidates provide any interpretation that can be made on the basis of trends and patterns observed and include the information gathered for the educational history assignment, or ecological assessment assignment, the functional behavior assessment, Communication Assignments for EPSY 6140, and identify questions that require further assessment. This assignment as well as the Communication Assignment (Assignment 2, see pages 9-10) in EPSY 6140 and the Comprehensive Positive Behavior Support Plan (Assignment 7, page 14) in EPSY 6142, among others, address critical aspects of the Component of Standard 11, to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.

**Intern Program Delivery Model.**

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 11: Typical and Atypical Development as well as ongoing preparation throughout the program.

The CSUEB intern pre-service component includes introductory preparation for Standard 11: Typical and Atypical Development in EPSY 5021, TED 5351, and TED 5355 (for second year TED/SPED candidates who are interns). The sequence of courses for the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Programs is the same for candidates completing the program as interns or as student teachers. Interns have either obtained their Multiple /Single Subjects credential with ELD authorization prior to entry into the program, or have completed their first full year of TED SPED including all TED student teaching and course requirements for the EL authorization prior to beginning an Internship.
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

Positive behavior support is at the foundation in increasing student learning. As an approach for changing a child's behavior that is based on humanistic values and research, it offers an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. Strategies for social, behavioral, and environmental supports to facilitate learning are threaded throughout the program and addressed by course below.

**Standard 12 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Courses</th>
<th>Field Work/Student Teaching</th>
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| Knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support all students | EPSY 5021  
EPSY 5126  
EPSY 6124  
EPSY 6141  
EPSY 6143  
EPSY 6142 MS  
EPSY 6671 MS | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |
| Laws and regulations as they pertain to promoting behavior that is positive and self-regulatory | EPSY 5021  
EPSY 5126 | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |
| Promoting safe schools | EPSY 5021  
EPSY 6143 | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |

Positive behavior support is at the foundation in increasing student learning. As a model for changing a child's behavior that is based on humanistic values and research, it offers an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. Strategies for positive behavior support are threaded throughout the program.
Common Trunk Courses

**EPSY 5021 Teaching All Students in Diverse Classrooms** provides the foundation for the concepts of proactive, positive, function-based interventions for problem behavior. Program expectations for all instructional and behavioral interventions to be respectful and differentiated are emphasized. Candidates learn about the three-tiered school-wide PBS model via lectures, reading, media, class discussions and activities. Candidates are able to articulate the rationale for, process of and implementation of the tier one (school-wide) level of PBS for all students in general education schools. In addition to in class activities, candidates demonstrate competence with PBS by conducting an observation and evaluation of three different special education service delivery models. Classroom management and individual behavioral interventions are observed and evaluated in relation to the models provided in class and readings. Recommendations are then suggested to improve these practices.

**EPSY 5126 Special Education Law and Program Design** provides a more in depth level of information and understanding regarding legal requirements for the implementation of functional assessments, development of individualized PBS plans, manifestation determination hearings, suspension, expulsion, and change of placement processes. Reading and using the content within Hyatt and Filler’s 2013 text on IDEA and IEPs are supplemented by the California *Special Education Rights and Responsibilities Manual* developed by and frequently updated by Disability Rights CA, the state’s Protection & Advocacy agency. This user-friendly manual with each chapter in Q and A format, and which is translated into multiple languages for increased access for families, has a full chapter on discipline for students with disabilities, as well as infused content within the IEP chapter and in the Basic Rights and Eligibility chapters. It doubles as a resource for candidates to utilize with the future families with whom they will work. In class, scenarios/case studies are created and utilized for candidates to problem solve around issues of behavior, integrating legal requirements.

**http://www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm**

**EPSY 6143 Positive Behavior Support** is the primary course that takes candidates through the comprehensive process of functional assessment and designing individualized PBS plans and interventions (*Assignment 1, see pages 6-11*). The PBS model is based upon the following assumptions: 1. *Respect and age-appropriate interventions for ALL students*; 2. *students would use more socially acceptable behavior to meet their needs if they had the skills and the use of these skills would result in outcomes that are at least as effective and efficient as the current problem behavior*; and 3. *It is the responsibility of educators to teach and provide support for the use of communication and social skills*. The course content is provided in a systematic process with practice, assignments and feedback for increasingly sophisticated content throughout the course. Through readings, lectures, speakers, media, and class discussions and activities candidates, learn, discuss and practice a variety of assessments and positive intervention strategies. Candidates demonstrate competence via the collection and analysis of ABC data. In the **Behavior Analysis Assignment (Assignment 1, see pages 6-11)** candidates identify patterns in antecedents/triggers for behavior
targeted for reduction, as well as patterns in consequences. Candidates conduct the assessments and design interventions for a student with mild/moderate or moderate/severe disabilities that include problem behavior in their concurrent inclusive fieldwork placement EPSY 6860 (MM/MS). They then identify initial hypotheses regarding the function of the target behavior and determine options for behavior reduction via changes in the antecedent and/or consequence conditions. Candidates then add to the assessment data, revise or confirm the hypothesized function of the TB, collect baseline data and develop an intervention plan that includes a systematic schedule of reinforcement including details regarding the relationship of initial levels of reinforcement to baseline data, levels of intervention with criterion for movement to each level and a systematic plan for weaning the reinforcement schedule (see page 10).

Candidates practice by using multiple functional behavioral assessment (FBA) instruments. In addition to ABC data, candidates use tools such as the Motivation Assessment Scale, Scatter Plots, Behavioral Mapping, and multiple student, family and professional interview formats to gather more comprehensive FBA information for their target student. Each candidate demonstrates competence by conducting assessments (Assignment 1 and 2, see pages 6-7 and 10), collecting data and developing multi-element support plans that include environmental and antecedent interventions to preclude the need for problem behavior (these include instructional & curricular modifications as well as altering antecedent patterns), instruction of replacement behavior, communication and/or social skills instruction, self-regulatory/self-management/coping strategies and where needed, crisis intervention strategies (See content in syllabus in the areas of Self-management, and Comprehensive PBS assignments, pages 6-12).

Through course lectures and readings detailed strategies for School-wide (Tier 1) PBS systems to support all students and promote safe schools are provided. Candidates explore multiple examples of implementation, including processes, materials developed, in-service training materials and ongoing coaching from a variety of schools that are implementing school-wide PBS. Examples and materials are provided for elementary, middle and high schools so candidates can examine and evaluate practices across the age range of students covered by the Education Specialist credential. Field and student teaching placements include at least one school that is implementing a school-wide model of PBS so each candidate gets “hands-on” experience.

Strategies for tier two interventions (e.g. Check-in, Check-out, mentoring) are provided completing the three-tiered triangle of PBS interventions. Candidates explore assessment and intervention strategies from schools using these interventions. They demonstrate understanding via group activities comparing the school examples with the model presented in lecture and readings.

Candidates are required to examine the CA Ed. Code sections related to problem behavior and discuss in small groups the implications for behavioral interventions in schools, including the use of crisis/emergency management strategies and interventions that are prohibited. The difference between ongoing PBS intervention and crisis
intervention is emphasized. Candidates explore the SELPA crisis intervention policies and approved emergency management strategies for the district in which they are placed for fieldwork, EPSY 6860 (MM/MS).

**EPSY 6124 Assistive Technology and Augmentative Communication** taken concurrently with **EPSY 6142** or **EPSY 6131** and fieldwork EPSY 6862 (MM/MS) provides the information and opportunity to assess students and develop AT & AAC interventions, often necessary parts of schooling for students with problem behavior. The PBS model assumes that problem behavior is a form of communication. Therefore, effective intervention must address **communication and social skill and networks**. Candidates conduct comprehensive assessments and design interventions using the SETT (Student, Environment, Task, Tools) to guide the collaborative assessment and technology planning process. This process includes careful evaluation of the student’s skills and needs in the areas behavior and communication as well as academics, motor, cognitive, and sensory. The results of the evaluation along with assessment of participation in educational activities, and environmental supports and barriers provides the basis for suggested low and/or high tech materials and strategies to support the student’s communication and social participation. Components of the results of this process are critical elements in a comprehensive PBS Plan.

**EPSY 6141 Communication and Social Networks for students with ASD** extends candidates knowledge of PBS. Characteristics of students with ASD often include difficulty with communication/social skills and subsequent problem behavior, thus candidates have the opportunity to apply the FBA and Comprehensive PBS strategies with a student with the label of ASD in a different field placement, EPSY 6880(4)(MM/MS) than the one they were in the prior spring quarter when taking EPSY 6143 or the fall when moderate severe candidate take EPSY 6142. They demonstrate competence with a variety of evidence based antecedent intervention strategies for individuals with ASD that help to both reduce problem behavior and to improve communication and social skills and networks. These include: the development of social stories™, conversation strips, power cards and contingency maps (Assignment 3, see page 9) to assist students understand social context and rules; the use of within and across activity schedules and other visual supports (Assignment 4, see page 9) to create predictability across the school day; the use of discrete trial and pivotal response training (Assignment 5, see page 9-10) strategies to provide systematic instruction of new skills (including teaching socially acceptable replacements for target behavior). In addition to the application with the focus k-12 student in the concurrent fieldwork EPSY 6880(4)(MM/MS), candidates read articles specific to each of these techniques, which are also practiced in class. The comprehensive PBS plan is a signature assignment (see pages 7-11) that incorporates the intervention strategies described above in addition to the multi-element components learned in prior courses.

**Mild/Moderate Disabilities Candidates**
The content and practices learned in **EPSY 6141** sets the foundation for **EPSY 6127 Behavior and Instructional Support**. This course focuses on positive practices for supporting students with behavior disorders within the general education program and other models of service delivery. Of particular importance is the emphasis on strategies to reduce the overrepresentation of students of color receiving special education services under the designation of having emotional disturbance. Instructor created case studies provides a basis for discussion and presentation of course content. In class candidates investigate the community resources in the areas of mental health, counseling, behavior intervention, and other family services available to students and their families.

Completion of **IRIS Center** modules *(Assignment 3, see page 4)* enable candidates to learn and then demonstrate their knowledge of present evidence-based practices for classroom management including the development of a comprehensive behavior management plan and addressing disruptive and non-compliant behaviors. As candidates complete these modules they create their own system of classroom management and positive behavior support. Candidates apply components of their classroom management system in their fieldwork **EPSY 6862**. A classroom presentation is required of each candidate’s classroom management plan. These 20-25 presentations and class discussions allow candidates to explore differences in components and the overall plan’s application across student educational levels (elementary, middle, high and transition) and service delivery models.

Through responses to course readings and participation in class discussions candidates identify psychological variables in the classroom environment that impact student behavior. They continue the examination of influences on students’ behavior by identifying effective strategies to help students achieve academic and social success.

The major assignment requires that candidates demonstrate their ability to implement the **Positive Behavior Support for a student with significant behaviors that negatively impact learning (Assignment 2, see page 4)**. Candidates collect data on one student by selecting one target behavior requiring intervention for that student. Utilizing behavioral and instructional strategies learned throughout the course, they write a behavior support plan for the student that will increase the student’s behavioral success. Candidates design a plan for teaching the necessary skills and implement the plan for a minimum of 4-6 weeks, documenting student progress.

Fieldwork and student teaching experiences (**EPSY 6862, 6880(4)** and **6880(8)**) provide opportunities for candidates to apply course learnings to authentic settings.

**Moderate Severe Disabilities**

**EPSY 6137 Instructional and Behavioral Support: Moderate/Severe Disabilities** is the first of a series of methods courses taken concurrently with **EPSY 6860**, supervised fieldwork, placements in inclusive local schools. This course provides candidates with information on basic behavioral principles and classroom management strategies. Through readings, lectures, speakers, media, class discussions and activities, candidates
consider the impact basic behavioral principles have on the lives of students with disabilities, their general education peers and teachers and society as a whole. They explore the application of these principles (to effectively and systematically teach and support students in their field placement (EPSY 6860 spring quarter weekly schedule, see pages 4-8).

Classroom management strategies are presented via lecture, media and readings. Candidates consider the models of intervention in relationship to the values and practices of the PBS model they are learning in EPSY 6143 described below. Specific management strategies are organized by the following categories: getting acquainted, classroom rules, reinforcement of good behavior, organization and time management, maximizing student participation, physical environment/ classoom climate, teacher attitudes and beliefs and being proactive. Candidates share examples of effective strategies experienced in prior TED student teaching placements (TED 5354 and 5359, listed on page 13) as well as in their current field placement (EPSY 6860). These examples are then added to a document “Classroom Management: Where to Begin” that is organized according to the categories noted above. Candidates demonstrate competence by developing a comprehensive plan that will guide their management practices as teachers.

EPSY 6142 Assessment: Moderate/Severe Disabilities provides expanded information on functional behavioral assessment and the relationship to and synthesis with other types of assessment for students with moderate/severe disabilities. All assessment activities are conducted for a focus student in the concurrent fieldwork placement, EPSY 6862, providing candidates the opportunity to complete the PBS process in a different inclusive school. In addition to standardized or formal achievement tests, these include: FBA assessments; ecological inventories with discrepancy analysis; person centered assessments; student self-assessments; family interview strategies and a variety of informal assessments to determine learning style and present levels of performance. Conducting these assessments provides the opportunity for candidates to work with a variety of professionals and with the family of the focus student. The results of all assessments are synthesized and used to develop a comprehensive PBS plan that also addresses the focus student’s learning style, individual preferences and interests and family priorities.

EPSY 6771 Student Teaching Seminar that accompanies EPSY 6880(8) has candidates develop multi-element PBS plans early in the quarter in order to have the opportunity to implement, evaluate and make needed data-based adjustments to the plans. As with all courses that address PBS, candidates conduct these activities with students in inclusive local schools. They utilize the collaboration and communication skills acquired in EPSY 6120 and EPSY 6129 to work with professionals and the IEP team in the PBS assessment, plan development, evaluation and modification process (Assignment 2, see page 3) Candidates also train at least one paraprofessional to implement a behavior support plan (Assignment 4, see page 4). Instructional programs are designed to teach communication social and academic skills targeted to reduce problem behavior and increase learning.
Standard 13 Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Providing services and supports to students in order to access the general education curriculum is an anchor tenet for the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Program at CSU East Bay. Candidates in the Mild Moderate and Moderate Severe Credential programs have multiple opportunities to acquire skills and knowledge and demonstrate the basic principles and strategies for, curriculum and instruction. These areas of focus are infused throughout the program so that candidates will have repeated experiences to incorporate knowledge and abilities into their field placements, wherein they employ a variety of assessment, curriculum and instructional competencies. Through coursework and culminating full-time, supervised, student/intern teaching experiences within diverse Bay area classrooms, candidates demonstrate their ability to incorporate best practices that enable students to access the curriculum, strategies and materials to motivate students into the instructional program. Thus program candidates are prepared to apply best practices in instruction to content to enable students to the state approved core curriculum.

Candidates enter the program as TED/SPED candidates completing both the Multiple Subject and the Education Specialist Mild/Moderate or Moderate/Severe Disabilities Credential Programs or as SPED-only candidates completing the Education Specialist Mild/Moderate or Moderate Severe Disabilities Credential Programs. SPED only candidates already hold a Multiple Subject or Single Subject credential with ELD authorization.

During the first year of the program TED/SPED candidates complete all of the courses required for the multiple subject credential; many courses require the development of lesson and unit plans for the diverse student populations of the student teaching placements. The lesson and unit plan requirements are highlighted below. Content Area Test assignments are embedded in TED 5350 Math, TED 5357 Science and TED 5360 Reading/Language Arts and Social Studies. The PACT assessment for CSUEB candidates is in the area of English and Language Arts. However these courses are not included in the table that identifies the courses that provide opportunities for candidates to meet the content of the Standards as it would detract from the Education Specialist specific course response.
Candidates prepare and teach a literacy lesson plan (phonemic awareness, phonics, letter name, structural analysis. Candidates also prepare and teach a fluency lesson. Both lessons are based on appropriate core content.

**TED 5356** Candidates prepare and teach a vocabulary and a comprehension lesson. Core academic content serves as the content for the lesson.

**TED 5360** Candidates prepare and teach an integrated critical thinking lesson using social studies content.

**TED 5350** Candidates prepare and teach a multi-tiered math content lesson
**TED 5375** Candidates prepare and teach a physical science lesson, an earth science, a life science or a health science lesson based on core academic content

**TED 5366** Candidates prepare and teach a lesson based on ELD Standards that explicitly addresses reading, writing, speaking, and listening skills.

**TED 5355** Candidates prepare and teach a SDAIE lesson

The Education Specialist Mild Moderate and Moderate Severe Disabilities Program consists of seven courses (28 quarter units) of common coursework (trunk) and 24 units (MS Disabilities) to 28 units (MM Disabilities) of authorization specific coursework. Incorporated into the coursework are field based assignments that provide an opportunity for candidates to apply their learning. Supervised fieldwork in the areas of mild moderate or moderate-severe disabilities begins the spring quarter of the first year and continues throughout the second year of the program.

Curriculum and instruction related courses are placed throughout the program and provide opportunities for candidates to develop the knowledge and skills to teach and support their students. The lessons are implemented in fieldwork and student teaching placements. University supervisors and master/cooperating teachers, and candidates collaboratively evaluate the lessons. The EPSY courses are presented in the response to the standard.

All candidates complete the following courses that incorporate curriculum and instructional practices

- **EPSY 5021** Teaching All Students in Diverse Classrooms
- **EPSY 6120** Communication; Collaborative Teaming and Management
- **EPSY 6129** Advanced Study in Collaborative Service Delivery, Education, and Transition
- **EPSY 6141** Communication and Social Networks for Students with ASD and Other Disabilities
- **EPSY 6143** Positive Behavioral Support
- **EPSY 6124** Augmentative Communication and Assistive Technology

Mild Moderate Disabilities candidates complete the following courses that incorporate curriculum and instruction practices

- **EPSY 5125** Educational Practices: Mild-Moderate Disabilities
- **EPSY 6127** Instruction and Behavior Support MM
**EPSY 6133**  Curriculum: Mild Moderate Disabilities  
**EPSY 6134**  Advanced Instructional Practices Mild Moderate Disabilities

Moderate/Severe Disabilities candidates complete the following courses that incorporate curriculum and instruction practices:

**EPSY 5136**  Educational Practices for Students with Moderate-Severe Disabilities  
**EPSY 6137**  Instruction and Behavior Support MS  
**EPSY 6140**  Advanced Curriculum for Students with Severe Disabilities  
**EPSY 6142**  Assessment of Students with Moderate-Severe Disabilities

**Standard 13 Course and Fieldwork**

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<tr>
<th>Program Standard Element</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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| The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. | EPSY 5021  
EPSY 5125  
EPSY 6120  
EPSY 6133 MM  
EPSY 6134 MM | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |
| Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. | EPSY 5021  
EPSY 6120  
EPSY 5125 MM/5136 MS  
EPSY 6133 MM /6140 MS  
EPSY 6134 MM  
EPSY 6137 MS  
EPSY 6207 MS | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |
| Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations | EPSY 5021  
EPSY 6120  
EPSY 6129  
EPSY 6141  
EPSY 5125 MM/ 5136 MS | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |
The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade level (includes field-based assignments and fieldwork implementation).

Candidates begin their exploration of instructional pedagogy and curriculum in EPSY 5021 Teaching All Students in Diverse Classrooms. After class lectures, multiple activities and media review including Center for Accessible Technology (CAST) resources and lesson banks, as well as course readings on Universal Design for Learning, differentiation and multi-tiered instruction, small groups of candidates working across credential areas (MM and MS Disabilities, with Speech candidates when available) create a UDL and Differentiated, standards-based content lessons (Assignment 3, see pages 3-4). These lessons are informed as well by the three observations they have conducted in Bay Area specialized services across the service delivery array (Assignment 1, see page 3). Candidates evaluate a variety of pedagogical approaches and incorporate those that provide the widest equitable access to the core curriculum for a heterogeneous class of students that includes a range of students with and without disabilities, and with English Learners, students working beyond the curriculum, etc. Other class activities provide opportunities for candidates to evaluate instructional materials and strategies for the development of interventions as well as student adaptations, with the goal of increasing access and learning within the core academic curriculum for students with a range of abilities, interests and needs. After reviewing the tools discussed above, including the work of scholars such as Carolyn Tomlinson on differentiated instruction and David Rose on Universal Design for Learning, the groups are prepared to design and present their
(Assignment 3, see pages 3-4) lessons based on Universal Design for Learning principles as a final culminating project.

Candidates continue to refine their skills in designing appropriate units and lessons in EPSY 6120 Communication: Collaborative Teaming and Management. A major assignment is the development of a Universally Designed Collaborative/Cooperative Learning Unit and Focus Lesson (Assignment 1, see pages 3 and 8-9). In heterogeneous groups (i.e. Education Specialist only candidates with general education credentials, plus TED-SPED candidates, in MM and MS disabilities) candidates create a series of universally designed lessons with one focus lesson of the unit presented in detail, thus building on the earlier introductory work in EPSY 5021. This unit and focus lesson is more complex than developed in EPSY 5021, now that they have also had the first credential specialization course of EPSY 5125 MM or EPSY 5136 MS in the prior quarter. This focus lesson will again incorporate the participation of students with mild – moderate and moderate -severe disabilities, along with their general education peers in a general education class. The focus, content, grade level of the lesson is determined by group’s consensus based on their collective experiences and present knowledge/skills. The Focus Lesson of the outlined unit must: 1- Include the academic objective(s) and CCS/CA standard(s): for all students; 2- Delineate collaborative –social skills skill objective(s) for all: 3- Cite the related IEP objectives of the students with disabilities in the class and how these align with the standards and academic objectives of lessons. The focus lesson is required to demonstrate how at least two of these five lesson elements of 
a) Content, b) Process, c) Materials, d) Products and e) Outcomes will be universally designed, that is employ and illustrate: UDL Principle 1-to support recognition learning, provide multiple, flexible methods of presentation; Principle 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship, and Principle 3: to support affective learning, provide multiple, flexible options for engagement within each element; including how the expected social skills will be taught. In the development process the lessons must spell out the criteria for students’ demonstration of academic as well as social skills learning, i.e. how these will be monitored, measured and evaluated at individual and group levels.

In the final EPSY 6120 (Assignment 3, see pages 3 and 10-11) Individual Consultation Report Consultation Process Outline candidates complete a quarter-long assignment with their master/cooperating teacher for Multiple Subjects Student Teaching TED 5359 (TED SPED) or a colleague un their Intern/other school site. Each candidate works with their general education colleague to 1-describe an issue or problem and areas targeted for collaboration and the processes they employed to engage in collaborative practices to establish the relationship, share information, and clarify mutual expectations;2- define how student’s/students’ needs for intervention were identified for the student(s) together (data-based selection) and 3- collaboratively design, implement and evaluate intervention(s) planned to address these needs/challenges, including elements such as: the brainstorming process for ideas and potential intervention strategies; the decision-making process for student goals, adult activities, procedures and how joint responsibility for interventions and outcomes was established. For implementation, an Action Plan with steps/strategies, resources/materials, persons responsible, and timeline is developed by
The candidate with their colleague; with a description of the individual and shared responsibilities of the general and special educator. The candidate also describes how flexibility in adult role assignments was designed to work. Finally, the methods employed to evaluate student progress in terms of specific data collected as well as to evaluate how the two adults’ perceived the effectiveness of their own collaborative process for this student’s intervention. Based on these findings, each candidate analyzes whether the planned intervention was or needs to be modified or redesigned in any way.

The Co-teaching Plan developed in EPSY 6129, Advanced Study in Collaborative Service Delivery, Education, and Transition (Assignment 3, see page 15) requires that candidates collaborate with a general education teacher to develop a lesson plan that will enhance instruction by reaching the wide range of learners within the classroom and fully employing the two adult instructional resource. The extensive and detailed Co Teaching plan structure linked above, and adapted from Holifield & Mixon (2010); (http://nwglrs.wikispaces.com) addresses all elements of this standard in this assignment, which occurs in candidates’ sixth of the program’s seven quarters. In addition to the core standards, specific curricular content, academic objectives and lesson sequence, candidates must show who will be responsible for which aspects of each of the lesson elements such as, in the Opening of the lesson:

<table>
<thead>
<tr>
<th>Part 1: Opening (20% of instructional time): Identify who will do what with a check.</th>
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<tbody>
<tr>
<td>Review GPS standard(s) and element(s) using LOTS (Language of the Standards)</td>
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<tr>
<td>Describe how?</td>
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<tr>
<td>Communicate expectations of the work/make clear what students will learn</td>
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<tr>
<td>How?</td>
</tr>
<tr>
<td>Discuss standards &amp; elements/clarify and/or define vocabulary terms</td>
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<tr>
<td>How?</td>
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<tr>
<td>Deliver mini-lesson to model strategies and/or scaffold instruction that connects to the work period</td>
</tr>
<tr>
<td>How?</td>
</tr>
<tr>
<td>Set stage for learning/make a link to previous lessons</td>
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<tr>
<td>How?</td>
</tr>
<tr>
<td>Provide feedback in the work session using formative assessment (e.g. questioning, First of 5, Pair/Share)</td>
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</table>

This planning format continues for the elements within the main Work period of the lesson as well as the Closing session, and enables candidates to put into place a structure for ensuring that the co-teaching fully utilizes each teacher’s skills to their maximum advantage for student learning.

Mild/Moderate Disabilities
In EPSY 5125 Methods and Materials for Teaching Students with Mild Moderate Disabilities, candidates continue to develop knowledge and skills for creating effective instruction for their students. The course text, Strategies for Teaching Students with Learning and Behavior Problems 9th ed. (Vaughn & Bos, 2015) provides candidates with
material to develop knowledge and skills for teaching these students. Incorporated into the readings are multi-tiered and dimensional strategies for teaching the academic curriculum. Candidates’ participation and engagement in lectures, discussions, presentations, review of research articles, group activities, technology and media provide multiple opportunities for demonstration of skills in the areas of curriculum choice, adaptation and modification as well as the selection of the appropriate pedagogical approach to instruction.

Candidates are introduced to sources of information such as IRIS Center iris.peabody.vanderbilt.edu, OSEP Ideas that Work https://www.osepideasthatwork.org/ and What Works Clearinghouse www.whatworkeds.gov/ that they then apply create appropriate instructional sequences for students. In an in-class activity, the demographics of candidate’s classrooms serve as the basis for curriculum development and adaption. Candidates select a content unit that they will be teaching. After an analysis of the strengths and needs of their students, candidates create a series of lessons that incorporate a variety of instructional strategies such as viewing media, hands on learning, listening to lectures, small groups work and individual work and reflection. A second in-class activity has candidates complete specific modules from the IRIS Center. Each module presents in web form, research based methods and materials for teaching diverse learners for special needs. Web investigations of sites such as CEC www.cec.sped.org/, What Works, and Universal Design for Learning www.cast.org/udl/ provide candidates with additional resources for strategies for implementing pedagogically appropriate instruction to enable students to access the core curriculum.

Candidates apply the material learned in EPSY 5125 to the field in the Observation/Lesson Analysis Assignment (Assignments 5 and 7, see pages 3-4). In this assignment candidates make the link from course materials to application in the field. Candidates observe a lesson where content is taught. They analyze the lesson based on the following:

- Who is the target population?
- How is the teacher differentiating instruction?
- Are specific strategies being taught? How are they being taught?
- Are the methods evidence-based? How do you know?
- What types of materials are being used? Are they individualized or adapted for each student?

Candidates analyze the lesson, summarize their observations, and then propose some curricular and instructional modifications that would increase access to learning for those students with disabilities.

During the second year of the program candidates complete three curriculum and instruction classes: EPSY 6127 Instruction and Behavioral Support, EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities and EPSY 6134 Advanced Curriculum and instruction for Mild Moderate Disabilities.

EPSY 6127 Instructional and Behavioral Support presents candidates with opportunities to review and apply various strategies for instruction leading to access to the core
curriculum. Review of the IRIS Modules and Information Briefs provide candidates with additional information on strategies for teaching student with learning and behavior problems. In the case study assignment candidates work to change the behavior and attitude of a student with a learning disability. Within the Behavior Support/Intervention Plan case study assignment, (Assignment 2, see page 4) candidates prepare lessons and instructional sequences to change student behavior

The EPSY 6127 Classroom Management Theorist Group Presentation (Assignment 4, see page 5) candidates share pedagogies for classroom management and instructional delivery. They incorporate instructional strategies that are most representative of the form of classroom management and organization for instruction into their presentation.

Accompanying EPSY 6127 the fall quarter of the second year of the program is EPSY 6133 Curriculum and Instruction for Students with Mild Moderate Disabilities. In this course candidates demonstrate their knowledge and application content regarding pedagogy, materials and strategies for instruction. The text for the class Strategy Instruction for Students with Learning Disabilities 2nd ed. (Reid, Ortiz-Lienemann, Hagaman, 2013) provides candidates with resources in terms of instructional strategies to be incorporated with core content for lessons. In the Performance Evaluation (Assignment 1, see page 3) candidates create and teach instructional sequences to help students gain the knowledge and skills to raise their grades or change ineffective habits. The intent is help the students build internal strategies for learning and accessing core content. Thus candidates may create an instructional sequence for homework completion, self-regulation, time on task, and following written instructions as well as learning content knowledge.

In another assignment Learning Study Skills (Assignment 2, see page 3) candidates prepare a unit of study that will build students learning and study skills. Candidates incorporate the learning strategies with the academic core curriculum. For example, a candidate created a unit on subtraction with regrouping. The target students were 3rd graders who had learning and attention difficulties. Incorporated in the unit were hands on learning sequences where students used bean sticks and unifix cubes to represent numbers, graph paper to assist in numeral placement, and colored pencils to differentiate the numerals in the ones, tens and hundreds places.

The Kansas Strategy (Assignment 4, see page 3) requires that candidates apply one of the Kansas Learning Strategies for learning academic skills or cooperative thinking or community building to academic content. A 4th-5th grade teacher incorporated the THINK problem solving strategy, into her history unit on the American Revolution. This provided an opportunity for her students, many who struggle with written communication, to note and share their ideas. Additional core language skills including critical listening and analytical oral expression were supported by the THINK Strategy.

Candidates applied technological applications to core content in Generative Technology (Assignment 6, see pages 3-4). In this assignment candidates create an online dictionary
using the best practice Vocabulary Self Collection Strategy (Haggard, 1982) and the affordances of Thinglink, PowerPoint, Wordsift and the Internet.

**EPSY 6133** is followed in the winter quarter with **EPSY 6134, Advanced Curriculum and Instruction for Students with Mild Moderate Disabilities.** In the process of completing the Service Learning Project unit of study (*Assignment 2, see page 3*), candidates incorporate various instructional pedagogies (media, hands on learning, experiential learning, interviews, oral presentations and best practices for teaching from IRIS, CEC, OSEP and What Works Clearinghouse and that are appropriate for their student population. In completing the Service Learning Project, candidates must link the project to the academic core curriculum.

The following structured the candidates’ assignment:

- Name of project
- Topic of unit that the project is connected to
- Subject area
- Grade level
- Common Core State Standards
- Essential questions
- Student outcomes/leanings
- Evidence including lesson plans and student work

Thus in the Mild Moderate Disabilities Program candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.

**Moderate/Severe Disabilities**

In the first specialization curriculum course, **EPSY 5136, Educational Practices: Students with Moderate-Severe Disabilities**, candidates learn about current, evidence –based practices that support students with moderate-severe disabilities’ education in the least restrictive educational setting. In **EPSY 5136 (Assignments 1, see pages 11-14)** they complete a structured series of school and student observations over two assignments, leading to a **Participation and Learning Plan (Assignment 2, see pages 14-15)** that demonstrates how the student will participate and work toward specific skills within core instruction; which IEP goals are being addressed, including social skills; how instruction will support their achievement of academic and related skills, and which adaptations and supports will be provided. Candidates make recommendations within their analyses of these data regarding additional opportunities , for social and academic access and learning for one focus student in one instructional activity where additional observation/analysis is conducted toward development/enhancement of the student’s access to and achievement within that general education class and curriculum. The resulting Participation and Learning Plan (Assignment 2) includes an observational component for the Classroom Activity Analysis (ecological inventory) leading to
consideration and recommendations for interventions, adaptations and any additional social and academic supports needed, and demonstrates connections of instruction with the focus student’s IEP goals, including their social goals. They discuss these plans during in-class activities with their colleagues to problem-solve barriers collaboratively. Candidates also collaborate with their course peers in the development of a performance-based group midterm activity for EPSY 5136 (Midterm directions, see page 4) that must demonstrate their command of content in a specific area of course content/objectives that is new to them since the course start, such as: alignment of IEP goals with curricular strategies and materials for early literacy (cf. Browder, for curriculum-infused ability/diversity awareness to assist in the facilitation of peer relationships and social skill development by students. This is an early opportunity to team with colleagues again, and practice collaborative skills working toward a common goal that will benefit students. They proceed in EPSY 5136 from Community Inventory (Assignment 3, see page 16) to complete an Ecological Inventory of the community around or within a reachable (on transit or by foot) distance of the school site, and conduct a specific inventory of one environment within an accessible setting, such as a library, restaurant, store, where one or more of this student’s IEP goals in social, communication, academic and/or life skills could be addressed through a functional activity such as (depending on student age/IEP priorities): checking out books, purchasing supplies, eating a meal or snack with a peer, traveling on public transit; job sampling at a local business, etc. These products are shared among the candidates in the class with peer discussion and review of them within small groups in the class context.

An additional example of developing skill in curriculum and instruction in core academic areas for candidates who will be teaching students with complex moderate-severe disabilities candidates in MS Disabilities occurs in EPSY 5136. Candidates review Jimenez and Browder’s work (i.e. 2010) on instructional alignment for students with more severe intellectual and other disabilities; apply the process described to CCSS RLA aligned lessons viewed on e.g. Teaching Channel or Fisher-Frey channel on You Tube with written lesson plan outlines and determine how the lessons can incorporate instruction and goals of students whose abilities are at different presymbolic and symbolic levels, using The MAST Work it Across process (Browder and UNC colleagues,2010) in this activity: http://mast.ecu.edu/modules/udl_ia/lib/media/slides03/SlideShow.html

In EPSY 6137, Instructional Strategies and Behavioral Support, candidates in Moderate-Severe Disabilities follow a sequence of assignments paired with their first Specialist fieldwork EPSY 6860 with a Master Teacher, The assignments build on each other and begin with structured Observations, leading toward the development of two instructional programs that demonstrate candidates’ ability to apply evidence-based systematic instructional techniques with students who experience complex needs as presented in the Interaction Observation, Task Analysis, Instructional Program 1 assignments (see pages 5-7).

In EPSY 6140, Advanced Curriculum for Students with Moderate-Severe Disabilities course there is a focus on students with more complex communication, social, motor
and/or sensory needs. Through reading, lecture, relevant on-line resources and in-class discussions, candidates explore strategies and tools for assessing student communication, social skills and social networks and promoting student achievement of skills in these basic skills curricular areas. Assessment includes an analysis the types of social interests, skills and relationships of general education students in order to determine both age-appropriate skills to target for instruction and the context in which these skills will be used and thus where instruction will take place. Assessment of the student’s current means and functions of communication, the contexts in which they currently communicate/socialize and the people with whom they interact, along with the success of current skills/strategies is critical to developing plans for instruction and activities that will further his/her success in relaying important messages and interacting with preferred individual as presented in Communication Assignments 1 and 2 (see pages 9-11).

The pragmatic aspects of communication and socialization and curriculum/instruction to promote skills in these areas, is addressed in EPSY 6141, Communication and Social Networks for Students with Autism Spectrum Disorders (ASD) and other Disabilities is highlighted during the class session Week 8 (see page 5). Through lecture, readings, videos and on-line resources candidates explore the components and functions of complex, multiple message interactions. They discuss the factors that contribute to an individual’s ability to effectively and efficiently communicate messages that are relevant to the context. Limited knowledge about the social world, particularly understanding of the communication partner’s perspective and/or emotional state make it difficult for student’s to converse about subjects other than their personal interests or to interpret messages or behavior that violates their sense of the “right” way to do things. At this point in the program candidates have completed two quarters of general education student teaching and are participating in their third special education placement. Candidates demonstrate understanding of these concepts by drawing upon fieldwork/internship experiences to identify examples of students having difficulty with pragmatics and present these to the class.

Each candidate taking EPSY 6141 is working with a student with ASD in the concurrent fieldwork course EPSY 6862. Concepts and strategies to promote pro-social behavior are designed to meet the unique social communication needs of each candidate’s target student. Candidates practice writing social stories™ in class and develop a social story or conversation strip to assist the student in understanding the social context and required behavior in the Social Story/Conversation Strip Assignments (see pages 9-10).

In EPSY 6207, Emerging Research and Professional Practices candidates complete a critique of a current, peer-reviewed research study (Assignment 1, see page 3) involving Reading/ instruction with core alignment for students with moderate-severe disabilities, as well as incorporating evidence based alignment practices within their Curricular Unit Plan (Assignment 3, page 4) and for reading instruction tools and curricular materials within the Tool Kit Assignment (Assignment 2, page 3) they complete for this final quarter course.
Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

All Candidates

Throughout the program candidates have multiple opportunities to work in collaborative teams to complete course projects related to curriculum development, instruction and evaluation. For example heterogeneous groups of candidates complete UDL Units-lessons in EPSY 5021 and EPSY 6120 described earlier in this standard’s response. Candidates demonstrate their skills in co-teaching, collaboration, consultation through work in instructional teams when completing course assignments and in collaborative assignments in their fieldwork placements.

Two courses, EPSY 6120 and EPSY 6129 highlight collaborative and consultative processes as delineated in great detail under Program Standard 4. For example, EPSY 6129, Advanced Collaboration, Integrated Services and Transition (see page 9) builds on candidates’ collaborative content gained in prior coursework and field experiences, with an enhanced emphasis on group work to design and demonstrate a portion of a Paraprofessional Learning series (Assignment 1, see page 9). In addition groups of candidates work together to design a student Transition Plan (Assignment 2, see page 11) for implementation with a transitioning student (school to school or school to post-school and other transition points, see assignment) served by one of the student teacher or Intern candidates in the group; and each candidate designs a Co-teaching Plan (Assignment 3, see page 15) with one or more general educators with whom they now work or student teach or collaborate, as detailed above in this standard.

In fieldwork and student teaching experiences EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS), EPSY 6880(8)(MM/MS) candidates are continually working with their cooperating/master teachers and other service providers in the delivery of services to students. Over course of the fieldwork and student teaching placements, candidates co-teach, collaborate, consult and work in instructional teams. Candidates participate in SST, RTI, 504 and IEP/transition, grade level planning and individual student planning meetings. Candidates, master/cooperating teachers, and University Supervisors chronicle the collaborative work.

Mild/Moderate Disabilities

In EPSY 6670 candidates complete their final Professional Portfolio (Assignment 1, see page 2). This course is not identified above, as new content is not presented. As candidates complete their final Professional Portfolio (see page 2) they provide evidence that they have met the Program and Mild Moderate Disabilities Standards and the Teaching Performance Expectations for Education Specialists. Candidates incorporate content their evidence of co-teaching, collaboration, and consultation to enhance curriculum and instruction of students with disabilities into Section 6 Professional Practices (Developing as a Professional Educator, CSTP 6, TPE 12: Professional, Legal and Ethical Obligations; TPE 13: Professional Growth) that incorporates Program

Similarly, in Moderate/Severe Disabilities, as indicated in the EPSY 6671 syllabus and assignments for candidates, is when candidates demonstrate their mastery of all standards and TPEs through the evidence across multiple assignments and their Student Teaching/Intern final performance evaluation through EPSY 6880(8).

**Intern Program Delivery Model:** The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 13: Curriculum and Instruction as well as ongoing preparation throughout the program.

**The CSUEB intern pre-service component** includes introductory preparation for Standard 13: Curriculum and Instruction in EPSY 5021. The sequence of courses for the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Programs is the same for candidates completing the program as Interns or as student teachers. Interns have either obtained their Multiple /Single Subjects credential with ELD authorization prior to entry into the program, or have completed their first full year of TED SPED including all TED student teaching and course requirements for the EL authorization prior to beginning an Internship.
Program Standard 14: Creating Healthy Learning Environments

Candidates learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association.

The Health Framework for California Schools and Health Content Standards anchors the content taught throughout the Education Specialist Mild Moderate and Moderate Severe Credential programs. Course instructors and candidates refer to framework and content standards for information relating to ‘positive approaches to health education’ that can be incorporated into candidate’s instructional program within fieldwork and student teaching experiences. Within EPSY 6880(8) full time student teaching, candidates carry out most of the assignments related to the content of the standard. For example, after reviewing the Health Framework, candidates create a lesson based on a measurable objective to teach one of the concepts or content listed under each of the eight expectations for the grade level they are teaching. The candidate, the master/cooperating teacher and the university supervisor collaboratively evaluate the lesson.

<table>
<thead>
<tr>
<th>Standard 14 Course and Fieldwork</th>
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<tr>
<td><strong>Component of the Standard</strong></td>
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<tr>
<td>Learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Acquire knowledge of diverse family structures, community cultures, and</td>
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<td>Topic</td>
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<tr>
<td>Understand and utilize universal precautions designed to protect the health and safety of the candidates themselves</td>
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<tr>
<td>Learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety</td>
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<tr>
<td>Learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety</td>
</tr>
<tr>
<td>Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.</td>
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<tr>
<td>Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.</td>
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Learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Candidates begin their coursework with EPSY 5021, Teaching All Students in Diverse Classrooms. Through course readings, media, class activities and parent and professional presentation candidates learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Chapters in Including Students with Special Needs in General Education Classrooms: A Practical Guide for Classroom Teachers 7th ed. (Friend & Bursuck, 2015), presents content regarding factors that impact a student well-being. Two chapters, Building Partnerships Through Collaboration and Students with Special Needs Other Than Disabilities provide candidates with materials regarding how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Discussions, quickwrites and opportunities to make personal links to prior work with students and their families provide candidates opportunities to demonstrate their assimilation and application of the content.

Within the reading is content that examines parental reactions to child's disability, family-centered practices and advice for collaborating with families across cultures highlighting Asian-Pacific Islander cultures. A Case in Practice activity provides candidates the opportunity to gather and analyze information and provide advice and information. Additional class activities require candidates to provide others role play situations and use fishbowl techniques. A panel of parents from various ethnic, linguistic and cultural groups presents candidates with their perspectives on disabilities, family practices, school family relationships. Streamed video and film clips of with parents with children who have disabilities (see e.g. Maryland Learning Links www.marylandlearninglinks.org; see also http://www.parentcenterhub.org) provide candidates with more opportunities to learn about the students who will be in their classrooms.

Candidates continue to explore influences of community, family, school and the environment on students learning in EPSY 6120 Communication: Collaborative Teaming and Management. Course readings posted on Blackboard and text including Interactions, Collaboration Skills for School Professionals, 7th ed. (Friend & Cook, 2013) provides candidates with to enhance their skills working with classroom teachers, parents, school and community service providers. Candidates gain information to better understand and work with families including family systems theory, family life cycles and cultural influences as well as communication styles, skills and cultural influences. Identifying barriers to successful collaboration and then learning strategies for facilitating family participation in decision making including participation in student centered meetings enables candidates to be more effective as service providers.

EPSY 6129 Advanced Study in Collaborative Service Delivery, Education and Transition candidates explore other factors that impact students’ success in schools including poverty, race, and culture through reading and discussions. Parent practices in
facilitating self-determination skills are discussed in relation to culture, socioeconomic status and their child’s special education status. Parent presentations, instructor lectures and discussions add to the candidate’s knowledge base.

Mild/Moderate Disabilities

**EPSY 5125 Methods and Materials for Mild Moderate Disabilities** provides candidates with additional content regarding schools, students, families. In the **Personal Reflection Assignment (Assignment 1, see page 2)** candidates reflect on their personal school experiences and the impact that these experiences may have on their own teaching and the manner they interact with others. Candidates examine the relationship among families, communities and their school site.

After completing the IRIS module Cultural and Linguistic Differences, What Teachers Should Know [http://iris.peabody.vanderbilt.edu/module/clde/](http://iris.peabody.vanderbilt.edu/module/clde/), (Assignment 2) candidates share and document the ways that they can incorporate the content in their practice. Candidates create an action plan for involving the parents of the students in their classrooms in their child’s education.

**Learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety**

Through instructor lectures, multimedia/visits from health practitioners, web investigations, class activities using case studies in **EPSY 5126 Special Education Law and Program Design** and in their SST/RTI interview at their school site (Assignment 1, see page 6), candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.

In **EPSY 6206 Emerging Practices, Research and (Case Management) for Mild Moderate Disabilities** and **EPSY 6207 Emerging Practices, Research and (Case Management) for Moderate Severe Disabilities** candidates continue their work to create a healthy learning environment for all children. California Healthy Kids website at [www.californiahealthykids.org](http://www.californiahealthykids.org) serves as a resource for candidates as they learn about student health and safety. A small group activity requires that candidates in pairs investigate one of the specific areas of the website such as research validated programs or health and academic achievement. Candidates complete one of the 30 minute online trainings offered. An oral presentation serves as evidence of their knowledge.

In an additional activity candidates review the content of the California Department of Education Laws and Regulations [www.cde.ca.gov/re/lr](http://www.cde.ca.gov/re/lr) with special attention to California Laws & Codes and California Student Safety & Violence Prevention. Candidates review the laws related to bullying, premises safety, first amendment rights and codes of conduct and discipline policy. Candidates review the regulations and policies related to manifestation determination.

They continued their investigation of the content regarding the reporting of abuse located on the Department of Social Services [http://www.dss.cahwnet.gov/cdssweb/PG20.htm](http://www.dss.cahwnet.gov/cdssweb/PG20.htm).


**Understand and utilize universal precautions designed to protect the health and safety of the candidates themselves**

The elements of universal precautions are presented in EPSY 6206 and EPSY 6207 where candidates review the material in websites such as Centers for Disease Control [http://www.cdc.gov/niosh/topics/bbp/universal.html](http://www.cdc.gov/niosh/topics/bbp/universal.html). Using the information from the sites they create a presentation (e.g. PowerPoint, Prezi, or Thinglink) for their instructional team and parent volunteers. Candidates document when they implemented universal precautions in their fieldwork or student teaching log. Candidates identify (through acquisition of district bases materials) and compare across school districts the procedures for universal precautions.

**Learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety**

TED/SPED candidates complete TED 5351 Educational Psychology in the first quarter of the program. Through lectures, small groups discussions and candidates presentations candidate Learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates demonstrate their knowledge through a Case Study/Performance Assessment (Assignment 2, see page 2) and the Class Presentation Assignment (Assignment 1, see page 2). The course midterm and final assess candidate learning.

Candidates who entered as SPED only have had this content as a part of their general education credential program. Thus they are not required to repeat the course. Candidates complete additional readings and participate in discussions in other classes throughout the program. Readings from the sources below provide candidates with requisite knowledge in order to be more effective as educators.


Amazing Brain, Healthy (latest research, help teens engage in activities that will lead to healthy, strong, and well developed brains. [http://www.multiplyingconnections.org/sites/default/files/Teen%20Provider%20article%20(2)_%200.pdf](http://www.multiplyingconnections.org/sites/default/files/Teen%20Provider%20article%20(2)_%200.pdf)
Disseminating Evidence-Based Practice For Children & Adolescents: a systems approach to enhancing care (APA)

The Role of Supportive School Environments in Promoting Academic Success

American Academy of Child and Adolescent Psychiatry

National Center for Biotechnology Information, U.S. National Library of Medicine


Learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school

In **EPSY 6206** and **EPSY 6207** candidates learn about common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school beginning with an investigation of the Head Start Office of the Administration for Children and Families Early Childhood Learning and Knowledge Center [http://eclkc.ohs.acf.hhs.gov/] website, understanding communicable diseases section. They add to their knowledge base by identifying information regarding common, chronic and communicable diseases of children and adolescents available to the local community through on site (i.e. health education center) and online resources from the local health agencies such as the county public health clinics, Kaiser, Sutter, John Muir, Dignity, University of California San Francisco and other health care systems. They share the information in the form of an oral presentation to their colleagues. Candidates contact their local health county health such as Contra Costa Health Services [http://cchealth.org/public-health] or Alameda County Public Health Department [http://www.acphd.org/] for the specific guidelines for referrals. Guidelines across counties and local school districts are compared in a class visual array.

**Candidates learn effective strategies for encouraging the healthy nutrition of children and youth**

Candidates explore strategies for encouraging the healthy nutrition of children and youth through online exploration of media and printed/visual material in **EPSY 6206** and **EPSY 6207**. Candidates examine either Nutrition.gov [http://www.nutrition.gov/life-stages/children] with a focus on ideas to encourage healthy eating, or Team Nutrition [http://www.fns.usda.gov/tn/team-nutrition]. In small groups candidates are assigned the task to explore one of the topics on the page. Candidates then identify three different activities that they can present in their student teaching placement and three ideas to share with parents to carry out at home. Candidates create an interactive presentation for a
parent night presentation. Candidates incorporate a series healthy nutrition lessons into their fieldwork as a part of **EPSY 6880(8)(MM/MS)**.

In **EPSY 6206** and **EPSY 6207** Candidates review information (print, online, media) available from local health based agencies such as county public health departments, women and children clinics Kaiser, Sutter, John Muir, Dignity, University of California San Francisco and other health care systems or agencies (e.g. [www.letsmove.gov](http://www.letsmove.gov)) and foundations (e.g. Robert Wood Johnson Foundation) for ways in which they can encourage healthy eating within the school community. With their students they create a developmentally appropriate guide to healthy eating and wellness.

In conjunction with healthy nutrition, candidates explore the role of school gardens in the development of healthy eating and living. Candidates review the literature to locate two articles relating to the affordances of school gardens or development of school or community gardens. Based on the content, candidates prepare a presentation, including visuals and/or media, to the school site council or local school board regarding development of a local garden.

**Moderate/Severe Disabilities**

In **EPSY 6140** candidates in the program for Moderate Severe disabilities learn about the critical issues around nutrition for those students who have physical and/or sensory problems that require adapted equipment to support or replace eating. Guest lecturers provide strategies for assisting students to eat and drink in a manner that is effective efficient and respectful of the student. Candidates practice these strategies in class by assisting one another to eat and drink. Candidates collaborate with school and related services personnel to complete the **Movement Skills Project (Assignment 1, see page 7)** that requires an assessment of a student with motor impairments and implications for these on student participation across school settings and activities with particular attention given to eating, positioning and transferring.

*Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco*

The topics of the effects of alcohol, narcotics, drugs and tobacco are vast in terms of depth and breadth and extend beyond the scope of the credential program. Nonetheless, candidates receive an introduction to these topics as they proceed through their credential program.

Guest speakers from public health agencies, medical professionals, counselors and faculty from the department’s School Psychologist, School Counselor and MFT programs in the Ed Psychology Department provide candidates with essential information regarding the effects of alcohol, narcotics, drugs and tobacco.

In order to demonstrate their learning, candidates create a resource module of material relating to these topics. Each candidate supplies 15 articles, websites, media, printed materials or other sources of information from reliable and respected resources. Thus
each resource must be vetted for reliability and authenticity. Based on the material reviewed in depth, candidates together prepare a resource manual/database on a particular aspect of substance abuse, services, and family support in EPSY 6206 or Mild Moderate disabilities and EPSY 6207 for Moderate Severe Disabilities. This database is a part of the practitioners Toolkit/Toolbox (Assignment 2, page 4).

In EPSY 6206 and EPSY 6207, candidates review the content of Alcohol, Tobacco & Other Drug Prevention Information for science-based programs and activities that effectively prevent alcohol, tobacco, and other drug use and that include social influences or life skills curricula and youth development at http://www.cde.ca.gov/ls/he/at/.

Additional web site investigations may include but are not limited to:
WESTED http://www.wested.org/online_pubs/hhdp/css_12th_highlights.pdf;
Drug Abuse Resistance Education programs www.dare.org;
Campus Alcohol & Drug Education Center http://www.csuchico.edu/cadec/drugFree/consequences.shtml
Stop Underage Drinking https://www.stopalcoholabuse.gov/prevention.aspx
Alcoholics Anonymous www.aa.org
Partnership for a Drug Free America, http://www.drugfree.org/
American College of Obstetricians and Gynecologists
Alcohol, tobacco, and other substance use and abuse and Guidelines for adolescents www.acog.org/About_ACOG/ACOG_Departments/Adolescent_Health_Care/Adolescents_and_Substance_Use

Candidates review the content of www.findtreatment.samhsa.gov regarding treatment options and resources. Candidates also identify local, community based treatment centers for those with drug and alcohol abuse issues.

In EPSY 6206 and EPSY 6207 teams of candidates create in-class lessons and share their lessons that incorporate hands on learning relating to drug and alcohol prevention with classmates for critique and revision. These lessons may become part of their 6206 instruction in the final student teaching placement EPSY 6880(8) and part of the Toolbox/kits(see pages 3-4 of EPSY 6207) in EPSY 6206 and EPSY6207.

and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems

Guest speakers in EPSY 6129 from public health agencies, and/or medical professionals, counselors and faculty from the Department’s School Psychologist, School Counselor and MFT programs provide candidates with essential information regarding the referral and support of families whose children have or may develop health problems. In addition, candidates taking EPSY 6129 complete an online group assignment comprised of an annotated list, with various databases or websites of at least twenty local
resources to support students and their families who may at risk of physical, psychological, emotional or social health problems. The list includes eligible target populations and referral processes. Candidates prepare a ‘family friendly’ version that may be distributed to family and community members. This becomes a part of the Case Management Toolbox/Toolkits (see pages 3-4 in EPSY 6207) in EPSY 6206 and EPSY 6207.

Candidates identify sites for emergency services for children, youth and families experiences significant duress. Candidates investigate school and district policies for referral for services and presents information to a class grid. Viewing this grid provides candidates with a way to learn about the resources and reporting practices within and among school districts.

Candidate investigation into online resources such as those listed below provide additional content regarding child and family welfare that will be incorporated into instructor lectures and in class activities.
National Assembly on School Based Health Care
UCLA Center Mental Health the Schools Program and Policy Analysis Common Psychosocial Problems of School Aged Youth

_Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross_

Candidates are informed of the requirements for the Education Specialist Mild/Moderate and Moderate/Severe Disabilities Credential Programs at numerous places through out the program. At the program orientation, candidates are presented with this requirement. The course syllabus in EPSY 6670 and EPSY 6671 presents evidence of completion of infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross as a requirement for completion of the course/one’s credential. The program coordinator and credential analyst assure that the candidate has completed the appropriate CPR course prior to recommendation for the credential.
Program Standard 15: Fieldwork Across Settings

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

All candidates complete the Educational Specialist Mild/Moderate or Moderate/Severe Disabilities Preliminary credential programs either through the TED/SPED or the SPED-only pathway, with TED/SPED leading to the Multiple Subject and Education Specialist Credentials and SPED only leading to the Education Specialist Credential. Since candidates in the SPED only program already hold a general education credential, (Multiple Subject or Single Subject), they have already have had significant experiences with general education students. However, placements for SPED-only candidates are often in inclusive general education settings and thus provide candidates with an additional diverse general education experience. SPED only candidates complete four quarters of special education supervised fieldwork and student teaching and are required to have the same range of age, disability range and diverse populations experiences as those in TED/SPED.

The first two placements, TED 5354 and TED 5359 (listed on page 13), are in general education classrooms; the final four placements, EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS), EPSY 6880(8)(MM/MS), are in special education service delivery systems. Throughout the fieldwork and student teaching experiences, candidates have numerous opportunities to demonstrate knowledge and skills identified by the teaching performance expectations for special educators. Individual program evaluation forms such as final fieldwork evaluation form and final intern evaluation form verify student competence.

### Standard 15 Course and Fieldwork

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<th>Program Standard Component</th>
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<td>The program will ensure that candidates have planned experiences and/or</td>
<td>EPSY 5021</td>
<td>TED 5354</td>
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<td>TED 5359</td>
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interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.

The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options.

..leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.
The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.

Candidates complete the Educational Specialist Mild/Moderate or Moderate/Severe credential program through the TED/SPED or the SPED only pathway with TED/SPED leading to the Multiple Subject and Education Specialist Credentials and SPED only leading to the Education Specialist Credential. Candidates in the SPED only program already hold a general education credential, Multiple Subject or Single Subject.

Candidates in the TED/SPED program complete six quarters of supervised fieldwork and student teaching. The first two placements, TED 5354 and TED 5359 (listed on page 13), are in general education classrooms; the final four placements, EPSY 6860(MM/MS), EPSY 6862(MM/MS), EPSY 6880(4)(MM/MS), EPSY 6880(8)(MM/MS), for both Mild Moderate and Moderate Severe disabilities, are in special education service delivery systems. Since SPED only candidates already hold a general education credential, they have fulfilled the general education component of the standard. However, placements for SPED only candidates incorporate are often in inclusive general education settings and thus provide candidates with an additional diverse general education experience. SPED only candidates complete four quarters of special education supervised fieldwork and student teaching. Throughout the fieldwork and student teaching experiences, candidates have numerous opportunities to demonstrate knowledge and skills identified by the teaching performance expectations for special educators (See Fieldwork Evaluation Form MM/MS).

Many EPSY courses, such as EPSY 5125MM/5136MS, EPSY 6127MM/6137MS, EPSY 6120, EPSY 6129, EPSY 6141, EPSY 6143, EPSY 6133MM/6140MS, EPSY 6131MM/6142MS, and EPSY 6134, contain an assignment that must be completed in various models/systems of service delivery. In addition to the EPSY courses, TED/SPED candidates complete the course field based assignments contained in courses such as TED 5352 and TED 5356, in addition to their two general Education (TED) student teaching quarters for TED 5354 and TED 5359 (listed on page 13).

From the beginning of the program, candidates are in the field and learning about the students across service delivery systems. The following qualities guide the placement of candidates in fieldwork and student teaching:

Candidates are placed in fieldwork settings that have identified exemplary teachers and service providers as described in part by these features:

Teachers:
• Demonstrate effective use of data-based decision making and reflective practices; use evidence-based practices in assessment and teaching such as those summarized in Program Standard 1;
• Provide multiple opportunities for candidates to learn and demonstrate how they are meeting the Teaching Performance Expectations;
• Provide structures, processes and site personnel that demonstrate school-wide commitment to the success of ALL students;
• Model inclusive practices and supports for students including RtI, PBS, collaborative general and special education instructional planning and implementation
• Support the social, behavioral, emotional and academic needs of students

The school site:

• Has student populations representative of the local community; are culturally, ethnically and linguistically diverse and have students with a variety of special needs;
• Has service structures and climate that enables candidates to work with students with disabilities across environments
• Has teachers that demonstrate effective case management skills and routines;
• Has teachers that are communicators who model best practices for collaboration
• Provides multiple opportunities for the candidates to participate in school wide activities;
• Provides candidates with flexibility in assignment duties so as to enable candidates to meet all program competencies.

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.

The fieldwork experience component of the teacher preparation program emphasizes the importance of actual classroom experience as a foundation for professional knowledge and as a means to learn about teaching as well as the “non-instructional” components of providing instruction and/or services to all students, and coursework is closely aligned with each quarter’s fieldwork, to support this commitment. Candidates are placed in exemplary classrooms and with evidence-based models of service delivery, from co-taught classrooms to on-site inclusive services, systematic tiered intervention programs, where the Master Teacher Specialist holds a credential authorizing services to students within general education as well as specialized settings, with students who experience mild-moderate or moderate severe disabilities, in schools that serve as models of excellence. In these instructional settings candidates gain knowledge and skills that compose the foundation for continued growth. Guided by the Master/cooperating teacher and the University Supervisor, the credential candidate identifies strengths as well as area
of need as they progress through the program. Master/Cooperating teachers and university supervisors support candidate’s practice in the field.

Candidates in the TED/SPED program begin their student teaching experiences with two quarters of general education student teaching. One quarter is at the K-2 and one at the 3-5 level. Since the first student teaching experience begins at the beginning of the first school year, candidates are able to view how teachers organize their classrooms, set a positive learning climate and begin the instructional process. TED/SPED candidates are at the student teaching site five half days and one full day. They begin the experience with observation and progress to small groups instruction, routines and move into whole class lessons. Candidates complete a weeklong solo teaching experience, and participate in all aspects of the school program including Back to School Night; parent and family nights, and field trips. The vast majority of these general education classrooms include students who are considered at risk, have disabilities, and are performing below, at and above grade level.

The second placement is at the alternate grade range and consists of 4-5 days of full time participation. Since candidates are at school full time, they are able to participate in all aspects of the school program. Over the course of the quarter candidates assume more responsibility for the planning, instruction and assessment processes within the classroom. Candidates may participate in faculty meetings and staff development sessions. Candidates complete a two-week solo experience.

TED/SPED and SPED only candidates begin their EPSY Fieldwork in the spring quarter of the first year of the program. The fieldwork begins with a two day a week requirement and increases in duration over the course of the program culminating in full time student teaching spring quarter of the second year. Candidates are placed by program faculty to work with selected master/cooperating teachers and other service providers who are familiar with the requirements of the fieldwork and assignments.

Field experiences, fieldwork and student teaching, are guided by the principles and strategies prescribed by best practices including current research and theory in teacher education. University supervisors and cooperating teachers scaffold candidates learning and provide the candidates with fair and accurate feedback on performance in the classroom or service delivery system and progress towards demonstrating competence with respect to the TPEs (see Fieldwork Evaluation Forms MM/MS).

California State University Education Specialist: Mild/Moderate and Moderate/Severe Disabilities credential candidates enter the fieldwork experience at various developmental stages. All credential candidates have completed content-specific, curricular, and methods courses related to teaching students with mild/moderate or moderate-severe disabilities. However, some will have had experience working with children, youth and adults in a variety of settings including schools, clinics, community based organizations; others’ experiences will be limited to the required pre-admission field hours. Field experiences, fieldwork and student teaching, are designed to enable candidates to become leaders; competent and caring professionals by the time of program completion.
Candidates working toward the Mild-Moderate or Moderate/Severe Disabilities credential begin their field experiences in EPSY 5021 where they are required to observe three special education services that represent different services and delivery models (Assignment 1, see page 3). They must then produce a paper analyzing their observations: curricular and instructional practices implemented; types of classroom management/behavioral support; and types of professional, and paraprofessional and other support staff observed. Candidates must describe their impressions from each observation in relation to the evidence-based educational practices they are learning in class, along with citations to support the practice. This begins the process of experience/interactions across a range of service delivery options and the individuals who provide the services.

The Mild Moderate and Moderate Severe Disabilities Credential Program has four specialized fieldwork placements of EPSY 6860 (MM/MS), EPSY 6862 (MM/MS), EPSY 6880 (4) (MM/MS) and EPSY 6880 (8) (MM/MS) that begin in spring of the first year and continue each quarter throughout the second year culminating with a full quarter (10 weeks) of full time student teaching. Model sites and Master/Cooperating Teachers for fieldwork experiences are situated throughout our large catchment area to (a) assure availability to all candidates (rather than only those living close to campus); (b) provide fieldwork experiences across a variety of districts (e.g., urban/suburban, configuration of services/schools); age ranges and school levels covered by the credential (5-22); and (c) to assure hands-on experience with culturally diverse populations as well as with students representative of the range of disabilities within the credential. Cultural diversity is well addressed in almost all school districts in the extremely diverse Bay Area. Large/urban diverse districts such as Oakland, Berkeley, Ravenswood (East Palo Alto) and Richmond (West Contra Costa Unified) provide experiences with cultural and economic diversity as well as with issues faced by urban educators. All approved model sites are housed on general education campuses and focus on participation and interaction with general education peers. All Master/Cooperating Teachers are experienced and fully certified in the area of the credential. The majority of the Master/Cooperating teachers is graduates of the CSUEB Education Specialist teacher preparation program, and is very familiar with the field and course work requirements allowing them to provide exceptional support for the candidates placed at their site.

Mild Moderate Disabilities
The Mild/Moderate Disabilities fieldwork and student teaching experiences are sequences and designed to provide candidates with the opportunities to work with service providers, site personnel, teachers, students and their families. The Program Coordinator assigns candidates to their fieldwork and student teaching placements assuring that the placement enables candidates to meet the elements of the standard. The models of service delivery are developed to meet the needs of the student population; often the student population includes students with specific learning disabilities, autism, emotional disturbance, speech and language impairments, and other health impairments.
Over the course of the program candidates participate in fieldwork and student teaching experiences across grade levels and models of service delivery. All candidates have an experience in a self-contained model and a distributed model such as resource/learning center/push in/inclusion student support. Candidates also have experiences at the elementary and secondary levels. The multiple experiences provide opportunities for candidates to work with students across federal disability categories authorized by the credential. Candidates describe the elements of their placements on the fieldwork tracking sheet that serves as documentation of participation in services to students across grade levels and service delivery authorizations. When the availability of sites is determined for the upcoming quarter, considerable thought and discussion occurs in determining placements based upon candidate interests/needs, candidate/master teacher/supervisor personalities, prior placements/experience, accompanying methods course requirements, and availability of sites within 45 minutes of the candidates home and potential employment opportunities.

Each fieldwork placement in mild-moderate disabilities is paired with a methods course where candidates acquire knowledge and skills and apply those skills in the concurrent fieldwork sequences EPSY 6131/6860, EPSY 6133/6862, EPSY 6134/6880(4) and EPSY 6670/6880(8). As EPSY 6880 is a variable unit course that may be repeated, the course number is used for both the third fieldwork for 4 units and the full time student teaching for 8 units.

The four placements of increasing time at three or four different schools provide the candidate with the opportunity to participate across a variety of service delivery models and work with students who cover the age range and students across federal disability categories authorized by the CA Education Specialist: Mild/Moderate Disabilities credential. Placements are tracked for each candidate to assure experiences that meet all required conditions. Candidates who complete three different site placements have experiences in two models of service. This extended time at a single site allows for greater participation in the service process, the development of stronger relationships with student and their families and general education teachers.

Candidates participate in school activities and interact with family members, general education teachers and related service providers at each site, learning the roles of each in different schools and improving their interaction skills and ability to work with and in some cases co-teach with general education teachers. SPED only candidates may complete the fieldwork requirement of the program as Interns ranging from 40-100 percent contract. These candidates make arrangements to visit other schools and models of service delivery in order to complete course assignments.

**Moderate Severe Disabilities**

In EPSY 5136, Educational Practices for Students with Moderate-Severe Disabilities, the first specialization curricular course, candidates continue the process initiated in EPSY 5021 when they conduct field-based ecological assessments across domains for EPSY 5136 Assignments 1, 2 and 3 (see pages 11-17). They begin Assignment 1 (see pages 11-
13) with school site interviews and an initial Site Needs Assessment to identify opportunities for a student’s new or enhanced learning within core curriculum in general education; and use this information to inform their work in Assignment 2 (see pages 14-15) where they conduct an ecological classroom activity analysis within general education where the focus student is and/or will be attending, and from these observational assessments, they develop a Student Participation and Learning Plan with Core Curricular intervention and Adaptations Summary. They proceed to Assignment 3 (see pages 15-17), Community Inventory to complete an Ecological Inventory of the community around or within a reachable (on transit or by foot) distance of the school site, and conduct a specific inventory of one environment within an accessible setting, such as a library, restaurant, store, where one or more of this student’s IEP goals in social, communication, academic and/or life skills could be addressed through a functional activity such as (depending on student age/IEP priorities): checking out books, purchasing supplies, eating a meal or snack with a peer, traveling on public transit; job sampling at a local business, etc. These products are shared among the candidates in the class with peer discussion and review of them within small groups in the class context expanding candidate experiences across service delivery models.

Each fieldwork placement in moderate-severe disabilities is paired with a methods course where candidates acquire knowledge and skills in the course and apply the skills in the concurrent fieldwork EPSY 6137/6860, EPSY 6142/6862, 6141/6880(4) and 6671/6880MS(8). As EPSY 6880 is a variable unit course that may be repeated, the course number is used for both the third fieldwork for 4 units and the full time student teaching for 8 units. Placements at four different schools provide the candidate with the opportunity to participate across a variety of service delivery models and work with students who cover the age range and students across federal disability categories authorized by the CA Education Specialist: Moderate/Severe Disabilities credential. Placements are tracked for each candidate to assure experiences that meet all required conditions. When the availability of sites is determined for the upcoming quarter, considerable thought and discussion occurs in determining placements based upon candidate needs, candidate/master teacher personalities, prior placements/experience, accompanying methods course requirements, and accessibility of sites. Candidates participate in school activities and interact with family members, general education teachers and related service providers at each site, learning the roles of each in different schools and improving their interaction skills and ability to work with and in some cases co-teach with general education teachers. There are occasions when candidates take positions as part time Specialist Interns at a school where they had a prior placement. These candidates/Interns continue to be placed in different sites and are supervised in both the model field site with a Master Teacher and in their Internship position.

The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options.

TED/SPED candidates begin the program with general education student teaching TED 5354 and TED 5359 (listed on page 13), as described above. These student teaching
experiences provide students with opportunities to demonstrate their skills working with parents and families as a part of the school’s culture including parent volunteers, Open House and Back to School nights, parent teacher conferences and field trips. Candidates are encouraged to participate with the cooperating/master teacher in the site based RTI, SST 504 and PBS meetings at the school site. Candidates may join the school team and provide information that is incorporated into the team findings.

**Mild/Moderate Disabilities**

Candidates begin their Mild Moderate Disabilities Fieldwork in the spring of the first ear of the program. At this point they have had classes in general education (TED/SPED) curriculum as well as special education. These courses provide the foundation for their fieldwork. As candidates move through the program they expand their content knowledge and apply this knowledge to their work in a variety of settings and models of service delivery. Most models of service delivery include some exposure and contact with general education thus assuring that SPED only candidates continue to have interactions with general education populations.

Over the four quarters of fieldwork and student teaching, the candidate must complete at least one placement at the elementary level and one placement at the secondary level. One of the placements must be in a self-contained class where the master/cooperating teacher is the teacher of record for the students and one placement must be in a model where the master/cooperating teacher is a case manager and not the teacher of record for the students. The specific grade level and type of service delivery system is noted by the Program Coordinator (see Fieldwork Tracking Sheet).

Candidates have at least three different placements over the four quarters of fieldwork and student teaching. Thus candidates have the opportunity to have an extended experience of two quarters in one of the fieldwork/student teaching placements. Each experiences builds on the knowledge and skills previously by the credential candidate. When not teaching for directly working with students the credential candidate should be assisting and observing, preparing for future lessons working with other service providers or completing case management tasks.

In each placement, candidates identify the essential elements of the service delivery system and the individual involved in the system including speech and occupational therapists, para-educators, behavior support specialists, psychologists, therapists, community based mental health personnel, medical personnel, program specialists, juvenile justice personnel, and others. In their reflections, candidates indicate the nature and scope of the interactions with the personnel. In the fieldwork reflection and log, candidates chronicle their interactions and work with families as well as service providers. Candidates are encouraged to be present at parent teacher conferences, SST and IEP/ITP meetings, Open House and Back to School Nights.

**Moderate/Severe Disabilities**
The sequence of courses and concurrent field experiences is well planned according to a sequenced, competency-based model where candidates are encouraged to revise assignments to improve their grades and are required to meet at least an 80% criteria before moving on to the next course and fieldwork. Therefore candidates must take the courses in the designated sequence. Each quarter of fieldwork is carefully organized to complement the concurrent course. The fieldwork syllabi include a week-by-week outline of what the candidate is to do specific to the fieldwork and the associated assignments from the methods course, thus assuring candidate demonstrates competence with the course objectives. An example is provided of the course/fieldwork connection in the syllabi for the first quarter of fieldwork, EPSY 6137/6860. The course/fieldwork sequence requires candidates to build skills with increasingly complex strategies and to practice basic skills such as instructional programs, behavior support plans and curricular modifications in different schools with students of different ages and support needs. The second quarter of fieldwork occurs with EPSY 6142/6862, the third with EPSY 6141/6880(4) and student teaching EPSY 6671/6880(8). The syllabi for EPSY 6671 and 6880(8) are merged to emphasize the relationship between course and fieldwork and to wean candidates from the need for a week-by-week planner within the syllabus. As can be seen by examining the syllabi for the fieldwork sequence, candidates are required to work with master teachers, general education teachers, families and related service personnel throughout the training process. In each placement, candidates identify the essential elements of the service delivery system and the individuals involved in the system including speech and occupational therapists, para-educators, behavior support specialists, psychologists, therapists, community based mental health personnel, medical personnel, program specialists, juvenile justice personnel, and others. University supervision visits consisting of observation for specific competencies, immediate written feedback, and face-to-face discussions occur six times a quarter for student teachers and Interns, and four to five times a quarter for fieldwork candidates with program-selected Master teachers. This intensive supervision model provides immediate input and ongoing support to the candidate throughout the program, ensuring the strong connection between course and fieldwork and ongoing assurance that skills are being obtained and generalized to new situations. Formal mid-term and final evaluations involving the candidate, master teacher, and University supervisor will occur during each quarter.

Leading to an extended culminating placement in which the Student Teacher/Intern candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

As candidates progress through the fieldwork experiences they are gaining skills in carrying out effective instruction and the other responsibilities of the profession. Each fieldwork experiences increases in duration and level of responsibility. In the final quarter of the program, candidates complete EPSY 6880(8), Student Teaching Mild Moderate and Moderate Severe disabilities. This full time experience leads to
assumption of full responsibility for the provision of services to students, their families, teachers and other service providers.

As student teaching is the final opportunity for candidates to demonstrate competence in program requirements, the CTC standards and the CA TPEs for special education, supervision visits are increased and the midterm evaluation is discussed very seriously with the candidate and any concerns clearly articulated with plans for the candidate to improve his/her evaluation scores (See Fieldwork Evaluation Forms MM Example and MS Example). In most cases the candidate is able to improve and succeed in completing the program and being recommended for the credentials. In rare cases the candidate does not improve enough to pass and is required to repeat the student teaching experience including all assignments at a different school with a different master teacher until competencies are met.

**Mild/Moderate Disabilities**
Candidates in the mild/moderate disabilities program complete a 10-week full time student teaching experience with a two-week solo experience where they assume full responsibility for the program and case management responsibilities. It should be noted that the length of the solo week, although articulated as two weeks may change or may be allocated in smaller parts in order to best support the students served. The configuration of the solo teaching experiences represents collaboration among the master/cooperating teacher, student teacher, service delivery personnel and represents the best practices toward supporting students.

Often candidates complete the full time teaching experience where they had completed a prior fieldwork experience. Thus candidates are already familiar with the students, master/cooperating teacher, other service providers and instructional and case management requirements. This familiarity adds to the smooth assumption of responsibilities. Both the master/cooperating teacher and the University supervisor evaluate the candidate’s performance based on the TPE evaluation form.

**Moderate/Severe Disabilities**
Candidates in the moderate/severe disabilities program complete a ten-week fulltime student teaching placement. This culminates in a two-week solo experience where they assume full responsibility for instruction, scheduling, supervision of paraprofessionals and interactions with families and general educators. It should be noted that the length of the solo weeks, although articulated as two weeks may change or may be allocated in smaller parts in order to best support the students served. The configuration of the solo teaching experiences requires collaboration among the master/cooperating teacher, student teacher, service delivery personnel and represents the best evidence-based practices toward supporting students.
Program Standard 16: Assessment of Candidate Competence

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional university supervisor, trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program.

A foundation of the Education Specialist Mild-Moderate and Moderate-Severe Disabilities credential programs is that all students deserve and require qualified teachers who are prepared to provide services to individuals with diverse knowledge, skills, interests, and abilities across models of service delivery. The faculty have a strong commitment that every candidate who graduates from these programs have demonstrated the required competencies across courses and multiple field placements. Thus, evaluation of candidate competence is of importance to program faculty and an integral component of every aspect of the candidate preparation process. Candidate competence is assessed throughout the program through participation in class activities, presentations and discussions, written assignments including case studies and assessment/intervention reports, and candidate created instructional programs, lessons and units as well as key or Signature Assignments. Candidate competence is concurrently evaluated through performance on field-based assignments, fieldwork and throughout the student teaching experience. Field-based assignments are evaluated by the course instructor; fieldwork and student teaching performance is evaluated by the Master/Cooperating teacher and the University Supervisor, all of whom have the same credential that the candidate is seeking.

Faculty Responsible for Determining that Standards and Competencies are Met

CSUEB faculty, university supervisors and master/cooperating teachers in the Education Specialist Mild-Moderate and Moderate-Severe Disabilities credential program assume oversight responsibility for ensuring that candidates meet CTC standards, Teaching Performance Expectations and professional competencies in coursework and fieldwork.

Faculty members have a responsibility to assist in monitoring the performance and satisfactory progress of the candidates who are in their classes. University Supervisors and faculty who supervise the fieldwork of candidates evaluate candidate performance and competencies in these and each supervisor provides regular progress reports to the candidate and updates to the faculty regarding candidate progress, and completes written evaluations at the end of each quarter of fieldwork. University supervisors and
cooperating/Master teachers provide written feedback regarding instructional programs, lesson plans, course based assignments, and narrative reports of each visit to the candidate. All field reports, narratives and evaluations are reviewed at least quarterly by program coordinators and there is ongoing communication during the quarter between university supervisors, course instructors and program coordinators. In the case of Mild-Moderate disabilities, completion of the TPE Fieldwork Evaluation Form which documents candidate performance and attainment of the standards each quarter. In the Moderate/Severe disabilities program formal evaluations of performance are conducted at the middle and end of each quarter during meetings with the master teacher, university supervisor and candidate (See Fieldwork Evaluation Forms, example 1/example 2. These evaluation tools build on the expectations of competence acquired from one quarter to the next with increased expectations for both mastery of skills and acquisition of additional skills. The performance of all Specialist Interns in the preliminary programs is evaluated with these protocols as well as through their ongoing progress on their IIP (see SPED Intern Handbook, page 29), as documented in IIP Team meetings with the University Supervisor and the Employer Provided Mentor (EPM).

Candidates do not complete the program until program faculty, including field supervisors feel that the candidate is ready to assume the responsibilities of the profession. When the candidate applies for the credential, the Program Coordinator and Credential Analyst review the candidate application, transcripts and additional supporting documentation to assure completion of all legal and course requirements.

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential.

Candidate performance is assessed throughout the programs through a variety of observable and measurable means including performance on course assignments and activities, instructor observations, evaluation of course assignments, job related artifacts, and candidate performance in the field.

TED/SPED candidates must successfully complete the PACT assessment. The Teaching Performance Expectations are incorporated into Teacher Education course syllabi and some Educational Psychology syllabi. In all course and field experiences, the standards are clearly articulated; rubrics (e.g. EPSY 5136, EPSY 6120, EPSY 6129, EPSY 6134, EPSY 6131, EPSY 6860MS, EPSY 6880(8)MS, EPSY 6860MM and EPSY 6880(8)MM) and critical elements of course assignments are provided to all candidates. Thus, candidate’s performance in all courses and fieldwork experiences contribute evidence to the multi-faceted, multi-level, individualized process of evaluation.

The evaluation of candidate performance is both formative, with an emphasis on mastery learning, and summative. Specific expectations for knowledge and skills are identified for each program (Student Teaching Evaluation for Mild/Moderate and Moderate/Severe).
Candidates actively participate in the evaluation process as they reflect on and document progress toward demonstration of all professional standards in key assignments in their classes and their fieldwork requirements. The fieldwork evaluation form for the Mild-Moderate Disabilities program is organized according to the TPEs as is the final student teaching evaluation for the Moderate-Severe disabilities program (Student Teaching Evaluation for Mild/Moderate and Moderate/Severe).

**Mild/Moderate Disabilities Program**

Candidates complete an electronic Professional Portfolio during the final quarter of the credential preparation program. This portfolio enables the candidate to demonstrate their knowledge, skills and dispositions for professional practice as a special educator. The portfolio is organized into sections based on the TPEs, CSTPs, program and authorization specific standards. The introduction section presents the candidate’s philosophy, strengths, and areas for growth. Candidates post their Individual Development Plan ‘Bridging Document’ in this section. Each set of evidence is accompanied by a reflection of their performance as a special educator. Candidates incorporate artifacts from their coursework, fieldwork and student teaching experiences. Candidates reflect on the evidence provided and continue the reference to the TPEs in their reflections.

The portfolio is evaluated with a rubric that incorporates the Teaching Performance Expectations (TPEs), program and credential specific standards and the California Standards for the Teaching Profession (CSTP). The portfolio is evaluated with a rubric found within the instructions for the completion of the portfolio.

Candidates present their portfolios to colleagues during the EPSY 6670 seminar. During the presentation candidates articulate their thoughts regarding their current knowledge, and skills and their goals for professional development. 

*ist Interns as well. They are completing the same courses and competencies as their student teaching colleagues throughout the program.*

**Moderate/Severe Disabilities Program**

Prior to recommendation for the Education Specialist: Moderate/Severe Disabilities Credential, one or both program co-coordinators carefully review the multiple evaluations of candidate performance with particular attention to Signature Assignments, fieldwork evaluations and the final student teaching evaluation. Candidates reflect on their performance in the program via both class discussions in EPSY 6671, Student Teaching Seminar and document these in the take home final candidate evaluation for that course *(See requirements in EPSY 6671, pages 3-5)*. The final requires each candidate to identify at least two areas in which they feel the need to improve their performance and skills to increase the effectiveness of their future teaching practices. They are also asked to identify strategies to be used to accomplish these improvements. In addition, they must reflect upon the program in which they were placed for student teaching. Again identifying at least two areas in which they feel the program could be improved and delineating suggested courses of action to achieve the targeted
improvements. This will inform their completion of the required Bridging Document. These reflective self-evaluations document the candidate’s knowledge of program competencies and CA Special Education TPEs and their own ability to effectively implement these with k-12 students. In addition, the candidate’s knowledge of school operations and ability to creatively problem solve solutions for program improvements are demonstrated.

The culminating evaluation of candidate competence is the student teaching field evaluation that is organized by the TPEs and documents performance in the expectations of CTC and this credential program and is conducted by the university supervisor and master teacher. Review of all above-mentioned documentation allows the Program Coordinator(s) to determine that each candidate has demonstrated at least satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the Education Specialist: Moderate/Severe Disabilities credential.

*All of these processes apply to the Specialist Interns as well. They are completing the same courses and competencies as their student teaching colleagues throughout the program.*

_During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area._

Program faculty, including University Supervisors, is available for advising and candidate support. Formal advising sessions are scheduled quarterly for the cohort candidates in each of the two years of the program. These sessions provide an opportunity for candidates to monitor their progress towards completion of the credential and discuss next steps and strategies for support with their faculty/supervisors and their peers in the program. Candidates are encouraged to take active responsibility for understanding, mastering, and critically reflecting on how they have met all appropriate professional standards. Faculty is available for individual advising and support during weekly office hours. Candidates in the moderate-severe disabilities area are required to meet with a program coordinator quarterly. University supervisors are available for support and coaching via email and phone in addition to that provided during multiple supervision visits each quarter.

CSUEB faculty, University Supervisors and Master/cooperating teachers in the Education Specialist Mild/Moderate and Moderate/Severe Disabilities credential programs assume oversight responsibility for ensuring that candidates, including Interns, meet CTC standards, Teaching Performance Expectations and professional competencies in coursework and fieldwork/Student Teaching/Internship.
Faculty members have a responsibility to assist in monitoring the performance and satisfactory progress of the candidates who are in their classes. University supervisors and faculty who supervise the fieldwork of candidates evaluate candidate performance and competencies in and each supervisor provides regular progress reports to the candidate and completes written observations during visits and quarterly evaluations at the end of each quarter of fieldwork. University supervisors and Master/cooperating teachers provide written feedback regarding development and implementation of assessments, instructional and behavior support plans, lesson plans, and other course-based assignments via narrative reports of each visit to the candidate, and by completion of the TPE Fieldwork Evaluation and other Fieldwork evaluation (example 1, example 2). When the candidate applies for their credential(s), the Program Coordinator and the Credential analyst review the candidate application, transcripts and additional supporting documentation to assure completion of all legal and course requirements.

The evaluation of candidate performance is both formative, with an emphasis on mastery learning, and a summative demonstration of candidate’s competence. Specific expectations for knowledge and skills are identified for each program disabilities (see Evaluations for Mild/Moderate and Moderate/Severe). Candidates actively participate in the evaluation process as they reflect on and document progress toward demonstration of all professional standards in key assignments (see Signature Assignment Tables for Mild/Moderate and Moderate/Severe) in their classes and their fieldwork requirements.

Monitoring of both MM and MS disabilities candidates’ performance includes:

- Monitoring of grade point average in EPSY coursework (Credential Evaluation for Mild/Moderate and Moderate/Severe Candidates)
- Monitoring of grade point average in TED coursework for TED/SPED candidates (Credential Evaluation for Mild/Moderate and Moderate/Severe Candidates)
- Evaluation in EPSY 6860, 6862, 6880 the first three fieldwork courses (Fieldwork Evaluation, example 1, example 2, example 3)
- Evaluation in EPSY 6880 Student Teaching (Mild/Moderate or Moderate/Severe)
- Evaluation of TPE accomplishment in general education student teaching courses (TED 5354 and TED 5359) for TED/SPED candidates (Multiple Subjects Credential Handbook, see appendix K, page 51)
- Evaluation of the final EPSY 6670 Portfolio (Rubric)
- Evaluation of the final (Signature Assignment Fieldwork Evaluation for 6880 and the Take Home Final Exam (see page 5) for 6671
- Review of candidate records by the Program Coordinator (Credential Evaluation for Mild/Moderate and Moderate/Severe Candidates)
- Review of all candidate records by a CSSC credential analyst
- Recommendation for the designated credential

Candidates are supported in their fieldwork by their Master/cooperating teacher and the University Supervisor. The master/cooperating teacher is the candidate’s immediate
mentor and coach for the fieldwork and student teaching experiences. This Master/cooperating teacher holds the appropriate credential authorization for the model of service delivery. The University Supervisor is the representative of the University within the field. University Supervisors hold the same Specialist credential authorization as the candidate being supervised. University supervisors may also hold additional degrees and credentials in counseling, psychology, general education and other related fields.

An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program.

The evaluation of candidate performance is both formative, with an emphasis on mastery learning, and summative demonstration of candidate’s competence. Specific expectations for knowledge and skills are identified for each program (Mild/Moderate Evaluation and Moderate/Severe Evaluation). Candidates actively participate in the evaluation process as they reflect on and document progress toward demonstration of all professional standards in key assignments in their classes and their fieldwork requirements and prepare their Individual Development/Bridging Document or Professional Transition Plan.

Individual Development Plan (Professional Credential Transition Plan)

The Education Specialist Mild/Moderate and Moderate/Severe Disabilities Individual Development Plans are developed during the final quarter of the program as a part of EPSY 6670 and EPSY 6671 culminating seminars. During the seminar sessions, the course instructor conferences with candidates prior to completion of the culminating Evaluations (TPE based Fieldwork MM evaluation and MS evaluation). As Mild Moderate candidates are preparing evidence for their final portfolio, and Moderate/Severe Disabilities candidates for their Take Home Final Exam (see page 5), they critically reflect on their knowledge and skills. These reflections as well as conversations with program faculty, cooperating teachers, university supervisors and colleagues provide content, which the Mild Moderate and Moderate Severe candidates will use as a basis for their Bridging Individual Development Plan (MM Plan and MS Plan). Candidates identify their strengths and areas for growth. Based on these identifications the candidate creates goals for professional development during the first two years of teaching. The bridging document is a ‘living’ document that may be altered based on the needs of the candidate and the employer. The candidate will share their Individual Development Plan with their district support provider at the place of employment.

It should be noted that CSU, East Bay's determination of candidate competence reflects completion of multiple successful teaching/learning experiences for the Multiple Subject and/or Education Specialist Education Specialist Credentials that enable each candidate to work as a skillful special educator.
Education Specialist: Mild/Moderate Disabilities Standards
Introduction to Mild/Moderate Standards

The structure of the Education Specialist Mild Moderate Disabilities Credential program requires that candidates either already hold a Multiple Subject or Single Subject credential with authorization to teach English Learners or complete the TED/SPED dual credential, multiple subject/education specialist program. Thus all candidates are prepared to teach across service delivery models within general education and special education programs.

SPED Only candidates complete the special education (EPSY) coursework and are recommended for the Education Specialist Mild Moderate Disabilities Credential at the completion of the two-year program. TED/SPED candidates complete both general education (TED) and special education (EPSY) coursework and are recommended for the Preliminary Education Specialist Mild Moderate Disabilities Credential and the Multiple Subjects with ELD authorization credentials at the completion of the two year program.

Candidates in the Education Specialist: Mild/Moderate Disabilities credential program are prepared via a 75 quarter unit program that includes: a) 28 quarter units of common core courses for both mild-moderate and moderate severe disabilities candidates, b) 24 quarter units of content courses in the area of mild moderate disabilities including assessment, planning, implementing, and evaluating instruction, curriculum, service delivery, collaboration, technology, and positive behavioral supports and c) 20 quarter units of fieldwork including one quarter of full time student teaching, and d) 3 units of a culminating seminar. Intern teachers complete another 2 units each quarter for additional fieldwork supervision. Content regarding teaching English Learners, Reading/Language Arts and the general education curriculum is presented in the TED component of the dual credential program and then reviewed and enhanced in EPSY curriculum and instructional method courses.

Together, these courses and associated fieldwork are designed to support candidates in the development and implementation of assessment and instructional strategies and delivery of core academic and related curriculum across domains for students with mild moderate disabilities. Candidates learn to incorporate adaptation and differentiation strategies in order to provide students with disabilities equitable access to content standards and experiences. Further, core methods courses are paired with concurrent fieldwork specific to the mild/moderate special education credential. All courses and fieldwork provide formative and summative opportunities for candidates to demonstrate their growing proficiency in fulfilling each of the standards in practice, through formative, observational and summative evaluations in courses and in fieldwork.
Mild/Moderate Standard 1: Characteristics of Students with Mild/Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including specific learning disabilities, mild/moderate mental retardation, other health impairments, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery, such as placement decisions, IEP development, and instruction.

The Education Specialist Mild Moderate Disabilities Credential program provides multiple opportunities for candidates to learn about and review the characteristics of individuals with mild moderate disabilities and the implication for IEP development, service delivery and instruction. Candidates are introduced to students with mild moderate disabilities as they explore the range students within school communities. The emphasis of both the education specialist mild moderate and moderate severe programs is on inclusive education, candidates with mild moderate disabilities are accountable for comparable content from the general education program. Universal Design for Learning and differentiation strategies provides students with mild moderate disabilities access to the core curriculum.

**Mild/Moderate Standard 1 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tbody>
<tr>
<td>identify the characteristics of students with mild to moderate disabilities</td>
<td>EPSY 5021&lt;br&gt;EPSY 5125&lt;br&gt;TED 5351</td>
<td>EPSY 6860&lt;br&gt;EPSY 6862&lt;br&gt;EPSY 6880 (4)&lt;br&gt;EPSY 6880 (8)</td>
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<tr>
<td>to determine the implications of these characteristics for service delivery, such as placement decisions, IEP development, and instruction.</td>
<td>EPSY 5021&lt;br&gt;EPSY 5125&lt;br&gt;EPSY 5126&lt;br&gt;EPSY 6131</td>
<td>EPSY 6860&lt;br&gt;EPSY 6862&lt;br&gt;EPSY 6880 (4)&lt;br&gt;EPSY 6880 (8)</td>
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The program provides various opportunities for candidates to identify the characteristics of students with mild/moderate disabilities

Candidates in the Education Specialist M/M credential program gain a knowledge base of information about the thirteen disability categories under which students qualify for special education services in [EPSY 5021 Teaching All Students in Diverse Classrooms](https://example.com). Through readings, lectures, speakers, media, and class activities candidates, consider the nature of the characteristics of students with low- and high-incidence disabilities, and also learn about other special educational support needs, such as students who live in
high poverty, experience homelessness, or are identified as gifted-and-talented. Candidates’ responses to course readings provide opportunities for them to demonstrate their knowledge of the characteristics of students with mild moderate disabilities. Furthermore, candidates complete in class scenarios including case studies, where they determine the federal disability category under which the student could qualify for services and the implications for IEP development and instruction. IRIS Center Materials including video vignettes such as “What do you see?” Perceptions of a disability, and vignettes about the characteristics of students with mild moderate disabilities including autism, emotional disturbance and mild/moderate retardation complement teacher directed lectures and student guided readings. In the **Visit and Observations of Special Education Services (Assignment 1, see page 3)** assignment candidates identify the characteristic of students receiving services within the model of service delivery.

As stated in the syllabus for **TED 5351, Psychological Foundations of Education**, TED SPED candidates “describe major characteristics of special student populations and….demonstrate the ability to plan instructional interventions for special students and social accommodations for their inclusion.” They demonstrate these skills in TED 5351 through a performance assessment task and presentation as well as through midterm and final exams.

**EPSY 5125, Educational Practices: Mild Moderate Disabilities** is the first course that candidates complete devoted to students with mild moderate disabilities. Through readings, class discussions, instructor presentations and guest speakers, candidates gain in depth knowledge of the characteristics of students with mild to moderate disabilities. Candidates learn of the importance of data in assessment, as it is the data related to the specific characteristic(s) that supports the qualification for special education services. Class readings and chapter quizzes highlight the characteristics of students with mild/moderate disabilities.

to determine the implications of characteristics for service delivery such as placement decisions, IEP development, and instruction.

The discussion of implications of characteristics for service delivery such as placement decisions, IEP development and instruction begins in **EPSY 5021 Teaching All Students in Diverse Classrooms**. Through course readings, guest speakers, lectures, website investigations and other media, candidates learn of the service delivery options for students with mild/moderate disabilities. The text provides information regarding special education procedures and services, and planning instruction by analyzing classroom and student needs focus on the considerations for placement, IEP Development and instruction. An in class activity has candidates determine if the services and goals indicated on the IEP are appropriate given the data regarding characteristics of the target student. Since a foundation of the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential program is that of inclusive instruction, delivery of services within the least restrictive environment and general education is emphasized. In
role play activities, candidates demonstrate strategies for providing services such as co-teaching, collaborating and consulting to their peers.

Students build upon their knowledge of disability characteristics and implications for instruction and service delivery in both EPSY 5125 Educational Practices: Mild Moderate Disabilities and EPSY 5126 Special Education Law and Program Design. Both contain content related to delivering appropriate, accessible instruction based upon principles of effective collaboration, Least Restrictive Environment, Universal Design for Learning, differentiated instruction, and development of individual student adaptations. Course readings in EPSY 5125 from Strategies for Teaching Students with Learning and Behavior Problems (Vaughn & Bos, 2015) are based on instructional strategies for teaching students with learning and behavior problems across content areas and grades levels.

Concurrent with EPSY 5125 Educational Practices: Mild Moderate Disabilities and EPSY 5126 Special Education Law and Program Design TED/SPED candidates complete a multiple subject student teaching experience, TED 5354 (listed on page 13). This student teaching experience provides candidates with authentic exposure to students with mild moderate disabilities who are members of a general education classroom community. In addition candidates experience the models of service delivery at their student teaching site and the roles and responsibilities of special education personnel. Thus candidates become familiar with the characteristics of students with mild moderate disabilities and the services for such students at the beginning of the credential program. SPED only candidates benefit from the descriptions presented by their peers and compare the presentations to the models of service delivery at their school site of employment.

In EPSY 5125, Educational Practices: Mild Moderate Disabilities candidates share descriptions of students (with no identifying information) in their general education classrooms who have IEPs with their colleagues. Included in the presentation of students are descriptions of services provided and samples of the types of IEP goals. An in-class activity requires that candidates draft an IEP based on the data presented for a case study student. In addition to IEP goals, candidates include specific instructional strategies that would support the student’s access to the general education curriculum. Research based strategies such as direct instruction, graphic organizers, repeated readings, manipulatives, and instructional games are demonstrated. These strategies are shared in a candidate created memo to general education and special education teachers.

EPSY 5126, Special Education Law and Program Design presents the laws structuring special education eligibility and service delivery and program design to deliver such services. The focus of the method of service delivery is on individualized, needs-based services delivered within the least restrictive environment. Eligibility components, the three pronged elements required for special education eligibility are one focus of the course: the disability eligibility category and the considerations of adverse effects for the individual child on their performance across domains, and the required needs for specialized instruction. Service delivery approaches are considered in terms of their inclusiveness/least restrictiveness to provide required instruction and the necessary
supplementary supports and services that will ensure access and achievement within core curriculum.

Towards this end candidates analyze and evaluate IEPs, with their master/cooperating teacher complete an **in-depth analysis of the IEP** (*Assignment 2, see page 3*) of a student within their student teaching experience (with parental permission and all identifying information removed). A second assignment requires that candidates **write an IEP** (*Assignment 3, see page 3*) for a student based on the data provided by the course instructor. In this process candidates consider characteristics of the disability, service delivery and instructional implications of such characteristics. Candidates also learn about evidence-based pre-referral intervention processes and gain awareness of research-based, mandated Response to Intervention (RTI) strategies to provide targeted intervention to students within the general education population. Though course readings, website investigation, groupwork, in class discussions IEP analysis and guest speakers, candidates learn initial design and evaluation of effective instructional programs for students with disabilities including clear goal and objective specification as derived from the IEP team process, and appropriate selection and utilization of evaluation procedures by classroom personnel. Candidates work in cross credential authorization and grade level groups to create a universally designed lesson that supports the learning of students with a variety of knowledge, skills, interests, and abilities.

In **EPSY 6131 Assessment: Mild Moderate Disabilities** candidates learn to conduct formal assessments such as the Weschler Individual Achievement Test (WIAT) and the Woodcock Johnson III (WJ-III) norm-referenced standardized academic achievement tests and informal assessments including curriculum-based assessments and informal reading, language arts, math and other academic inventories to gain information about students knowledge and skills that may be used to determine eligibility for special education services. Candidates learn to create appropriate IEP goals and make instructional decisions based on the data collected. In the **Assessment Report/Case Study** (*Assignment 5, see page 4*), candidates carryout a series of assessments, and collect data through observations and evaluation of student work samples. Based on the data collected, candidates make recommendations as to an appropriate model of service delivery, IEP goals, and the content and format of instruction that would enhance student learning and promote the learning of the general education curriculum.

Class activities include a session where practitioners present how they link the characteristics of the students with mild moderate disabilities, assessment findings to IEP goals and objectives and then instruction. In another session case studies provide candidates the opportunity to demonstrate their knowledge and skills relating to creating IEP goals for students with mild moderate disabilities.

**EPSY 6120 Communication: Collaborative Teaming and Management** addresses service delivery implications for students with mild moderate disabilities first through the collaborative lens, with teams of candidates designing a collaborative core-aligned, **UDL Collaborative Cooperative Lesson** (*Assignment 1, see page 3*), as a part of a differentiated unit with one focus lesson presented in depth. This lesson enables candidates
demonstrating their increasing understanding of individual differences and implications for IEP instructional as well as adaptation needs. The collaborative EPSY 6120 course content, materials and activities referenced above in Program Standards 4, 7, 8 are designed to enhance development of candidates’ collaborative competence with general education and other school and community colleagues, to further ensure the access of students with mild-moderate disabilities to the least restrictive setting. This practice is facilitated by special educators’ collaborative skills and is based on individual students’ IEP goals and priorities. As discussed under Program Standard 4, EPSY 6120 Personnel Development Activity Design (Assignment 2, see page 3) and the Individual Consultation Report (Assignment 3, see page 3) further demonstrate these goals through collaborative professional development design (2) and individualized collaborative consultation with a general educator about a target student in their class. (3).

Candidates’ aligned fieldwork over the course of the program, EPSY 6860, EPSY 6862 as EPSY 6880(4) and EPSY 6880(8) provides multiple opportunities for them to demonstrate skills in the design and implementation of instruction leading to students access to the core curriculum, participation in classroom and site based activities, positive behavior support and reinforcement of positive social behaviors. Cooperating/master teachers and University supervisors support the candidates within their fieldwork assignments.
Mild-Moderate Standard 2
Assessment and Evaluation of Students with Mild/Moderate Disabilities

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students’ progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

The concept of assessment as a data gathering process is threaded throughout the program beginning with EPSY 5021 and continuing through final student teaching placement in EPSY 6880(8). Candidates are provided with multiple opportunities to make instructional and service delivery decisions on the basis of the data collected from student performance on a variety of assessments including non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based. In course assignments candidates learn about and apply assessments that are appropriate to identify and support the diverse needs of individual students and provide data for the development of appropriate subsequent coursework.

Throughout their coursework and fieldwork, candidates learn that assessment should be an ongoing process, and that assessment and instruction cannot be separated. Candidates have multiple opportunities to prepare instructional sequences based on data.

Candidates learn and then practice the data gathering process through the use of formal and informal assessments, observations, interviews and evaluation of student work samples as they progress through the program. In general education student teaching TED/SPED candidates assess student learning through teacher made assessments, evaluation of student work, interviews, and curriculum based assessments. They may administer individual assessments such as DIBLES or district mandated individual reading and math assessments.

Relationship of Coursework to Fieldwork and Student Teaching

The application of systems to collect data cannot be separated from the instructional process. The program emphasizes that effective instruction for students with mild moderate disabilities is based on data and that the data collection process should be ongoing. The fieldwork or student teaching placement provides the setting for the completion of the assignments identified above. Thus candidates are developing their
skills in communicating assessment findings and valuable data to teachers, administrators, parents, specialists, and other service providers.

Candidates begin their fieldwork in the spring of the first year of study while taking **EPSY 6131** and **EPSY 6143**. Candidates continue with fieldwork experiences increasing in time over the course of the second year of study. Thus candidates are applying the content from their courses to authentic settings. Each of the courses in the program has field based assignments that must be carried out within the fieldwork setting; however candidates are expected to demonstrate use of assessment strategies throughout fieldwork and student teaching.

Within the Fieldwork and student teaching experiences candidates are continually creating standards based lessons, instructional sequences, interventions. Incorporated into the lessons are methods and materials that provide access for students based on previous data collected. Candidates design, implement and evaluate lessons and units. Reflections include ways that the lesson was successful building on the student data collected and changes for future lessons thus candidates are continually building upon their knowledge of effective instructional practices, sources for content, curriculum and instructional accommodations and modifications. Thus candidates are implementing strategies that reflect the knowledge gained from the assessment of student data, identify and alleviate barriers and improve accessibility in assessment and instruction.

**Mild/Moderate Standard 2 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/ Student Teaching</th>
</tr>
</thead>
</table>
| Demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities | EPSY 5021  
EPSY 6120  
EPSY 6131  
EPSY 6134  
EPSY 6141  
EPSY 6143  
TED 5356 | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |

| Candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, | EPSY 5021  
EPSY 6120  
EPSY 6131  
EPSY 6134  
EPSY 6141  
EPSY 6143  
TED 5356 | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |
and appropriate to the diverse needs of individual students

| Candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students | EPSY 5021  
EPSY 6120  
EPSY 6131  
EPSY 6134  
EPSY 6141  
EPSY 6143 | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |

| Monitor students’ progress | EPSY 5021  
EPSY 6127  
EPSY 6131  
EPSY 6133  
EPSY 6134 | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |

| Candidates to plan for and participate in state-mandated accountability measures. | EPSY 6131 | EPSY 6860  
EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |

Through readings, lectures, case studies, role plays, sample documents, hands-on activities and applications in fieldwork and student teaching the program provides opportunities for candidates to learn about and participate in the administration of range of assessments to gather data and appropriate for students with mild/moderate disabilities.

*Demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities*

Assessment strategies and subsequent decision-making about instructional and individual student supports and the communication of such information are first presented in **EPSY 5021 Teaching All Students in Diverse Classrooms** through instructor and guest lecturer presented content related to referral and assessment processes, as well as the Student Study team or Pre-Referral process and Response to Intervention/Instruction (RtI) practices. In class case studies provide opportunities for candidates to draft summaries of student performance to share with parents and other interested individuals. Candidates role play the information sharing process.

Candidates share assessment information with general education teachers as a part of the **Individual Consultation Report (Assignment 3, see page 4)** collaboration assignment for in **EPSY 6120, Communication: Collaborative Teaming and Management**. Candidates articulate how they ‘identified student(s) needs/problems/challenges together (how you assessed student needs with data) and how you cross-checked your perceptions on the problem with each other’. As candidates complete the assignment they have other
opportunities to share data with their master/cooperating teacher and to make decisions based on the data collected.

Completing an assessment battery and then communicating the findings/results of a variety of individualized assessment and evaluation approaches anchors EPSY 6131 Assessment: Mild Moderate Disabilities (Assignment 5, see page 4). Candidates are presented with the following definitions of the types of assessments and data that may be obtained from each. "Norm-Referenced Assessment: A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of an individual's relative standing in some known group. Criterion-Referenced Assessment: A test or other type of assessment designed to provide a measure of performance that is interpretable in terms of a clearly defined and delimited domain of learning tasks." (Linn & Gronlund, 2000, p 42). Candidates learn the many ways that the findings can be scored and data obtained.

The Signature Assessment Report/Case Study (Assignment 5, see page 4) requires that candidates demonstrate skills related to identifying and carrying out a series of assessments appropriate to gain information regarding a student’s performance and then using and communicating the results of assessment and evaluation approaches to various audiences. In this assignment candidates collect data on the knowledge, skills and abilities of a target student. The data sources may include scores from the WJIII or WIAT assessments, oral and silent reading fluency and comprehension (from an informal reading inventory, GORT and/or GSRT), Qualitative Spelling Inventory (Primary, Elementary or Upper Level forms), and Key Math. Candidates incorporate additional criterion referenced measures such as student performance on the Brigance into their case studies. Informal data for the case study may include curriculum-based measurements, district assessments (DIBELS, STAR), running records, observations (using or not using a check sheet), interviews, and evaluation of work samples. Once they have analyzed the data, candidates present their findings in the form of a case report. Candidates present IEP goals and outline a program of instruction for the student based on the data collected.

In class sharing of the findings from the Assessment Report/Case Study (Assignment 5, see page 4) assignment, require that candidates demonstrate to their peers how these findings would be shared with the student (if appropriate), parents/guardians, teacher(s) and other interested personnel. Additional in class activities include creating text for present levels of performance section on the IEP, creating IEP goals, sharing assessment data with a general education teacher, speech therapist or other service provider.

In the second year of the program, EPSY 6134 Advanced Curriculum and Instruction for Students with Mild/Moderate Disabilities candidates complete the Executive Function Case Study Assignment (Assignment 1, see pages 2-3). Candidates identify a student with perceived executive functioning difficulties. Data collected for the case study includes a student completed questionnaire, interviews, observations, analysis of student behaviors and work samples. Based on the data collected, candidates create, implement and then evaluate an instructional plan to build executive functioning skills. The initial data is shared with the student. After the instruction has been in place, data collected is
also shared with the students. Exit data includes a student self-assessment. When appropriate, data is also shared with the parent and/or classroom teacher.

Candidates continue to develop skills for using and communicating assessment findings as they complete three assignments that incorporate a functional assessment in the form of a Functional Behavioral Analysis as a part of case study assignments in **EPSY 6127 Instructional and Behavioral Support (see page 4)**, **EPSY 6141 Social Networks and Communication for Students with Autism Spectrum Disorders and Other Disabilities (see pages 7-11)** and **EPSY 6143 Advanced Instructional and Behavioral Supports (see pages 6-12)**. The findings from the assessments are shared with parents, teachers and when appropriate outside agencies and other service delivery personnel. The multi-focused interventions provide additional data on student performance.

TED/SPED candidates complete **TED 5356 Reading and Language Arts B**. The **Case Study of a Struggling Reader (Assignment 4, see page 4)** requires that candidates collect a variety of forms of data on a student’s reading skills. This data includes information from administration of a running record from an informal reading inventory, a spelling assessment, a writing sample, and an interest/attitude survey. Candidates analyze the data and create an intervention plan. The data is shared with the cooperating/master teacher, class colleagues and the course instructor.

**Candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students.**

Reinforced throughout the program is the understanding that assessment is a process for generating and collecting data. It is the data that informs instruction and the ongoing monitoring of the data that leads to changes to better meet the needs of the students. Candidates are introduced to the foundations of data collection for differentiation and Universal Design (UDL) (Assignment 3, see page 3) in **EPSY 5021, Teaching All Students in Diverse Classrooms**. Readings, Internet exploration and media provide candidates with examples of units and lessons that model the effective use of differentiation and UDL for meeting the needs of all learners. Candidates use instructor created cases that present formal and informal assessment data as the basis for the differentiated and/or UDL lessons.

Candidates make appropriate educational decision based on the assessment information gathered as a part of the **Individual Consultation Report (Assignment 3, see page 4)** collaboration assignment for in **EPSY 6120, Communication: Collaborative Teaming and Management**. Based on the data collected and shared as described above, candidates and their master/cooperating teacher develop an intervention/instructional plan for the student. Once implemented the candidate monitors student progress towards meeting the goals of instruction.
A second assignment in EPSY 6120 requires that candidates in mixed credential groupings complete the development of an instructional lesson that has been designed using UDL principles, **UDL Collaborative/Cooperative Learning Lesson (Assignment 1, see page 3)**. Candidates identify how the components of the lesson provide access to students with diverse knowledge, skills and abilities as identified through data collection.

The **Signature Assessment/Report/ Case Study in EPSY 6131 Assessment for Students with Mild Moderate Disabilities (Assignment 5, see page 4)** requires that candidates demonstrate skills related to identifying and carrying out a series of assessments appropriate to gain information regarding a student’s performance and then using and the data to plan instruction. The final component of the Case Study required that candidates select an area of emphasis and create a plan that could be implemented within the student’s school environment. Candidates also create three IEP goals that would be appropriate for the student.

Since candidates already hold a general education credential or are in the final quarter of the courses for the multiple subject credential they have the knowledge of the general education curriculum and are prepared to make appropriate educational and instructional decisions. TED/SPED candidates have completed instructional units and specific lesson to meet the needs of their students in the areas of science, math, social studies and reading/language arts. Each of the general education lessons included adaptations and modification for students with mild moderate disabilities based on previous data collected.

**The Behavior Support Intervention Plan, (Assignment 2, see page 4).** completed in EPSY 6127 Behavioral and Instructional Support requires candidates to observe students in a classroom environment in order to understand determine the characteristics of a classroom behavior problem, the function of behavior, the probable causes of the behavior and ways to intervene successfully. Based on the course readings, activities and incorporation of media, candidates incorporate strategies to resolve, manage, and prevent classroom behavior problems.

In **EPSY 6131 Assessment, Mild/Moderate Disabilities** successful practicing special education service providers present their strategies for using assessment data to create IEP and instructional goals. Carried out in the form of centers, candidates a minimum of 30 minutes with each teacher presenter. Candidates leave the session with samples of planning to instruction templates, resources to support the academic core curriculum, and instructional grouping ideas.

**EPSY 6133 Curriculum and Instruction for Students with Mild Moderate Disabilities** provides candidates with additional opportunities to demonstrate their skills creating instructional sequences based on the collection and analysis of student data. Candidates choose to complete a **Performance Evaluation, Learning/Study Skills, or Social Skills Assignment (see page 3)**. In each assignment candidates collect student data in the areas of academic skills, learning/skills or social skills (assignments 1-3 on the course syllabus) Based on the data collected candidates develop and implement an
intervention sequence to develop appropriate knowledge and skills. For example assignment 2 states that candidates are to: Evaluate 3 of your students on their abilities to organize, prepare, understand, etc., the vital skills necessary for success. Utilizing appropriate supporting materials from PRIM or from Strategy Instruction for Students with Learning Disabilities initiate a program to increase your students’ available tools for academic and behavioral success. Design a plan for teaching study skills and chart student progress as they participate in the intervention process.

**EPSY 6134, Advanced Curriculum and Instruction for Mild/Moderate Disabilities** is the final instructional strategies course in the two year program. The signature assignment, *Executive Function Case Study (Assignment 1, see pages 2-3)* provides an opportunity for candidates to demonstrate their assessment skills. The assignment is as follows:

Using the materials from the Dawson and Guare and the Meltzer texts as well as information from class presentations and in class activities, identify a student who has difficulty with executive functioning. Assess the student and then plan a series of interventions based on the data gathered. Candidates prepare a comprehensive report where they:

- Identify a student who appears to have difficulty in the area of executive functioning.
- Use field notes to record observations of the student in the classroom and within other social/school contexts.
- Collect additional data from work samples, test scores or student self-assessments.
- Use the assessments found in the readings to collect baseline assessment data.
- Based on the data collected select 3 – 4 areas on which to focus interventions.
- Plan and implement interventions; include intervention strategies from the IRIS module (note the length and the frequency of the intervention).
- Include specific reinforcers.

Candidates may need to implement several intervention strategies to address a particular area.

- Collect data as you are beginning with the implementation of the intervention.
- Document student progress or changes in behavior
- Evaluate the success of the implementation of the intervention strategies.

*Candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students*

Throughout the program candidates have multiple opportunities to incorporate formal and informal, norm and criterion referenced, function assessments into their work with students with mild moderate disabilities. In addition, candidates incorporate interest inventories, interviews, observations, analysis of student work, class based assessments and other sources of data to assesses the developmental, academic, behavioral, social, communication, career and community life skill needs of students. Course readings present candidates with information regarding the many instruments and processes available for data collection. The **EPSY 6131, Assessment for Students with Mild Moderate Disabilities** syllabus presents the chapter/chapter readings; course sessions include case studies that include the use of a variety of assessment instruments to determine career and community skill needs of students. Media and presentation from elementary secondary specials educators provide candidates with additional information regarding assessment across parts of the lifespan. Internet modules and resources from
the IRIS center and PENT provide candidates with additional content regarding assessments.

*Academic and Communication Assessments*

Academic and communication assessments are emphasized in the content of **EPSY 6131 Assessment for Mild Moderate Disabilities**. Within the course candidates have the opportunity to learn to administer assessments including the Weschler Individual Achievement Test (WIAT), Woodcock Johnson Test of Achievement III (WJIII), Brigance, Comprehensive Test of Phonological Processing (CTOPP), Test of Auditory Processing Skills (TAPS), Test of Word Reading Efficiency (TOWRE), Gray Oral Reading Test (GORT), Expressive One Word Picture Vocabulary Test (EOWVPT), Receptive One Word Picture Vocabulary Test (ROWPVT), Key Math, and the Test of Written Language (TOWL). [Note: the WJIV has been ordered and will replace the WJIII.] Since the WIAT, WJIII and Brigance are most frequently found as the anchor assessment batteries for special education teachers to use in their practice, these assessments are presented by the course instructor and practiced in small groups.

The Department of Educational Psychology has a library of current assessment instruments that may be borrowed on an as available basis. This enables candidates to learn to use the most recent assessments in their fieldwork as they complete course requirements.

In the **EPSY 6131 Assessment Report/Case Study (Assignment 5, see page 4)** of a student who is struggling within the academic curriculum candidates apply practices of ethical assessment. This student may or may not have a documented disability; often candidates choose students who are on the schools SST or other Pre-Intervention Referral list. The data generated is shared with the classroom teachers and other SST/IEP committee members. (Additional information regarding the case study may be found in earlier responses to the content of the standard).

The **EPSY 6131, the Assessment Test Instrument Investigation presentation assignment (Assignment 4, see page 4)** requires that candidates complete an in-depth study of an assessment. Using a demonstration presentation format (e.g. Glogster, Prezi, Haiku Deck), candidates then teach their peers how to administer and score the assessment. Instructor lead whole class discussion follows each presentation and includes how to develop and implement appropriate curriculum and instruction based on the assessment data.

*Behavioral and social assessments*

Candidates implement assessments to determine student needs in the areas of behavior and social skills in **EPSY 6143 School-Wide and Individual Positive Behavior Support** and **EPSY 6141 Social Networks and Communication Skills for Students with Autism Spectrum Disorder** and **EPSY 6127 Instructional and Behavioral Support for Students with Mild Moderate Disabilities**. The narrative below highlights the use of the functional assessment and functional behavioral assessments to gather data regarding students social and behavioral needs. In class reading provide candidates with addition information including but not limited to structured classroom observations, checklists and rating
scales, Connors Rating Scales, Achenbach System of Empirically Based Behavior Assessment, interviews, sociograms, ecological assessment, and projective assessment techniques.

**EPSY 6143, School-Wide and Individual Positive Behavior Support** is designed to provide candidates with the knowledge and skills in the area of positive behavioral supports. Course content will address individual PBS including functional behavioral assignment (FBA), hypothesis driven interventions, self-management, and comprehensive multi-element PBS plans and evaluation. School-wide PBS are be presented. Candidates complete a substantive PBS Case Study (Assignment, see pages 10-12) that includes the following assessment practices:

1) Brief description of student as a learner including preferences and strengths
2) General Quality of Life Enhancements
3) Comprehensive Functional Assessment including: operational definition of target behavior; functional assessment of target behavior; person centered assessments; ecological/environmental systems; and communication repertoire and social skills
4) The data is included on the PBS template (see page 10).

**EPSY 6141, Social Networks and Communication Skills for Students with Autism Spectrum Disorder** is designed to provide candidates with evidence-based, social, communication, environmental and instructional strategies to meet the needs of students with autism spectrum and other social and language disabilities. As part of Comprehensive PBS Plan (Assignment, see page 7) develop an intervention based on an FBA of a student with the label of ASD. This could include social stories, functional communication training, pivotal response training, self-management, visual supports, or other strategies presented in this class. This will be in addition to antecedent interventions and reinforcement strategies.

**EPSY 6127 Instructional and Behavioral Support for Students with Mild Moderate Disabilities** is designed to addresses specific instructional and curriculum strategies and positive behavioral support interventions that enhance the teaching/learning process for mild-moderate and at-risk students from diverse cultural, linguistic and/or ethnic backgrounds. Candidates practice observations of target students in a classroom environment in order to understand the function of behavior and ways to intervene successfully. In the Behavior Support/Intervention Plan and Oral Presentation, (Assignment 2, see page 4) candidates to utilize informal strategies for collecting data in order to determine student’s academic, social and behavioral strengths and needs.

**Career and community life skill assessments**

Candidates explore career and community life skill assessments as a part of **EPSY 6129 Advanced Study in Collaborative Service Delivery, Education and Transition**. Candidates complete a person centered planning exercise as part of assessment process (Assignment 2, see page 2). Course readings and discussions include all of the NCSET standards as well as documents related to assessment for the purposes of transition. Based on the information gathered, candidates complete a transition plan for a target
student. Additional course topics for discussion include self–determination, capacity building, effective community based services, vocational and career and postsecondary services.

Monitor Student Progress
Candidates are introduced to progress monitoring as a part of the content of EPSY 5021 Teaching All Students in Diverse Classrooms within the context of determining appropriate services based on data gathered. Through in class activities and group work candidates learn how multiple sources of data are used to monitor progress towards meeting IEP goals as well as grade level goals. Readings, instructor lectures present progress monitoring in relation to the Response to Intervention and the Multi-Tiered System of Supports structures in order to determine whether the interventions and supports should remain, be changed or be ended. Additional instructor lectures, and course reading provide content for candidates to learn of the multiple ways to monitor student progress towards IEP goals including mini-assessments, timed assessments, evaluation of student work and observation. District forms for documenting progress towards IEP goals with parents and general education teachers are presented as a part of the components of the IEP. Candidates complete progress monitoring activities as a part of their fieldwork in EPSY 6860, EPSY 6862, EPSY 6880(4) and EPSY 6880(8).

Candidates increase their knowledge regarding processes for monitoring student progress in EPSY 6131 Assessment: Mild Moderate Disabilities. Through readings, class activities and instructor lectures candidates learn how to use strategies such as observations, tallying, interviews, timed assessments, oral readings and analysis of student work samples to determine progress towards meeting grade level standards and IEP goals. Small group in class activities provide opportunities for candidates to create progress monitoring reports based on student data. Candidates share forms from their fieldwork placements (EPSY 6860) for progress monitoring and communicating the findings to general education teachers and parents that are presented at the time of the completion of the district report card.

In EPSY 6127 Instructional and Behavioral Support for Students with Mild Moderate Disabilities candidates complete a functional assessment of a students with exhibited negative behaviors (Behavior Support/Intervention Plan and Oral Presentation, Assignment 2, see page 4). Based on the data collect data, candidates create a program to change the targeted behavior. Candidates monitor the progress of their intervention through an evaluation of the data collected and make changes in the intervention content or process as appropriate.

The curriculum courses EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities and EPSY 6134 Advanced Curriculum for Mild Moderate Disabilities incorporate methods for progress monitoring and monitoring of student process including frequent informal assessments, analysis of student work observations and interviews. Candidates identify sources of information for monitoring progress towards meeting grade level benchmarks and IEP goals. These specific sources of information are incorporated into the course assignments implementing the Kansas Strategic Intervention Model Strategies for learning, community building, assignment completion and thinking.
Candidates collect data on targeted student behaviors and skills for change as a part of the Executive Function Case Study, (Assignment 1, see page 2) in EPSY 6134. Candidates select appropriate data sources for the purposes of progress monitoring. As candidates write the conclusion of the case study they identify the progress that the student has made towards meeting the identified goals of the intervention.

**Plan for and participate in state-mandated accountability measures; identify accommodations**

A review of state mandated assessments and options for accommodations is presented during the first year of the program in **EPSY 6131 Assessment: Mild Moderate Disabilities**. Candidates determine the appropriate state mandated assessment (previously CST or CMA) for students based on previous standardized test results. Candidates also locate a list of accommodation included in the IEP as they explore the SEIS website for IEP development. Accommodations and modification for student participation in state mandated accountability measures are included as required information to be presented in the case study. More information regarding approved accommodations and modifications will be shared with candidates as the SBAC assessment system becomes the norm for student assessment.

Candidates begin their special education fieldwork (**EPSY 6860**) in the spring quarter of their first year of the program and complete fieldwork experiences **EPSY 6862**, **EPSY 6880(4)** and **EPSY 6880(8)** throughout the second year. The fieldwork experiences provide opportunities for candidates to plan for and participate in state mandated accountability measures. During the fall of the school year, candidates participate in district required benchmark assessments such as Dibels, AimsWeb, DRA, reading and math program publisher created placement assessments. Course readings provide candidates with a basis on which to identify assessment accommodations for standardized and non-standardized assessments. Candidates also examine the set of accommodations available to students, those that are identified on SEIS and those that are district specific.

Over the course of the fieldwork placements candidates participate in district-mandated progress monitoring assessments such as time readings, specific content math assessments, and unit and grade level benchmark assessments. In the spring quarter fieldwork (**EPSY 6860** or **EPSY 6880(8)**) candidates participate in the administration of state mandated assessment sequence at their fieldwork site. Candidates collaborate with their cooperating teacher to monitor small group or untimed assessment sessions or students. As districts adopt and implement the SBAC, candidates will be mentored by their cooperating teachers as to the proper preparation of students for the assessments as well as the administration of the assessments. Candidates log their participation in the assessment practices at their school site.
Mild-Moderate Standard 3
Planning and Implementing Mild/Moderate Curriculum and Instruction

The program prepares candidates to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods of instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

Providing services and supports to students in order to access the general education curriculum is an anchor tenet for the Education Specialist Mild Moderate and Moderate Severe Disabilities Credential Program at CSU East Bay. Candidates in the Mild Moderate and Moderate Sever Credential programs at CSU, East Bay have multiple opportunities to acquire skills and knowledge and demonstrate the basic principles and strategies for, curriculum and instruction. These areas of focus are infused throughout the program so that candidates will have repeated experiences to incorporate knowledge and abilities into their field placements, wherein they employ a variety of assessment, curriculum and instructional competencies. Through coursework and culminating full-time, supervised, student/intern teaching experiences within diverse bay area classrooms, candidates demonstrate their ability to incorporate best practices that enable students to access the curriculum, strategies and materials to motivate students into the instructional program. Thus program candidates are prepared to apply best practices in instruction to content to enable students to the state approved core curriculum.

Candidates enter the program as TED/SPED candidates completing both the Multiple Subject and the Education Specialist Mild/Moderate or Moderate Severe Disabilities Credential Programs or as SPED only candidates completing the Education Specialist Mild/Moderate or Moderate Severe Disabilities Credential Programs. SPED only candidates already hold a Multiple Subject or Single Subject credential with ELD authorization.

During the first year of the program TED/SPED candidates complete all of the courses required for the multiple subject credential; many courses require the development of lesson and unit plans for the diverse student populations of the student teaching placements. The lesson and unit plan requirements are highlighted below. Content Area Test assignments are embedded in TED 5350 Math, TED 5357 Science and TED 5360 Language Arts and Social Studies. The PACT assessment for CSUEB Candidates is in the area of English and Language Arts. Links are provided to each syllabus. However
these courses are not included in the table that identifies the courses that provide opportunities for candidates to meet the content of the Standards as it would detract from the Education Specialist specific course response.

**TED 5352** Candidates prepare and teach a literacy lesson plan (phonemic awareness, phonics, letter name, structural analysis. Candidates also prepare and teach a fluency lesson. Both lessons are based on appropriate core content.

**TED 5356** Candidates prepare and teach a vocabulary and a comprehension lesson. Core academic content serves as the content for the lesson.

**TED 5360** Candidates prepare and teach an integrated critical thinking lesson using social studies content.

**TED 5350** Candidates prepare and teach a multi-tiered math content lesson incorporating processes from Common Core Standards.

**TED 5357** Candidates prepare and teach a physical science lesson, an earth science, a life science or a health science lesson based on core academic content.

**TED 5355** Candidates prepare and teach a SDAIE lesson and complete EL adaptations.

TED/SPED candidates complete student teaching in general education in **TED 5354 fall quarter** and **TED 5359 winter quarter** (listed on page 13) during the first year of the program. These courses are not included in the fieldwork response to the standard as the classroom for student teaching may not have students with mild moderate disabilities. Thus only the EPSY fieldwork is identified.

The Education Specialist Mild Moderate and Moderate Severe Disabilities Program consists of 28 units of mild moderate and moderate severe common coursework (trunk) and 24 units of authorization specific coursework for mild moderate disabilities (branches). Incorporated into the coursework are field based assignment that provide an opportunity for candidates to apply their learning. Supervised fieldwork in the areas of mild moderate or moderate disabilities begins the spring quarter of the first year and continues through out the second of the program.

Curriculum and instruction related courses are placed throughout the program and provide opportunities for candidates to develop the knowledge and skills to teach and support their students. These courses are presented in the response to the standard.

All candidates complete the following courses that incorporate curriculum and instruction practices identified in the response to the standard:

**EPSY 5021** Teaching All Students in Diverse Classrooms

**EPSY 6120** Communication; Collaborative Teaming and Management

**EPSY 6129** Advanced Study in Collaborative Service Delivery, Education, and Transition
Other trunk courses including EPSY 6141 Social Networks and Communication for Students with Autism Spectrum Disorders (ASD) and Other Disabilities and EPSY 6143 Advanced Studies in Individual and School Wide Behavioral Supports were not included for the purposes of the response to this standard. Almost all courses within the program have some elements of curriculum and instruction.

Mild Moderate Disabilities candidates complete the following courses that incorporate curriculum and instruction practices:

EPSY 5125 Methods and Materials for Mild Moderate Disabilities
EPSY 6127 Instructional and Behavioral Support
EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities
EPSY 6134 Advanced Instruction for Mild Moderate Disabilities

The fieldwork sequence EPSY 6860, EPSY 6862, EPSY 6880(4) and EPSY 6880(8) provides opportunities for candidates to implement content and strategies from their courses in the field.

Mild/Moderate Standard 3 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tbody>
<tr>
<td>prepares candidates to select curricula that will give access to core standards</td>
<td>EPSY 5021, EPSY 5125, EPSY 6120, EPSY 6133</td>
<td>EPSY 6860, EPSY 6862, EPSY 6880 (4), EPSY 6880 (8)</td>
</tr>
<tr>
<td>use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities</td>
<td>EPSY 5125, EPSY 6133, EPSY 6134</td>
<td>EPSY 6880 (4), EPSY 6880 (8)</td>
</tr>
<tr>
<td>candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum implemented and adjusted systematically to</td>
<td>EPSY 6131</td>
<td>EPSY 6860</td>
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promote maximum learning and academic achievement

| have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods of instruction for students with mild/moderate reading disorders | EPSY 6133  
EPSY 6134 | EPSY 6880 (4)  
EPSY 6880 (8) |
|---|---|---|
| knowledge of basic strategies and interventions for students who are not responding to the current instructional environment | EPSY 5021  
EPSY 5125  
EPSY 6133  
EPSY 6134 | EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |
| candidates to create instructional and behavior support partnerships with parents/families. | EPSY 6127  
EPSY 6129  
EPSY 6131 | EPSY 6862  
EPSY 6880 (4)  
EPSY 6880 (8) |

Prepares candidates to select curricula that will give access to core standards

Candidates begin their exploration of general education curriculum and the strategies to enable students with mild moderate disabilities to access the core curriculum in EPSY 5021 Teaching All Students in Diverse Classrooms. Through course readings, instructor and practitioner presentation and media, candidates learn strategies to incorporate into differentiated and Universal Design for Learning lessons in order to give access to core standards. As candidates complete the Differentiated Instruction Model Lesson (UDL Model Lesson, (Assignment 3, see page 3) assignment, they demonstrate their skills in selecting curricula to make the core content accessible to students with Mild Moderate Disabilities. Candidates incorporate tired curriculum, and options for additional support into their lessons.

EPSY 5125 Educational Practices: Mild Moderate Disabilities candidates learn about specialized curricula and appropriate strategies that will lead students to access the core standards though lectures, evaluation of websites. The Evidence Based Practice sections in chapter readings from Strategies for Teaching Students with Learning and Behavior Problems 9th ed (Vaughn & Bos, 2015) provide explicit instruction of strategies for use in teaching students. Candidates incorporate these strategies into lessons designed to meet the needs of individuals presented in instructor created cases.
Candidates continue to select curricula that will give access to core standards as they complete the Universal Design Collaborative/Cooperative Learning Lesson (Assignment 1, see page 3) in EPSY 6120. In small groups candidates design lessons that incorporate strategies and curricula that will provide access to core curriculum and standards that meet the instructional and curriculum needs of a target student. These lessons provide candidates with opportunities to identify and select interventions for students who are not responding to the current instructional environment with a focus on response to instruction, Universal Design for Learning, evidence-based curricula, and effective instructional methods.

In a second assignment, Individual Consultation Report / Process Outline (Assignment 3, see page 4), candidates work with their master/cooperating teacher or other site person to identify barriers to accessing instruction, curriculum; then they plan to differentiate the curriculum, instructional strategies, or methods of input or output to provide students with access to core standards. Candidates may incorporate alternative curriculum to enable students to access the core standards at their level.

Candidates learn of the curriculums that may be incorporated into interventions in EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities. In-class activities such as completion of IRIS Modules (e.g. High Quality Mathematics, What Teachers Should Know, http://iris.peabody.vanderbilt.edu/module/math/), and web site investigations (What Work Clearinghouse, OSEP Ideas that Work, k12academics (Math Program), U.S. Department of Education) all provide content for candidates to incorporate into their lessons. Lessons prepared based on content in EPSY6133 and incorporating the Self Regulated Strategy Development model http://iris.peabody.vanderbilt.edu/module/srs/challenge/ are implemented in fieldwork, EPSY6862. The technology assignment requires that candidates integrate technology into instruction to enable students to access core curriculum. Presentations of Wilson (www.wilsonlanguage.com/), Slingerland (www.slingerland.org/), Lindamood Bell (www.lindamoodbell.com/), Touch Math (https://www.touchmath.com/) and Kansas Strategies (www.ku-crl.org) for Assignments 4 and 5 (see page 3) and other programs provide candidates with options for instruction.

Candidates review programs such as Triumphs (reading and math), and, Leveled Literacy, Read 180, System 44, Lexia, and National Geographic Reach! as alternate curriculums to enable students to build the skills to meet state standards.

Candidates continue to create and implement lessons and content in fieldwork and student teaching experiences, EPSY 6862, EPSY 6880(4) and EPSY 6880(8).

use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities

Throughout the program candidates are introduced to, practice and then apply multiple evidenced based strategies to meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The curriculum and instruction sequence EPSY 5125 Educational Practices for Mild Moderate
Disabilities. **EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities** and **EPSY 6134** provides candidates with multiple exposures to content. Thus, across courses in the program, candidates demonstrate their knowledge of strategies and interventions for students who are not responding to the current instructional environment.

Candidates are expected to apply these strategies in lessons and interventions within their fieldwork and student teaching placements in **EPSY 6860, EPSY 6862, EPSY 6880(4)** and **EPSY 6880(8)**.

**EPSY 5125 Educational Practices for Mild Moderate Disabilities** provides an introduction to curriculum and instruction for students with learning and behavior problems. Course readings in *Strategies for Teaching Students with Learning and Behavior Problems 9*th ed. (Vaughn & Bos, 2015) provide candidates with valuable resources for evidence based strategies.

The Lesson Observations (*Assignment 5*), Research/Curriculum (*Assignment 6*) and the Lesson Analysis (*Assignment 7 (SEE PAGE 3)*) require that candidates locate, develop, implement and evaluate strategies including those considered best practices and research/evidence based instruction.

In **EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities** candidates explore websites that can serve as resources for content and instruction in **EPSY 6133** including Center for Response to Intervention [http://www.rti4success.org/](http://www.rti4success.org/), Center for Applied Special Technology [www.cast.org](http://www.cast.org), NICHCY [www.nichcy.org](http://www.nichcy.org) and [www.parenthub.org](http://www.parenthub.org). Content and strategies as identified in IRIS Center modules [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu) are incorporated into candidates’ lessons. Based on the content learned from media investigations, prior course reading and current course material candidates create a series of lessons on a topic (*Assignment 5, see page 3*) that are taught in candidates’ fieldwork placement. In addition, candidates incorporate evidence based strategies into their responses for the Performance Evaluation (*Assignment 1, see page 3*), Learning Skills/Strategies (*Assignment 2, see page 3*) assignments.

**EPSY 6134 Advanced Instruction Mild Moderate Disabilities** focuses on the application of evidence based strategies for teaching curriculum within the context of executive functioning. In the completion of the Executive Functioning Case Study (*Assignment 1, see pages 2-3*) candidates identify the curriculum and instructional content to build executive functioning skills. Candidates integrate evidence based instructional practices with self management strategies. Candidates complete a series of five lessons on a topic of interest and need.

Instructional lessons are carried out in **EPSY 6862** and **EPSY 6880(4)** fieldwork placements. Master/cooperating teachers and University supervisors evaluate candidate performance.
Candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum implemented and adjusted systematically to promote maximum learning and academic achievement.

Although informal, benchmark and progress monitoring assessment data is presented in EPSY 5021 Teaching All Students in Diverse Classrooms and EPSY 5125 Educational Practices Mild Moderate Disabilities as a basis for data collection, candidates are introduced to assessments that provide standardized as well as standards based findings in EPSY 6131 Assessment: Mild Moderate Disabilities. In class activities including data assessment, examination of core standards, SEIS and instructional plans prepare candidates to complete the Assessment Report/Case Study (Assignment 5, see page 4).

The EPSY 6131 Assessment Report/Case Study (Assignment 5, see page 4) requires that candidates collect data from a variety of sources including formal assessment such as the WJIII or WIAT, criterion referenced sources and curriculum (standards) based sources on a target student. Based on the analysis of the data collected, candidates collaboratively (with the site IEP team, master/cooperating teacher) develop IEP goals, instructional plans and identify adaptations that are responsive to the unique needs of the student and the requirements of the core curriculum.

Candidates begin their fieldwork EPSY 6860 while taking EPSY 6131. Fieldwork is continued through the second year of study EPSY 6862, EPSY6880(4) and EPSY 6880(8). Candidates work with their master/cooperating teachers to create instruction that is based on students IEP goals and the content curriculum. As candidates implement instruction, they make adjustments to maximize instruction and promote learning. Candidates log their work to document instruction in the field.

Have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods of instruction for students with mild/moderate reading disorders

Candidates investigate evidence based curricula and instructional methods that are effective with students with mild moderate disabilities beginning in EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities and continue in EPSY 6134 Advanced Instruction for Mild Moderate Disabilities. In EPSY 6133, candidates learn and then implement the Self Regulated Strategy Developmental Model (Reid & Lienemann, 2008) in a series of three lessons in the EPSY 6862 fieldwork assignment.

In both courses website investigations include University of Kansas, KU Center for Research on Learning KUCRL www.ku-crl.org, for content regarding the Strategic Intervention Model and Learning Strategies curriculum and evidence based practices. Additional web searches include IRIS Center iris.peabody.vanderbilt.edu/ and the University of Nebraska, Lincoln Cognitive Strategy Instruction, cehs.unl.edu/csi. Using the University of Nebraska website, candidates investigate strategies for Learning How to Read, Write and to do Math. Instructional practices and strategies include teaching strategies (cognitive development strategies), writing strategies, self-regulation strategies,
study skills, and reading. Candidates examine the lesson plans posted on the website and incorporate the content, when appropriate, from the plans into their lessons.


Knowledge of basic strategies and interventions for students who are not responding to the current instructional environment.

Candidates become familiar with the RTI process in EPSY 5021 Teaching All Students in Diverse Classrooms. Course readings and lectures identify the components of RTI and the importance of monitoring students’ response to instruction. Interventions for students who are not responding to the current instructional environment are reinforced in EPSY 5125 Educational Practices for Mild Moderate Disabilities. Course readings include chapters with specific strategies for teaching skills and academic content.

Additional investigations into evidence based practices continue in EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities Investigation into the instructional strategies from the University of Kansas, www.ku-crl.org, for content regarding the Strategic Intervention Model and Learning Strategies curriculum and evidence based practices. Additional web searches include IRIS Center iris.peabody.vanderbilt.edu/ and the University of Nebraska, Lincoln Cognitive Strategy Instruction, cehs.unl.edu/csi. Using the University of Nebraska website, candidates investigate strategies for Learning How to Read, Write and to do Math.


In EPSY 6134 Advanced Instruction for Students with Mild Moderate Disabilities, candidates research and present a review of an instructional program, strategy or process that may be incorporated into the instruction to teach students who are not responding to the current instructional environment.

Programs include:
An in class activity requires that candidates locate materials that could be a part of a MTSS or tiered instructional program.

**Candidates to create instructional and behavior support partnerships with parents/families**

Throughout the fieldwork experience, candidates, under the guidance of their master/cooperating teacher, work to build relationships with parents/families. Effective collaboration with parents and families is a practice that is evaluated by the master/cooperating teacher and the University supervisor. Other assignments require evidence of activities to build parent partnerships. Candidates include the parents in the Assessment Report/Case Study (Assignment 4, see page 4) completed in EPSY 6131. Candidates create a letter that explains the findings from the assessment that parents are able to understand. Parents are invited to share their goals for their child as well as concerns in the IEP meeting. Candidates and parents create a communication system from school to home. In EPSY 6127 candidates interview the parents/families of the student who is the subject of the Behavior Support Intervention Plan (Assignment 2, see page 4) to gather information that will aid in developing a partnership towards supporting the child. Specific steps that the parent/family can take are included in the plan.

As a part of the EPSY 6129 Transition Planning Assignment (Assignment 2, see page 11) candidates demonstrate practices for building partnerships with parents. Candidates share with parents the supports, community activities, transportation, mental health, wellness, and other resources that will benefit the students and the family.
Mild/Moderate Standard 4: Positive Behavior Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Each candidate is able to participate effectively in school wide behavior support processes.

Candidates earning the Education Specialist credential for serving students with Mild/Moderate disabilities complete several courses that provide opportunities to acquire knowledge and skill relating to creating positive learning environments and to provide respectful behavior supports that are proactive, positive and integrated with instruction and curriculum. Content learned is demonstrated within class and fieldwork activities. Positive behavior support is at the foundation in increasing student learning. As an approach for changing a child's behavior that is based on humanistic values and research it offers an approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior. Strategies for positive behavior support are threaded throughout the program. Candidates in the Education Specialist: Mild Moderate and Moderate Severe Disabilities credential programs take four of the five courses identified below jointly. Thus they are prepared across the program to develop individual and school-wide positive behavioral supports for students.

Mild/Moderate Standard 4 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tbody>
<tr>
<td>Establishing and maintaining an educational environment that is free from coercion and</td>
<td>EPSY 5021</td>
<td>EPSY 6860</td>
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<tr>
<td>punishment and where interventions are positive, proactive and respectful of students</td>
<td>EPSY 6143</td>
<td>EPSY 6862</td>
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<td></td>
<td>EPSY 6141</td>
<td>EPSY 6880 (4)</td>
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<td>EPSY 6127</td>
<td>EPSY 6880 (8)</td>
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<tr>
<td>Design and implement positive behavior support plans and interventions based on functional</td>
<td>EPSY 6143</td>
<td>EPSY 6860</td>
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<tr>
<td>assessments and participate in manifest determination hearings.</td>
<td>EPSY 6141</td>
<td>EPSY 6862</td>
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<td></td>
<td>EPSY 6127</td>
<td>EPSY 6880 (4)</td>
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<td>EPSY 6880 (8)</td>
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Establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive and respectful of students

Candidate’s first class, **EPSY 5021 Teaching All Students in Diverse Classrooms** provides the foundation for the concepts of proactive, positive, function-based interventions for problem behavior. Program expectations for all instructional and behavioral interventions to be respectful and differentiated are emphasized. Candidates learn about the three-tiered school-wide PBS model via lectures, reading, media, class discussions and activities. At the end of the course candidates are able to articulate the rationale for, process of and implementation of the tier one (school-wide) level of PBS for all students in general education schools. As candidates complete the **Observation and evaluation of three different special education service delivery models (Assignment 1, see page 3)**, they consider the system of positive behavior support and its impact on the students. Classroom management and individual behavioral interventions are observed and evaluated in relation to the models provided in class and readings. Recommendations are then suggested to improve these practices.

Candidates continue to build knowledge and skills in **EPSY 5126 Special Education Law and Program Design**, which provides information regarding legal requirements for the implementation of functional assessments, development of individualized PBS plans, manifestation determination hearings, suspension, expulsion, and change of placement processes. Candidates complete a **midterm exam (grading criteria 3, see page 3)** that includes questions relating to PBS. Candidates determine appropriate PBS supports as they complete the **IEP Analysis and Evaluation assignment (Assignment 2, see page 8)**.

Candidates incorporate a variety of interventions as presented in **EPSY 6143 Advanced Studies in Individual and School Wide Positive Behavioral Supports** to create a positive learning environment. Course content focuses on preparing teachers to utilize, social and instructional strategies to meet the needs of students with autism spectrum disorders and other disabilities, including those who are English Learners, thus assuring maximal participation and learning for ALL students. The **PBS assignment (Assignment 3, see pages 10-11)** requires that candidate collect information regarding a student, analyze the data, and create a positive behavior support plan.

In **EPSY 6141, Social Networks and Communication for Students with Autism Spectrum Disorders & Other Disabilities** candidates learn to use strategies to increase student communication. Often the lack of communication skills leads to misunderstanding and problem behavior. The comprehensive **PBS Assignment (see page 7)** requires that candidates incorporate several ways to build students communication skills. This includes the development of social stories™, conversation strips, power cards and contingency
maps (see page 7-10) to assist students in understanding social context and rules to enable candidates to demonstrate their ability to create a positive learning environment. In completing the Visual schedule Assignment (page 9) candidates demonstrate the use of within and across activity schedules and other visual supports to create predictability across the school day.

In EPSY 6127 Instructional and Behavioral Support candidates review the video vignettes and then complete modules from the IRIS Center (Assignment 3, page 5) to demonstrate their understanding of positive behavior support plans and interventions based on functional assessments. As candidates complete these modules they create their own system of classroom management and positive behavior support.

Through responses to course readings and participation in class discussions candidates identify psychological variables in the classroom environment that impact student behavior. They continue the examination of influences on students’ behavior by identifying effective strategies to help students achieve academic and social success.

Throughout the program classroom management strategies are presented via lecture, media and readings. Specific management strategies are organized by the following categories: getting acquainted, classroom rules, reinforcement of good behavior, organization and time management, maximizing student participation, physical environment/ classroom climate, teacher attitudes and beliefs and being proactive. Theorist presentations (Assignment 4, page 5) and applications present the many ways that teachers can organize classroom management to support positive behaviors. Candidates share examples of effective strategies experienced in prior TED student teaching placements (TED 5354 and TED 5359) (listed on page 13) as well as in their current field placement (EPSY 6862). These examples are then added to a document “Classroom Management: Where to Begin” that is organized according to the categories noted above. Candidates demonstrate competence by developing a comprehensive plan that will guide their management practices as teachers.

Candidates implement the content relating to Positive Behavior from courses within their fieldwork and student teaching assignments EPSY 6860, EPSY 6862, EPSY 6880(4), and EPSY 6880(8) as identified below:

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<tr>
<th>Course</th>
<th>Fieldwork/Student Teaching</th>
<th>Field-based Assignments</th>
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<tbody>
<tr>
<td>5021</td>
<td></td>
<td>Observation of service delivery models</td>
</tr>
<tr>
<td>5126</td>
<td>TED/SPED candidates in TED 5354 SPED only candidates within their teaching positions</td>
<td>IEP analysis Collaboration with general education teacher</td>
</tr>
<tr>
<td>6127</td>
<td>EPSY 6862</td>
<td>Functional Behavioral Analysis and subsequent</td>
</tr>
</tbody>
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Ability to design and implement positive behavior support plans and interventions based on functional assessments and participate in manifest determination hearings.

Candidates design and implement positive behavior support plans and intervention based on functional assessments beginning in EPSY 6143 Advanced Studies in School-wide and Individual Positive Behavior Support, the primary course that takes candidates through the comprehensive process of functional assessment and designing individualized PBS plans and interventions.

Course content is provided in a systematic process with practice, assignments and feedback for increasingly sophisticated content throughout the course. Through readings, lectures, speakers, media, and class discussions and activities candidates, learn, discuss and practice a variety of assessments and positive intervention strategies. This course prepares candidates to establish and maintain an educational environment where interventions are positive, proactive, and respectful of students, and that is free from coercion and punishment. This course focuses on: a) theoretical and ethical foundations of positive behavior supports and; b) collaborate with others to positively support individual and group behavior plans; c) functional behavioral assessment; d) development and implementation of positive behavior support plans, and e) supporting students to develop as self-regulated learners.

Substantive course readings in the syllabus (see pages 6-10) including foundational research and current practice and instructor lectures prepare candidates to participate effectively in school wide behavior support processes. Assignments include proactive strategies to prevent occurrence and/or escalation such as identifying antecedents, positive expectations, consistent routines, self-monitoring, etc. (Assignments 1-4, see pages 6-12) are shared in class, through instructor lectures, media, and practitioner presentations. Strategies for both academic and non-academic settings are covered, with a focus on inclusive settings.

Candidates develop a Comprehensive PBS plan (Assignment 3, see pages 6-12) for at
least one student with complex behavioral needs in their school. Included are family members, related service personnel, general educators and community agency representative in the assessment, intervention development and monitoring process of a PBS plan for this student (observe 1 full day). The Assignment Template (see page 10) structures the content and provides guidance to candidates. This plan includes teaching the student self-monitoring or self-regulating behaviors that can be used across settings (school, home, community) and that address the student’s ability to cope with unpredictable situations. In order to complete the Comprehensive PBS Plan (Assignment 3, see pages 6-12) candidates complete several assignments: a behavior analysis, a functional behavioral assessment, an assignment to increase/decrease behavior, and a self management plan.

As candidates complete the Comprehensive PBS plan (Assignment 3, see pages 6-12) they complete a comprehensive functional behavioral assessment (FBA), demonstrate competence via the collection and analysis of ABC data. They identify patterns in antecedents/triggers for behavior targeted for reduction, as well as patterns in consequences. Candidates conduct the assessments and design interventions for a student with disabilities that includes problem behavior in their concurrent inclusive field work placement EPSY 6860. They then identify initial hypotheses regarding the function of the target behavior and determine options for behavior reduction via changes in the antecedent and/or consequence conditions. Candidates then add to the assessment data, revise or confirm the hypothesized function of the target behavior, collect baseline data and develop an intervention plan that includes a systematic schedule of reinforcement including details regarding the relationship of initial levels of reinforcement to baseline data, levels of intervention with criterion for movement to each level and a systematic plan for weaning the reinforcement schedule. This major PBS assignment, Comprehensive PBS Plan (Assignment 3, see pages 6-12) is divided into smaller assignments that are evaluated separately: Behavior Analysis A; Functional Behavior Assessment; Increase/Decrease Behavior Assignment; Self-Management (Assignments 1-4, see page 6-12).

Candidates then practice using multiple functional behavioral assessment (FBA) instruments. In addition to ABC data, candidates use tools such as the Motivation Assessment Scale, Scatter Plots, Behavioral Mapping, and multiple student, family, and professional interview formats to gather more comprehensive FBA information for their target student. Each candidate demonstrates competence by conducting assessments collecting data and developing multi-element support plans that include antecedent interventions to preclude the need for problem behavior (these include instructional & curricular modifications as well as altering antecedent patterns), instruction of replacement behavior, communication and/or social skills instruction, self-regulatory/self-management/coping strategies and where needed, crisis intervention strategies (Self-management, and Comprehensive PBS Assignments, see pages 10-12).

Detailed strategies for School-wide (tier 1) PBS interventions are provided through readings and course lectures. Candidates explore multiple examples of implementation, including processes, materials developed, in-service training materials including lesson plans and ongoing coaching from a variety of schools that are implementing school-wide
PBS. Examples and materials are provided for elementary, middle and high schools so candidates can examine and evaluate practices across the age range of students covered by the Education Specialist credential.

Strategies for tier two interventions (e.g. Check-in, Check-out, mentoring) are provided completing the three-tiered triangle of PBS interventions. Candidates explore assessment and intervention strategies from schools using these interventions. They demonstrate understanding via group activities comparing the school examples with the model presented in lecture and readings.

After completing EPSY 6143, candidates complete EPSY 6127, Instruction and Behavioral Support for Mild Moderate Disabilities. This course is designed to enhance a teacher’s knowledge and skills through acquisition, utilization and refinement of research-based and culturally responsive educational and positive behavior intervention and support strategies; “that create a positive classroom climate within which effective teaching and learning can occur” (Martin & Sugarman, 1993).

Case law and case studies introduce candidates to guidelines for special education student removals for disciplinary purposes (e.g., suspensions, expulsions, manifestation determination, and interim alternative placements). Research reports, case law and case studies are used to discuss the issues involved in use of restraints and seclusion in schools. EPSY 6127 focuses on positive practices for supporting students with behavior disorders within the general education program and other models of service delivery. Of particular importance is the emphasis on strategies to reduce the overrepresentation of students of color receiving special education services under the designation of having emotional disturbance and the disproportionality of student of color often removed from classrooms due to disciplinary actions. Through readings, class presentations, guest speakers, and examination of practices, candidates learn and use classroom management as a tool to prevent and reduce disproportionality.

IRIS Center (iris.peabody.vanderbilt.edu) video modules present evidence-based practices for classroom management, including the development of a comprehensive behavior management plan and ways to address disruptive and non-compliant behaviors. Candidates review the video vignettes and then complete modules from the IRIS Center (Assignment 3, see page 5) to demonstrate their understanding of positive behavior support plans and interventions based on functional assessments. As candidates complete these modules they create their own system of classroom management and positive behavior support.

Candidates demonstrate their knowledge regarding positive classroom environments through a classroom presentation they identify psychological variables in the classroom environment that impact student behavior. They continue the examination of influences on student’s behavior by identifying effective strategies to help students achieve academic and social success. Candidates apply components of their classroom management system in their fieldwork EPSY 6862. Candidates investigate the
community resources in the areas of mental health, counseling, behavior intervention, and other family services available to students and their families.

The major assignment for **EPSY 6127 Instructional and Behavioral Support Mild Moderate Disabilities** requires that candidates demonstrate their ability to implement **Positive Behavior Support (PBS) plan (Assignment 2, see page 4)** for a student with significant behaviors that negatively impact learning. Candidates collect data on one student by selecting one target behavior requiring intervention for that student. Utilizing behavioral and instructional strategies learned throughout the course, they write a behavior support plan for the student that will increase the student’s behavioral success. Candidates design a plan for teaching the necessary skills and implement the plan for a minimum of 4-6 weeks, documenting student progress.

**EPSY 6141 Communication and Social Networks for Students with Autism Spectrum Disorder and other Disabilities** follows **EPSY 6127**. The purpose of **EPSY 6141** is on preparing teachers to utilize, social and instructional strategies to meet the needs of students with autism spectrum disorders and other disabilities, including those who are English Learners, thus assuring maximal participation and learning for ALL students. As characteristics of students with ASD often include difficulty with communication/social skills and subsequent problem behavior, candidates have the opportunity to apply the **FBA and Comprehensive PBS strategies (Assignment 1, see pages 7-9)** with a student with the label of ASD in a different field placement. Candidates demonstrate competence with a variety of evidence based antecedent intervention strategies for individuals with ASD that help to both reduce problem behavior and to improve communication and social skills and networks. These include: the development of social stories™, conversation strips, power cards and contingency maps to assist students understand social context and rules (social story/conversation strip, power card/contingency map assignments, see page 9). In and out of class activities provide opportunities for candidates to demonstrate the use of within and across activity schedules and other visual supports to create predictability across the school day, **Visual schedule Assignment**. Candidates implement the use of discrete trial and pivotal response training strategies to provide systematic instruction of new skills (including teaching socially acceptable replacements for target behavior) to a student in their EPSY 6880 fieldwork placement in the **Instructional plan using discrete trial or pivotal response in a teaching (Assignment 5, see page 9)**. In addition to the application with the focus k-12 student in the concurrent fieldwork EPSY 6880, candidates read articles specific to each of these techniques that are also practiced in class. The comprehensive **PBS plan** is a signature assignment that incorporates the intervention strategies described above in addition to the multi-element components learned in prior courses.

Each candidate is able to participate effectively in school wide behavior support processes.

In **EPSY 6880(8)** candidates design a classroom management plan for his or her classroom and specific student population. The plan includes the development of rules and expectations; relationship building with students, colleagues (general education
teachers, paraprofessionals and other service providers) and family members; strategies for increasing student engagement and for providing quality instruction; appropriate response to minor misbehavior; interventions for students with challenging behaviors; and finally, a crisis management plan to respond to behavioral and medical emergencies. Candidates include this classroom management plan in their final portfolio completed in EPSY 6670.

Throughout the program classroom management strategies are presented via lecture, media and readings. Specific management strategies are organized by the following categories: getting acquainted, classroom rules, reinforcement of good behavior, organization and time management, maximizing student participation, physical environment/ classroom climate, teacher attitudes and beliefs and being proactive. Candidates share examples of effective strategies experienced in prior TED student teaching placements (TED 5354 and TED 5359) (listed on page 13) as well as in their current field placement (EPSY 6860). These examples are then added to a document “Classroom Management: Where to Begin” that is organized according to the categories noted above. Candidates demonstrate competence by developing a comprehensive plan that will guide their management practices as teachers in EPSY 6670.

Candidates implement the PBS, social skills lesson and classroom management and intervention plans in their fieldwork and student teaching courses EPSY 6860, EPSY 6862, EPSY 6880(4), EPSY 6880(8). When appropriate they develop multi-element PBS plans early in the quarter in order to have the opportunity to implement, evaluate and make needed data-based adjustments to the plans. As with all courses that address PBS, candidates conduct these activities with students in inclusive local schools. They utilize the collaboration and communication skills acquired in EPSY 6120 Communication: Collaboration, Teaming and Management and EPSY 6129 Advanced Studies in Collaborative Service Delivery and Transition to work with professionals and the IEP team in the PBS assessment, plan development, evaluation and modification process. Additionally, candidates demonstrate participation is school wide behavior support through evidence in their portfolio in EPSY 6670.
Mild/Moderate Standard 5
Specific Instructional Strategies for Students with Mild/Moderate Disabilities

The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities. The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

The structure of the Education Specialist Mild Moderate Disabilities Credential program requires that candidates either already hold a Multiple Subject or Single Subject credential with authorization to teach English Learners or complete the TED/SPED dual credential, multiple subject/education specialist program. Thus all candidates are prepared to teach across service delivery models within general education and special education programs.

SPED Only candidates complete the special education (EPSY) coursework and are recommended for the Education Specialist Mild Moderate Disabilities Credential at the completion of the program. TED/SPED candidates – complete both general education (TED) and special education (EPSY) coursework and are recommended for the Education Specialist Mild Moderate Disabilities Credential and the Multiple Subjects with ELD authorization credentials at the completion of the program. Candidates complete their subject specific general education coursework TED courses. TED/SPED candidates – complete both general education (TED) and special education (EPSY) coursework and are recommended for the Education Specialist Mild Moderate Disabilities Credential and the Multiple Subjects with ELD authorization credentials at the completion of the program

Mild/Moderate Standard 5 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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</thead>
<tbody>
<tr>
<td>Program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general</td>
<td>TED 5352</td>
<td>TED 5354</td>
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<td>TED 5356</td>
<td>TED 5359</td>
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<td>TED 5360</td>
<td>EPSY 6860</td>
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<td>TED 5350</td>
<td>EPSY 6862</td>
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<td>EPSY 6880(4)</td>
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<td>EPSY 6880(8)</td>
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<tr>
<td>Education Curriculum Across Settings</td>
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<tr>
<td>Program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods are used for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities</td>
<td>EPSY 5021</td>
<td>EPSY 6860</td>
</tr>
<tr>
<td>EPSY 5125</td>
<td>EPSY 6862</td>
<td></td>
</tr>
<tr>
<td>EPSY 6133</td>
<td>EPSY 6880(4)</td>
<td></td>
</tr>
<tr>
<td>EPSY 6134</td>
<td>EPSY 6880(8)</td>
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| Know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods | EPSY 5021 | EPSY 6860 |
| EPSY 5125 | EPSY 6862 |
| EPSY 6133 | EPSY 6880(4) |
| EPSY 6134 | EPSY 6880(8) |
| EPSY 6135 |   |
| TED 5350 |   |

| Know how to select and adapt standards-based curricula and supplementary materials in these skill areas | EPSY 5021 | EPSY 6860 |
| EPSY 6133 | EPSY 6862 |
| EPSY 6134 | EPSY 6880 (4) |
| EPSY 6120 | EPSY 6860 (8) |

TED/SPED candidates are placed in student teaching placements for TED 5354 and TED 5359 (listed on page 13) where teachers model instructional strategies responsive to the needs of students with mild/moderate disabilities, English Learners, speakers of non-standard English, struggling students and advanced learners. These teachers model practices that are consistent with the Reading/Language Arts and math framework and provide students with a range of abilities access to the Common Core State Standards. EPSY fieldwork placements with master/cooperating teachers that model effective practices for teaching students with mild/moderate disabilities, collaborating with general education, and ensuring that student have access to the academic curriculum and
Common Core State Standards provide candidates with multiple opportunities to demonstrate their knowledge and skills in relation to the content of the standard.

*Program presents candidates with the depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings*

TED/SPED candidates complete all Multiple Subject content methods courses. In addition candidates complete the PACT assessment in the area of Reading/Language Arts. Prior to the completion of PACT, candidates complete Content Assessment Test assessments in the areas of Science, Math, and Social Sciences (see pages 33-34).

The English/Language Arts sequence consists of three courses TED 5352, TED 5356 and TED 5360. Social studies content is integrated into TED 5360. In the Reading/Language Arts sequence candidates study how all students, including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners, learn through language and become literate as they participate in word work, read and respond to core literature selections, participate in reading and writing workshops, participate in theme cycles and other thematic units. Candidates learn how to assess and document their learning in processes and through products. Reading and writing skills are intensively practiced in fieldwork and student teaching experiences.

**TED 5352 Reading and Language Arts A** presents candidates with an introduction to the processes and content for teaching developmental reading. Course texts including *Words their way: Word study for phonics, vocabulary, and spelling instruction* 4th ed. (Bear, Invernizzi, Templeton & Johnson, 2008), and *Literacy for the 21st Century: A balanced approach* 6th ed. (Tompkins, 2010) provide candidates with research based content for teaching literacy content and skills to students including English Learners and students with disabilities. Emphasized are strategies for developing early literacy skills such as phonemic awareness (PA), concepts about print (CAP), word recognition and phonics. Candidates complete a lesson plan to develop fluency (*Assignment 1, see page 3*) and a series of in class activities for planning lessons for specific groups of students. This *Embedded Signature Assignment (ESA) (see page 3)*, requires that candidates complete a PACT like lesson that is evaluation by PACT Rubrics 11 and 12.


**TED 5356 Reading and Language Arts B** builds on the content of **TED 5352 Reading and Language Arts A** and presents strategies and content for teaching vocabulary and comprehension skills. Course texts including *Words their way: Word study for phonics, vocabulary, and spelling instruction* 4th ed. (Bear, Invernizzi, Templeton & Johnson, 2008), and *Literacy for the 21st Century: A balanced approach* 6th ed. (Tompkins, 2010)
provide candidates with research based content for teaching literacy content and skills to students including English Learners and students with disabilities. Emphasized are strategies for word analysis, vocabulary, background knowledge, academic language and comprehension. Candidates complete and teach a vocabulary and comprehension lesson (Assignments 1 and 2, see page 3). Evidence submitted includes student work.

Course readings are complemented with investigations of the following websites
California Reading/Language Arts Framework: http://www.cde.ca.gov/ci/rl/cf/

In **TED 5360 Reading C Language Arts and Social Studies** candidates incorporate the content from **TED 5352 Reading and Language Arts A** and **TED 5356 Reading and Language Arts B**, but focuses on the language arts, especially reader response and writing. Course texts including *Words their way: Word study for phonics, vocabulary, and spelling instruction* 4th ed. (Bear, Invernizzi, Templeton & Johnson, 2008), and *Literacy for the 21st Century: A balanced approach* 6th ed. (Tompkins, 2010) provide candidates with research based content for teaching literacy content and skills to students including English Learners and students with disabilities. These readings are supplemented with the text *Creating Writers Through 6-Trait Writing: Assessment and Instruction* 6th ed. (Spandel, 2013). This text presents candidates with strategies for writing within the Common Core including the links between the 6-traits and the Common Standards for Writing. In **TED 5360, Reading C Language Arts and Social Studies**, candidates complete a Writing Process Lesson Plan (Assignment 1, see pages 4-5) where they write and teach a standards-based writing lesson sequence that includes explicit descriptions of teacher strategies and corresponding student activities for each of the following writing stages: prewriting, drafting, revising, editing, and publishing. Artifacts of student work accompany the submitted lesson.

In-class activities in **TED 5360 Reading C Language Arts and Social Studies** incorporate oral reading of a social studies related children’s book, choral reading, echo reading and other oral language and critical listening strategies.

Course readings are complemented with investigations of the following websites, California Reading/Language Arts Framework: http://www.cde.ca.gov/ci/rl/cf/

TED/SPED candidates also complete **TED 5350, Curriculum and Instruction: Mathematics**. The course text *Elementary and middle school mathematics: Teaching developmentally* 8th ed. (Van de Walle, 2008) provides candidates with research based practices for teaching mathematics including hands on activities, manipulatives, and the language of mathematics. Video and course lecture include strategies for teaching mathematical concepts and problem solving. The table of contents for the text presents the topics for instruction including but not limited to teaching math equitably to all children, developing early number concepts and number sense, algebraic thinking: generalizations, patterns and functions and decimal and percentage concepts and decimal
computation. Each chapter contains specific language, strategies, manipulates and technology for teaching the content.

Course lectures, media, quick-writes and in class activities prepare candidates plan instruction based on the assessment of students’ mathematical understanding and to teach mathematics using multiple strategies and methods that meet the needs culturally and linguistically diverse students, students with special needs and advanced students. In class activities and demonstrations require that candidates demonstrate skills in making mathematics concepts concrete and meaningful by engaging students in real-world problems and multiple representations (e.g., manipulatives, diagrams, physical models, computer-generated models), encouraging discussions of multiple solution strategies, and providing clear explanations and academic language so that all students can learn.

Course in class activities require that candidates assess student’s knowledge regarding mathematics using strategies such as observation, questioning, evaluation of student work, rubrics, student self-assessment, logs and journals. Through these processes candidates gather evidence about student learning, address misconceptions and misunderstandings in order to provide appropriate scaffolds and pacing.

Another assignment in EPSY 5350 requires that candidates complete a Team Presentation and Blackboard (Assignment 6, see page 6) posting based on demonstrating how to infuse a particular PROCESS STANDARD from the new CC-Math standards into lessons. In this assignment candidates identify the concepts that govern the topic and explain how this lesson links to the concepts that govern the topic. They explain what prior knowledge the students must have and how this lesson builds a bridge (links) from prior understandings to the new concept(s). Candidates include a discussion of at least 4 different, appropriate manipulatives that would support the learning of the CONCEPT (not necessarily only for this one lesson) and post these manipulatives to our discussion site on Blackboard with any necessary explanation. Candidates show how to adapt the lesson for SDAIE, ELL, and students with special needs. Candidates choose the set of standards used in the district of their placement. For this assignment, candidates choose the set of standards used in the district of their placement.

Additionally, the instructor presented session on lesson planning and teaching includes presentation of readiness considerations and use of manipulatives. Other content includes a ‘considerations and techniques’ demonstration and discussion for meeting diverse needs of students: struggling students, gifted students, English learners, and students with disabilities.

Course readings are complemented with investigations of the following websites
The California Mathematics Content Standards
Mathematics Common Core Standards at
The Content Assessment Task (CAT) for Mathematics (Assignment 5, see pages 7-12) is focused on EM7 ASSESSMENT USING ASSESSMENTS TO INFORM TEACHING and responds to the question: How does the candidate use the analysis of student learning to propose next steps in instruction? (TPEs 3, 4). In this CAT, candidates assess students learning based on their (students) problem solving skills as they on a work problem. Based on an analysis of student work, candidates identify and create the ‘next steps’ for instruction.

Candidates demonstrate their knowledge and skills relating to core content instruction to students with mild moderate disabilities within their fieldwork and student teaching placements in EPSY 6860, EPSY 6862, EPSY 6880(4) and EPSY 6880(8). The level and complexity of the instruction is dependent of the age and grade of the target population as well as their knowledge, skills, and IEP goals.

Program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods are used for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities.

The focus of EPSY 5021 Teaching All Students in Diverse Classrooms is on effective strategies for including students with special needs in the general education program. The course text, Including Students with Special Needs: A Practical Guide for Classroom Teachers (Friend and Bursuck, 2012) presents effective instruction as matching the knowledge, skills and interests of the students with the content of the core curriculum.

Through lectures, guest speakers, role plays, technology, lesson creation, adaptation and modification and other strategies, candidates to acquire knowledge and skills for effective instruction. Candidates are introduced to research based strategies and best practices for teaching students such as Universal Design for Learning (UDL) and differentiation, tiered instruction and multi-modality learning as ways to accommodate the characteristics, strengths and needs of students with mild moderate disabilities. The Universal Designed Lesson (Assignment 3, see pages 3-4) provides candidates practice with creating instruction that meets the needs of many students. Additional case studies and small group work activities provide candidates with practice in curriculum development and instruction.

Specific strategies for teaching developmental reading and writing are presented in EPSY 5125 Methods and Materials for Mild Moderate Disabilities. The text, Strategies for Teaching Students with Learning and Behavior Problems 9th ed. (Vaughn & Bos, 2015) weaves content and instruction to meet the needs of students with a focus on those with mild/moderate disabilities. The chapters provide candidates with instructional content and processes in the areas of reading and language arts including content area reading, writing, oral communication and spelling. A listing of evidenced based practices such as Reading Mastery and Corrective Reading, PreReading Plan, student Generated Questions, Concept Diagrams and Comparison Tables.
Additional activities such as in class investigations of the content modules from the IRIS Center modules (www.iris.peabody.vanderbilt.edu) website complement the readings. Another in class course requirement includes selecting content and instructional strategies for teaching students described in instructor created case studies. Candidates also share the characteristics of students with mild moderate disabilities or students who struggle that are in the classrooms of their TED 5354 (listed on page 13) student teaching placements or in the classrooms of which they are the teacher of record.

Additional research based strategies are presented to candidates in EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities and EPSY 6134 Advanced Curriculum and Instruction for Students with Mild Moderate Disabilities. Both courses incorporate strategies from IRIS (www.iris.peabody.edu), OSEP Ideas that Work (https://www.osepideaesthatwork.org), What Works Clearinghouse (www.whatworks.ed.gov), University of Nebraska, Lincoln Cognitive Strategy Instruction (www.cehs.unl.edu/cs) into the course activities, lectures and candidate presentations. Candidates incorporate these strategies as well as those presented in EPSY 6133 and EPSY 6134 in the lessons completed in their fieldwork and student teaching, EPSY 6862, EPSY 6880(4) and EPSY 6880(8).

In EPSY 6133 candidates are presented with research based strategies for reading and language arts including Wilson (www.wilsonlanguage.com), Slingerland (www.slingerland.org), Lindamood-Bell (www.lindamoodbell.com) and Reading Recovery (www.readingrecovery.org). Additional strategies from the University of Kansas, Center for Research on Learning (KUCRL) including Strategic Instructional Model (SIM), Learning Strategies and Content Enhancement Strategies. Additional research based strategies are found in the course text, Strategy Instruction for Students with Learning Disabilities 2nd ed (Reid, Ortiz-Lienemann & Hagaman, 2013). Candidates incorporate appropriate content related to the Self-Regulated Strategy Development Model into their content based lessons. Additional instructional strategies from the Center for Response to Intervention (http://www.rti4success.org), Center for Applied Special Technology (www.cast.org), NICHCY (www.nichcy.org) and (www.parent hub.org), and content and strategies as identified in IRIS Center modules (www.iris.peabody.vanderbilt.edu) provide additional content for candidates to apply in their fieldwork placements.

EPSY 6134 extends knowledge of research-based strategies for the research based strategies with a focus on strategies for teaching students with executive function disabilities. Candidates learn strategies for helping students to learn the content presented in school as well as daily living. The instructor presented, Five Cogs of Learning (ResearchILD, 2003) that includes 13 strategies, serves as a framework for lesson presentation. Case studies of students with executive functioning provide opportunities for candidates to identify educational difficulties, identify strategies for effective instruction that leads to acquisition of core academic content, and the accommodations that may need to take place to support the student. Candidates use the text, Promoting Executive Function in the Classroom (Meltzer, 2010) as the source for
instructional strategies that they incorporate into their Executive Function Case Study (Assignment 1, see page 2).

In EPSY 6134, candidates research and present a review of an instructional program, strategy or process that may be incorporated into the instruction to teach students who are not responding to the current instructional environment (Assignment 4, see page 4). Programs such as Lindamood-Bell (LiPS, Seeing Stars, Visualizing & Verbalizing, or On Cloud Nine), Wilson Reading Program, Language!, Slingerland, Project Read, Reading Recovery, Leveled Literacy and Lexia. An additional in class activity requires that candidates locate materials that could be a part of an RTI, MTSS or tiered instructional program.

**Know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing**

TED/SPED candidates are introduced to strategies and effective methods for teaching students the conventions and composition skills that enable them to communicate through writing in TED 5360 Reading C Language Arts and Social Studies. The text, Creating Writers Through 6-Trait Writing: Assessment and Instruction 6th ed. (Spandel, 2013) presents candidates with strategies for writing within the Common Core including the links between the 6-traits and the Common Standards for Writing. In TED 5360, Reading C Language Arts and Social Studies, candidates complete a Writing Process Lesson Plan (Assignment 1, see pages 4-5) where they write and teach a standards-based writing lesson sequence that includes explicit descriptions of teacher strategies and corresponding student activities for each of the following writing stages: prewriting, drafting, revising, editing, and publishing. Artifacts of student work accompany the submitted lesson.

Candidates are presented with additional strategies for teaching writing in EPSY 5125, Educational Practices Mild Moderate Disabilities. Course readings from Strategies for Teaching Students with Learning and Behavior Problems (Vaughn and Bos, 2015) on teaching writing and spelling include the research of Fearn & Farnan, 1998 regarding critical points about teaching conventions, Graham and Harris, 2005 and Lane et al., 2008 regarding self-regulated strategy development when writing and Englert, Raphael and Anderson, 1989 regarding planning and organizing writing. Additional strategies for writing are accessed through www.ldonline.org and www.progressmonitoring.org.

Candidates continue to learn strategies for teaching the conventions and composition skills that lead to effective written communication in EPSY 6133 Curriculum and Instruction Mild Moderate Disabilities. Candidates are introduced to and explore the materials from the University of Kansas Center for Research on Learning (www.kuclrl.org and http://www.ku-crcl.org/sim/strategies.shtml) on writing. Candidates read and in small groups identify the salient elements of the following strategies: Sentence Writing Strategy (Fundamentals), Sentence Writing Strategy (Proficiency), Paragraph Writing Strategy, Theme Writing (Fundamentals), Error Monitoring Strategy, InSPECT Strategy (for word-processing spellcheckers) and the EDIT Strategy. Candidates learn strategies for teaching spelling including Kinesthetic Method (Graham
& Freeman, 1986), Copy Cover Compare (Murphy et al., 1990), Connections Approach (Berninger et al., 1998), Simultaneous Oral Spelling (Bradley, 1981) and Visual Imagery (Beringer et al. 1995) through demonstrations, video clips and small group practices. Candidates may incorporate one of the strategies above into their lessons as a part of the Kansas Strategy (Assignment 4. See page 3).

A class presentation of Improving Writing Performance, a Strategy for Writing http://www.iris.peabody.vanderbilt.edu/module/pow/ presents candidates with specific steps to develop and improve students’ expository, persuasive writing. Additional specific strategies for teaching writing and written conventions based on the Self-Regulated Strategy Development model (Harris & Graham, 1996) are incorporated into the class readings and lectures from Strategy Instruction for Students with Learning Disabilities 2nd ed. (Reid, Lienemann, & Hagman, 2013. In class demonstrations of the strategies allow candidates to see the strategies and practices in action. Candidates incorporate specific strategies into their lessons to improving Learning/Study Skills and Performance (skills) Evaluation (Assignment 1 and Assignment 2, see page 3).

Candidates review programs for teaching handwriting including Handwriting without Tears (www.hwtears.com/hwt), D’Nealian Handwriting Program (www.dnealian.com/index.html), and Zaner-Bloser Handwriting (www.zaner-bloser.com) for applicability to their student population.

and to know how to teach mathematical skills, applications and problem-solving methods

TED/SPED candidates complete EPSY 5350, Mathematics in the multiple subject program. Content from the National Council of Teachers of Mathematics (www.nctm.org) and Common Core State Standards and State Mathematics Frameworks anchor the content for the course. Through lectures, readings, hands-on activities, video and media, quick writes, and presentations candidates develop knowledge and strategies for teaching mathematics including skills, applications and problem solving methods. Chapters 2, 3, and 4 in the text Elementary and Middle School Mathematics: Teaching Developmentally 8th ed. (Van de Walle, Karp, Bay-Williams)
Exploring What it Means to Do Mathematics and Developing Understanding in Mathematics, Teaching Through Problem Solving, Planning in the Problem-Based Classroom. Candidates use this content as a basis for future lessons and application in the field. The TED 5350 Process Lesson Assignment (see page 6) requires that candidates incorporate the process standard into content for problem solving. The Math CAT(Assignment 5, see pages 7-12) requires that candidates use the data collected to construct problem solving lessons that fit the students mathematics developmental level.

Within EPSY 6133 candidates continue to develop strategies for teaching mathematics. Candidates share the mathematics instruction for problem solving implemented at their school site. This content is compared to the content presented by the National Council of Teachers of Mathematics and Common Core State Standards.
Candidates view the IRIS Center module High-Quality Mathematics Instruction: What Teachers Should Know which focuses on research to respond to the following questions: How can teachers determine whether they are using an effective mathematics curriculum? What evidence-based mathematics instructional strategies can teachers employ? A second module RTI Mathematics focuses on effective practices for mathematic instruction for students who are struggling. Candidates review the content of Touch Math, Saxon Math, Kahn Academy, Focus Math and Marilyn Burns Math for their application to teaching problem solving strategies. Websites such as www.aaamath.com, www.awesomelibrary.org (mathematics), and www.amathplus.com provide candidates with effective strategies for teaching students with a range of knowledge and skills.

Know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

The principles of Universal Design for Learning (CAST www.cast.org/udl/) and Differentiation (Tomlinson and www.differentiationcentral.com) anchor the adaptation of standards-based curricula and supplementary materials. Candidates design UDL/Differentiated lessons to enable students to access the core curriculum in EPSY 5021 (Assignment 2, see page 3) and EPSY 6120 (Assignment 3, see page 3). EPSY 6133 class readings of Integrating Differentiated Instruction & Understanding by Design (Tomlinson & Mc Tighe, 2006) provide additional content for the activities in EPSY 6133 and EPSY 6134 such as completion of charts where candidates identify learner characteristics/patterns, ways to address the patterns, and application within content curricula.

Other in class activities for EPSY 6133 and EPSY 6134 include investigation of IRIS modules within the topic area of Content Instruction and Differentiated Instruction and review of publisher developed supplementary materials such as the Triumphs www.mheonline.com that parallels Treasures www.macmillanmh.com/reading.

These exercises enable candidates to construct a framework for selecting curricula and supporting materials that includes the students (learners) characteristics such as knowledge and skills, readiness, their preferred ways of learning and presenting their learning, the structure of the materials and levels of complexity and needed levels of support or extension. Candidates also consider the scaffolding, modeling, use of media and other instructional processes required.

Candidates continue to design adaptations regarding standards based curricula within their fieldwork placements in EPSY 6860, EPSY 6862, EPSY 6880(4), and EPSY 6880(8). Candidates work with their master/cooperating teacher to select curricula and supplementary materials and implement effective teaching practices. Evidence of the lessons is placed in the portfolio constructed in EPSY 6670 (Assignment 1, see page 3).
Mild/Moderate Standard 6: Case Management

The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Candidates are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

Effective case management practices and strategies for students with mild/moderate disabilities and for those referred for special education are presented in several ways throughout the program. Candidates prepare to coordinate the components of IEP process, from initial referral to the IEP meeting and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and address the legal and instructional requirements based on the individual needs of the student with mild/moderate disabilities through activities in program courses and fieldwork experiences. Fieldwork requirements of **EPSY 6880(8)** student teaching requires that candidates demonstrate that they can monitor student’s IEPs and ensure program compliance; that required timelines are being observed; that direct services, accommodations, modifications and other services indicated on the plan are being implemented in all school settings; and that the student is benefitting from the services provided. Activities and assignments in the final case management class prepare candidates to communicate with parents, family members and other service providers.

### Mild/Moderate Standard 6 Course and Fieldwork

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<tr>
<th>Program Standard Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
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<tr>
<td>Prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education</td>
<td>EPSY 5021, EPSY 6120, EPSY 6129, EPSY 6206</td>
<td>EPSY 6860, EPSY 6862, EPSY 6880 (4), EPSY 6880 (8)</td>
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<tr>
<td>Prepares candidates to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities</td>
<td>EPSY 6131, EPSY 6133, EPSY 6129, EPSY 6143, EPSY 6206</td>
<td>EPSY 6860, EPSY 6862, EPSY 6880 (4), EPSY 6880 (8)</td>
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<tr>
<td>Address the legal and</td>
<td>EPSY 5021</td>
<td>EPSY 6860</td>
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instructional requirements based on the individual needs of the student with mild/moderate disabilities

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<tr>
<th>EPSY 5126</th>
<th>EPSY 6131</th>
<th>EPSY 6206</th>
<th>EPSY 6862</th>
<th>EPSY 6880 (4)</th>
<th>EPSY 6880 (8)</th>
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The Response to the standard begins with a discussion of case management within fieldwork and student teaching (Fulltime fieldwork) experiences.

Fieldwork Experiences provide opportunities to learn from their cooperating/master teacher content related to this standard. Under the guidance and supervision of their cooperating/master teacher candidates participate in and carry out case management practices. The content of the Fieldwork and Student Teaching Experiences as they relate to the content of the standard as a whole follows.

**Fieldwork Experiences**

The fieldwork experiences (EPSY 6860, EPSY 6862, EPSY 6880(4)) culminating in full time student teaching (EPSY 6880(8)) provide experiences for candidates to participate in all aspects of the service delivery process for students with mild/moderate disabilities from initial referral through IEP development and implementation. Thus fieldwork and student teaching experiences provide a structured and supportive environment in which students can apply what they have learned in the university classroom to their teaching. Fieldwork, beginning with EPSY 6860 (two days a week) and concluding with EPSY 6880(8) full time student teaching, presented multiple opportunities for candidates to develop skills for coordinating the IEP process and service delivery.

Throughout their fieldwork and student teaching experiences, teacher candidates are expected to work closely and collaboratively with their master/cooperating teachers, other service providers, site personnel, students, and families at their assigned school sites, as well as their supervisors, and to participate in all aspects of the teaching profession.

Specific experiences as requirements within fieldwork and student teaching are identified below:

Spring Year 1 **EPSY 6860** fieldwork takes place in the spring quarter of the first year of the program. Fieldwork based course assignments in EPSY 6131 Assessment and EPSY 6143 Individual and School Wide Positive Behavior Support require that candidates demonstrate their ability to gather data on which to make decisions regarding service delivery and the content therein, goals and methods to determine progress towards meeting the goals.

Spring Year 1 **EPSY 6860** Candidates interview master/cooperating teacher as to the organization of the IEP team at the school site. Candidates identify the services for students with mild/moderate disabilities at the school site. Within the **EPSY 6860** fieldwork experience candidates participate in the development of an IEP or PBS plan.
Participation may include working with their master/cooperating teachers to complete formal and informal assessments within the legal timelines and report the findings to the IEP team for the purposes of generation of IEP goals or data gathering through ABC analysis processes and observations, interviews to develop an appropriate PBS plan. Candidates prepare materials to share the results of the data collection with students (if appropriate), parents, caregivers and other personnel.

Fall Year 2 **EPSY 6862** Fieldwork takes place in the fall quarter of the second year of the program. Concurrently with the fieldwork, candidates are completing **EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities**. In this placement, candidates develop, implement and assess instruction in the areas of academic development, social skills, and classroom environment. Candidates work with their master teachers to create co teaching, collaborative, small group and direct instruction lessons that reflect the IEP goals of the students and the content of the core academic curriculum.

Fall Year 2 **EPSY 6862** Candidates interview master/cooperating teacher as to how the schedule for service delivery was developed. Candidates identify the special education services available at the school site and the services for students with mild moderate disabilities and share with classmates how the services are organized. If possible, candidates view the SEIS system for IEP management as their cooperating/master completes initial and annual IEPs. Candidates complete a 3 day ‘solo’ teaching experience where they assume responsibilities for the delivery of services to students, including those with mid/moderate disabilities. Through the cooperating/master teacher interview, candidates learn the factors to consider when creating a schedule for service delivery; candidates share the schedules found within their placements with their program colleagues. A class brainstorm highlights the elements that are critical to the development and implementation of successful schedules for service delivery.

Winter Year 2 **EPSY 6880(4)** incorporates case management strategies based on the assignments required for **EPSY 6129 Advanced Study in Collaborative Service Delivery, Education and Transition**. In collaborative groups, candidates create a professional development in-service for paraprofessionals/staff/other personnel (**Assignment 1, see page 9**). Candidates demonstrate their skills in collaborative service delivery in the development and application of a co-teaching plan based on the IEP goals of students and the core academic curriculum (**Assignment 3, see page 11**).

Winter **EPSY 6880(4)** Candidates identify the components of service delivery at the school site for all students with disabilities. They interview their cooperating teacher and other service providers as to how the various programs schedule students. Candidates participate in RTI/SST prereferral meetings. In addition under the guidance of the master/cooperating teacher, candidates may assume some responsibilities for coordinating the IEP process (e.g. notification of meeting, informal assessment data). Candidates assist in scheduling new students for services and participate in the delivery of such services within the context of the site programs. Candidates complete a 6 day ‘solo’ experience where they assume responsibilities for the delivery of services to students, including those with mid/moderate disabilities.
Spring Year 2 **EPSY 6880(8)** Student Teaching provides candidates with the opportunity to consolidate and apply their knowledge gained in the program. Candidates participate in all aspects of the prereferral, assessment and IEP/PBS development. They demonstrate understanding of legal and instructional requirements through meeting assessment timelines, scheduling and attending IEPs, and developing instruction based on IEP identified needs. Candidates collaborate with their Cooperating/Master Teacher across site based procedures such as SST, RTI, and or MTSS to serve students with a range of knowledge, skills and needs. In addition candidates observe their Cooperating/Master teacher as they craft the IEP using the district adopted web based platform such as SEIS. In this way candidates become familiar with the multiple components and forms required by their district for IEPs.

Spring Year 2 **EPSY 6880(8)** Candidates continue to assume more responsibilities for the management of instruction and delivery of services to students. Many candidates remain in the same placement for the winter and spring placements as this allows candidates to build relationships with the cooperating/master teacher and special education staff and students, their families/guardians, paraprofessionals and other service providers. In addition, the candidate has an opportunity to build relationships with general education teachers. Candidates are expected to incorporate the knowledge from previous activities into their set of practices and behaviors. Candidates are expected to assume more responsibilities for the management of the program of service delivery.

Candidates plan, implement, and assess instruction for students with mild moderate disabilities, support students during the state mandates spring assessments, and participate in transition planning. Candidates may work with their cooperating/master teacher to review/revise IEP goals, carry out progress monitoring activities, and screen referred students for services in the fall. Candidates complete a ’10 day’ solo teaching experience where they assume responsibilities for the delivery of services to students, including those with mid/moderate disabilities

*Prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education*

Case management is presented as a multifaceted process for creating/ scheduling/ monitoring IEPs, working with providers of services, communicating and working with general education and other personnel, structuring the work of paraprofessionals, management of instructional and behavioral plans and scheduling/carrying out instructional sequences. In fact, former candidates have reported that case management is the most difficult part of their position. Candidates state that paperwork and meeting often consume a significant amount of their time and impacts the time available to provide services to students.

Presentation of case management practices begins in **EPSY 5021 Teaching All Students in Diverse Classrooms**. Through readings, lectures, activities, parent and service provider practitioner presentations candidates learn about referral, assessment, identification, and the IEP development process. Candidates demonstrate their understanding of the foundations for special education services and the procedures for such services presented
in the initial readings through participation in small group discussions and reading reflections. Class activities require candidates to apply their knowledge of case management practices. For example, candidates may prepare a visual representation of the IEP process timeline from parent letter or school based referral to the IEP meeting. Candidates identify the responsibilities of individuals at each point in the process. During another class session, guest speakers who are practicing special education service providers share the ways in which they communicate with other service providers including forms, timelines meeting schedules and site based protocols. Through in class reflections on expert/practitioner presentations candidates demonstrate their understandings of case management practices and procedures. The Visits and Observations of Special Education Services (Assignment 1, see page 3) requires candidates to observe service delivery models for special education serves. During the observation visit candidates have the opportunity to speak with a practicing teacher about these processes. In class, candidates share the multiple ways that teachers organize the facets of their position so that all the facets, teaching, collaboration and case managements are attended to in a timely manner.

Case management is not limited to the single special education teacher. Often case management includes working with others in order to achieve appropriate services for students. EPSY 6120 Communication: Collaborative Teaming and Management focuses on the communication and collaborative practices for effective service delivery. The course text Interactions: Collaboration Skills for School Professionals (Friend & Cook, 2013) provides a knowledge base on which students can build their work. The three major assignments, Development of a Universally Designed Collaborative/Cooperative Learning Lesson (Assignment 1), Personnel Development Activity Design (Assignment 2), and the Individual Consultation Report (Assignment 3)(SEE PAGES 3-4) require that candidates collaborate with general education teachers and other service providers, incorporate instructional content and process that meet the needs of students with disabilities, and prepare other professionals to support students with disabilities within the general education program.

EPSY 6129 Advanced Study in Collaborative Service Delivery, Education, and Transition provides candidates to demonstrate skills regarding case management and service delivery. Candidates prepare a Group Staff Development Project (Assignment 1, see page 9) session for instructional support personnel including paraprofessionals. The intent of the development session is to advance the skills of the paraprofessionals to provide support services for students.

Additional case management skills are developed through the Transition Plan Assignment (Assignment 2, see page 11). Course online resources and readings (See syllabus) prepare candidates to complete documents related to transition experiences from pre k-post secondary experiences. Candidates are presented with the legal requirements including information to be included in the IEP (at age 16). Since candidates are participating in fieldwork k-22, they choose a student within their placement for whom transition will take place. The Transition Plan (Assignment 2, see page 11) requirements include a self-determination component that demonstrates specifics of how you would work with this student to ensure their increasing competence.
in making choices and self-advocacy, involving person-centered planning which: focuses on the individual’s unique gifts, strengths, and interests; values the autonomy of the individual; helps the individual develop a vision of a preferred future; encourages strengthening and developing natural supports. The Transition Plan (Assignment 2, see page 11) includes: how age and grade-appropriate self-determination activities will be initiated through curriculum and instruction and what this will look like for the remainder of the school year and b) what type of Person Centered Planning will be implemented with the student and how it will involve significant others (family members, peers/friends, general education and specialist teachers, possible others important in student’s life at this time). Candidates include, e.g.: Activity/ Expected Outcome-Objective/Persons Responsible for organizing/Participants in activity/Timeline/Evaluation methods.

**EPSY 6206, Advanced Studies in the Education of Students with Mild-Moderate Disabilities: Research and Professional Practice (Case Management)** is the culminating course for case management practices. Candidates complete a Toolkit (Assignment 1) that includes materials such as materials for communicating with parents, teachers, service providers such as student profiles, calendar, date reminder, scheduler, and charts; and sample language for IEP goals and access to services. Additional information included a student template for sharing student information with the general education teacher and other service providers.

**Prepares candidates to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities**

Candidates have multiple opportunities to develop the skills to coordinate the IEP process and service delivery processes. Since case management cannot take place in a vacuum, case management including coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities, is integrated into the fieldwork experiences. The information from the beginning of the standard is presented again below.

Spring Year 1 **EPSY 6860 Fieldwork** takes place in the spring quarter of the first year of the program. Fieldwork based course assignments in **EPSY 6131 Assessment (Assignment 5, see page 4)** and **EPSY 6143 Advanced Studies in Individual and School Wide Positive Behavior Support (see page 6)** require that candidates demonstrate their ability to gather data on which to make decisions regarding service delivery and the content therein, goals and methods to determine progress towards meeting the goals.

In **EPSY 6860**, candidates interview master/cooperating teacher as to the organization of the IEP team at the school site. Candidates identify the services for students with mild/moderate disabilities at the school site. Within the fieldwork experience candidates participate in the development of an IEP or PBS plan. Participation may include working with their master/cooperating teachers to complete formal and informal assessments within the legal timelines and report the findings to the IEP team for the purposes of generation of IEP goals or data gathering through ABC analysis processes and observations, interviews to develop an appropriate PBS plan. Candidates prepare
materials to share the results of the data collection with students (if appropriate), parents, caregivers and other personnel.

Fall Year 2 **EPSY 6862** Fieldwork takes place in the fall quarter of the second year of the program. Concurrently with the fieldwork, candidates are completing **EPSY 6133 Curriculum and Instruction for Mild Moderate Disabilities**. In this placement, candidates develop, implement and assess instruction in the areas of academic development, social skills, and classroom environment. Candidates work with their master teachers to create co teaching, collaborative, small group and direct instruction lessons that reflect the IEP goals of the students and the content of the core academic curriculum.

Through the cooperating/master teacher interview, candidates learn the factors to consider when creating a schedule for service delivery; candidates share the schedules found within their placements with their program colleagues. A class brainstorm highlights the elements that are critical to the development and implementation of successful schedules for service delivery.

Candidates identify the special education services available at the school site and the services for students with mild moderate disabilities and share with classmates how the services are organized. If possible, candidates view the SEIS system for IEP management as their cooperating/master completes initial and annual IEPs. Candidates complete a 3 day ‘solo’ teaching experience where they assume responsibilities for the delivery of services to students, including those with mid/moderate disabilities.

**Winter Year 2 EPSY 6880(4)** Fieldwork incorporates case management strategies based on the assignments required for **EPSY 6129 Advanced Study in Collaborative Service Delivery, Education and Transition**. In collaborative groups, candidates create a professional development in-service for paraprofessionals/ staff/ other personnel (Assignment 1, see page 9). Candidates demonstrate their skills in collaborative service delivery in the development and application of a co-teaching plan based on the IEP goals of students and the core academic curriculum. Although transition lectures and in class discussions consider transition as a process that takes place across the lifespan, the preparation of an ITP completed for a student from high school to a postsecondary experience.

Candidates identify the components of service delivery at the school site for all students with disabilities. They interview their cooperating teacher and other service providers as to how the various programs schedule students. Candidates participate in RTI/SST prereferral meetings. In addition under the guidance of the master/cooperating teacher, candidates may assume some responsibilities for coordinating the IEP process (e.g. notification of meeting, informal assessment data). Candidates assist in scheduling new students for services and participate in the delivery of such services within the context of the site programs. Candidates complete a 6 day ‘solo’ experience where they assume responsibilities for the delivery of services to students, including those with mid/moderate disabilities.
Spring Year 2 **EPSY 6880(8) Student Teaching** provides candidates with the opportunity to consolidate and apply their knowledge gained in the program. Candidates participate in all aspects of the prereferral, assessment and IEP/PBS development. They demonstrate understanding of legal and instructional requirements through meeting assessment timelines, scheduling and attending IEPs, and developing instruction based on IEP identified needs. Candidates collaborate with their Cooperating/Master Teacher across site based procedures such as SST, RTI, and or MTSS to serve students with a range of knowledge, skills and needs. In addition candidates observe their Cooperating/Master teacher as they craft the IEP using the district adopted web based platform such as SEIS. In this way candidates become familiar with the multiple components and forms required by their district for IEPs.

Spring Year 2 **EPSY 6880(8)** is where candidates continue to assume more responsibilities for the management of instruction and delivery of services to students. Many candidates remain in the same placement for the winter and spring placements as this allows candidates to build relationships with the cooperating/master teacher and special education staff and students, their families/guardians, paraprofessionals and other service providers. In addition, the candidate has an opportunity to build relationships with general education teachers. Candidates are expected to incorporate the knowledge from previous activities into their set of practices and behaviors. Candidates are expected to assume more responsibilities for the management of the program of service delivery.

Candidates plan, implement, and assess instruction for students with mild moderate disabilities, support students during the state mandates spring assessments, and participate in transition planning. Candidates may work with their cooperating/master teacher to review/revise IEP goals, carry out progress monitoring activities, and screen referred students for services in the fall. Candidates complete a ’10 day’ solo teaching experience where they assume responsibilities for the delivery of services to students, including those with mid/moderate disabilities.

The **Toolkit (Assignment 1, see page 3)** in EPSY 6206 Case Management requires that candidates collect and create materials such as forms for sharing student profiles, schedules, assessment data, notices, IEP at a glance, notes to paraprofessionals and service providers that that may be useful as a part of the coordination of the IEP process and service delivery.

*Address the legal and instructional requirements based on the individual needs of the student with mild/moderate disabilities*

In **EPSY 5021, Teaching All Students in Diverse Classrooms**, introduction to the IEP is presented in relation to the requirements of IDEA (2004) including FAPE, LRE, procedural safeguards, non-discriminatory assessment, zero reject, and disproportionality. Through website investigation including idea.gov, dredf.org and ncld.org, readings, parent and practitioner presentations candidates learn about referral, assessment, identification, and the IEP development process. Candidates demonstrate their knowledge through participation in discussions, quick writes, and mini-presentations. Additional course activities such as review of IEP/IFSP and transition plans require that candidates
examine adherence to timelines, data collection, goals and services appropriate to the needs of the student.

Laws, legal requirements, content of the IEP and timelines are further presented in **EPSY 5126 Special Education Law and Program Design**. The course text, *Writing Educationally Relevant and Legally compliant IEPs for Preschool and Elementary Age Students with Disabilities: A Guide for General and Special Educators* (Hyatt & Filler, 2013) and additional materials (see course syllabus) provide candidates with substantive information regarding the laws and regulations that affect the lives of those with disabilities, the social policy that informs these rights and how these laws and policies translate into school and classroom practices. At the foundation of the course are the six principles of IDEA: Free Appropriate Education (FAPE), Appropriate Evaluation, Individualized Education Plan (IEP), Least Restrictive Environment (LRE), Parent Participation, and Procedural Safeguards.

In **EPSY 5126**, candidates demonstrate their knowledge of the legal and instructional requirements based on the individual needs of the student with mild/moderate disabilities in several ways. Candidates analyze an IEP for adherence to legal requirements and appropriate to the needs of the individual *(Assignment 2, see page 8)*. They create an IEP based on case study data provided by the course instructor *(Assignment 3 A & B, see page 9)* and complete a midterm exam based on the materials from the course text, lectures, Special Education Rights and Responsibilities Manual, and the California Student Success Team Manual. Through the small group presentations of online references and application to developing legally compliant IEPs that meet the needs of students, candidates demonstrate their skills for interpreting information and applying it to authentic situations.

The legal responsibilities of special educators are reviewed in **EPSY 6131 Assessment: Mild Moderate Disabilities**. Emphasized are the due process rights of students and their families, the laws regarding appropriate assessment, procedural safeguards and the mandate of reducing disproportionality of students of color in special education programs and creating instructional sequences based on IEP goals. Course readings, lectures, practitioner presentations and media on topics such as but not limited to preassessment intervention including RTI, culturally responsive assessment, formal and informal assessments and the link between assessment and instruction. In class activities require that candidates create IEP goals and then link instruction content and process to student profiles. Additional in class assignments require candidates to demonstrate their knowledge and skills regarding the development of IEPs through completion of case studies where candidates create IEPs based on the data presented. Candidates identify appropriate instructional content that enable the students to build skills and access the core curriculum.

Additional data enriched case studies provide candidates with opportunities to create IEPs that address the instructional requirements of students, transition and self-determination strategies, and coordination of services. In completing the **Assessment Report/Case Study (Assignment 5, see page 4)**, candidates collect data regarding a struggling student. Using the information gathered in the assessment process and
previously completed assessment, candidates summarize and analyze assessment data and write an assessment report, communicating assessment results to parents and other school professionals. Based on the assessment report, candidates prepare an IEP that includes goals and objectives for instruction and access to the core curriculum. Candidates practice with the training modules of Special Education Information System (SEIS, https://www.seis.org/index.aspx) for IEP development and management, and Goalbook (https://goalbookapp.com/toolkit/browse) for IEP development using UDL applications and common core integration.

The fieldwork experiences EPSY 6860, EPSY 6862, EPSY 6880(4) and EPSY 6880(8) described above provide opportunities for candidates to demonstrate skills regarding case management practices. In the final quarter of the program, candidates complete EPSY 6206 and EPSY 6670. Candidates demonstrate their knowledge and skills through the evidence provided in EPSY 6670 (Portfolio Assignment 1, see page 2) and in EPSY 6206 (Toolkit Assignment 1, see page 3).
Education Specialist: Moderate/Severe Disabilities Standards
Moderate/Severe Disabilities (M/S): Authorization

The Education Specialist Instruction Credential: Moderate-Severe Disabilities authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism, moderate/severe intellectual disability ("mental retardation"), deaf-blindness, emotional disturbance, and multiple disabilities, in kindergarten, Grades 1 through 12 to age 22, and of classes organized primarily for adults in services across the array of program options available.

CSUEB candidates are prepared through the seven-quarter Dual TED-SPED (see Program Standard 1) program or, for those who possess a general education credential, the Education Specialist program in the area of Moderate-Severe disabilities that includes: a) Specialization in moderate-severe disabilities, with 12 quarter units of supervised fieldwork across three quarters and 8 of full time student teaching and, if the candidate is an Intern, 4-12 units of Supervised Internship depending on point of internship entry; b) Concurrent completion or entry with a full general education EL authorized Multiple-Single Subjects credential; and c) six specialized courses focusing on students with moderate-severe disabilities and all aspects of assessment, planning and implementing instruction, curriculum, service delivery, collaboration, technology, and positive behavioral supports. Together with the common trunk of seven special education courses discussed under Program Standards above, all of these courses and associated fieldwork support candidates in the development and implementation of assessment and instructional strategies and delivery of Core and related curriculum across domains for students with moderate-severe disabilities. All courses and fieldwork provide opportunities for candidates to demonstrate their growing proficiency in fulfilling each of the standards in practice, through both formative observational and summative evaluations in courses and in the field.
Moderate/Severe Disabilities Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities

The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and Autism Spectrum Disorders, while determining the implications of these characteristics for service delivery.

Moderate/Severe Standard 1 Course and Fieldwork

<table>
<thead>
<tr>
<th>M-S Disability Component</th>
<th>Courses</th>
<th>Fieldwork/Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Characteristics</td>
<td>EPSY 5021 5136; TED 5351</td>
<td></td>
</tr>
<tr>
<td>Educational and psychosocial implications of characteristics for students with moderate-severe disabilities</td>
<td>6137 6140 6141</td>
<td>6860MS 6862MS 6880MS 4</td>
</tr>
<tr>
<td>Implications for Intervention and service Delivery</td>
<td>5021 5126 5136 6120 6237 6140 6142 6671</td>
<td>6860,6862,6880 (4) 6880 (8)</td>
</tr>
</tbody>
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The initial **EPSY 5021** course addresses learning characteristics of students with M-S disabilities through activities that assist candidates with understanding of the 13 federal categories of disabilities, which comprise one entry element of eligibility for special education services, and the range from mild/moderate to severe in the majority of categories (i.e. intellectual disability, emotional disturbance, autism, orthopedic disability, vision, hearing, speech and language, health impairment). In addition, as noted under **PS Standard 11**, in **TED 5351, Psychological Foundations**, candidates “describe major characteristics of special student populations and ….demonstrate the ability to plan instructional interventions for special students and social accommodations for their inclusion. “ They demonstrate these skills in **TED 5351** through a performance assessment task and presentation as well as through midterm and final exams.

In **EPSY 5021** candidates consider any common characteristics of some populations of students with low- incidence and other moderate-severe disabilities, and obtain knowledge, strategies information and initial skills in defining evidence-based special educational interventions; designing differentiated instructional techniques through a standards-based lesson anchored by Universal Design for learning; with examples of additional individualized adaptation (accommodations and modifications) strategies for instruction and assessment (**Assignment 3, see pages 10-11**).
Implications of individual student performance characteristics for development of IEP goals, objectives, instruction within core curriculum, assessment, intervention and resulting service-delivery approaches for students with all disabilities, including those with moderate-severe disabilities are addressed first within **EPSY 5126, Special Education Law and Program Design**, where the focus is on individualized, needs-based services delivered within the least restrictive environment. Eligibility components, the three pronged elements required for special education eligibility are one focus of the course: the disability eligibility category and the considerations of adverse effects for the individual child on their performance across domains, and the required needs for specialized instruction. Service delivery approaches are considered in terms of their inclusiveness/least restrictiveness to provide required specialized instruction and the necessary supplementary supports and services that will ensure access and achievement within core curriculum and instruction, as well as skill attainment in related domains including communication, social, behavioral, vocational, motor, with access to age-appropriate social networks for the acquisition of social skills and peer relationships. Toward these ends, one way in which candidates demonstrate competence in these areas is by completing an extensive IEP analysis assignment (**Assignment 2, see pages 8-9**) of the IEP of a student with moderate-severe needs from a model fieldwork site/Master teacher (with parental permission and all identifying information removed).

The course sequence specific to the instruction of students with Moderate-Severe disabilities continues with an in-depth focus on candidate skill development in designing and implementing instructional interventions across curricular areas within environments that are least restrictive; **appropriate to individual student needs; chronologically age-appropriate, and reflect each student’s developmental differences, the effects of the disability on the individual student’s performance and needs for specialized interventions and support.** For example, in **EPSY 5136** the initial curriculum educational practices course in M-S disabilities, candidates complete two in-depth assignments (**Assignments 1 and 2, see pages 11-14**) which start with a school environmental inventory process. This involves structured interviews with at least one special educator teacher and one general educator or administrator, and the application of a validated, site-based tool to examine student opportunities for access and learning within the school site, and specifically within general education classrooms and activities for students with moderate-severe disabilities. This is conducted at their TED student teaching site or another area school approved by the instructor. Candidates make recommendations within their analyses of these data regarding additional opportunities for access and learning by students with m-s disabilities on site, and select one focus student and one instructional activity for observation/analysis and development/enhancement of the student’s access to and achievement within that general education class and curriculum. The resulting **Participation and Learning Plan** (**Assignment 2 see pages 13-14**) includes an observational component for the Classroom Activity Analysis (ecological inventory) leading to consideration and recommendations for interventions, adaptations and any additional supports needed, and demonstrates connections of instruction with the focus student’s IEP goals. A subsequent **Assignment (Assignment 3, see pages 15-19)** brings these components into a community environment in the school site’s neighborhood for ecological inventory and analysis of potential instructional targets for the focus student.
applying knowledge about the student’s performance characteristics and their understanding of curricular and instructional needs across environments.

**EPSY 6120** addresses service delivery implications first through the collaborative lens, with teams of candidates designing a collaborative core-aligned, UDL-differentiated unit with one focus lesson presented in depth, and demonstrating their increasing understanding of individual differences and instructional as well as adaptation needs. The collaborative 6120 course content, materials, and activities referenced above in Program Standards 4, 7, 8 are designed to enhance development of candidates’ collaborative competence with general education and other school and community colleagues, to further ensure the access of students with moderate-severe disabilities to the least restrictive settings is not hindered by but is rather facilitated by special educators’ collaborative skills; and is based on individual students’ goals and priorities rather than disability labels. As discussed under Program Standard 4, **6120 Assignments 2 and 3 (see pages 9-11)** further demonstrate these goals through collaborative professional development design (2) and individualized collaborative consultation with a general educator about a target student on their class. (3).

Additional examples of content within courses and assignments based on determining individual students’ performance characteristics and priorities include the Communication Project (see pages 8-9) in **EPSY 6140**, Advanced Curriculum, which specifically targets the receptive and expressive communication performance and needs of a student with moderate-severe disabilities in their field site. Candidates’ aligned fieldwork in this quarter (**EPSY 6862MS**) as well as the previous (**6860MS**) and subsequent quarters (**6880MS (4)**, **6880MS (8)**) and concurrent coursework (**6137, 6142, 6671**) described in subsequent standards, provide multiple assignments requiring design and implementation of individualized systematic instructional programs, communication and behavioral systems, interventions and supports, with structured opportunities for discussion, feedback and revisions from Master teachers and university supervisors observing their implementation.
Moderate/Severe Disabilities Standard 2 Communication

The ability to communicate effectively is integral to participation in schools and all other aspects of life. As this is an area of difficulty for students with moderate/severe disabilities, strategies to teach and support communication are threaded throughout the training program. The courses with a predominant focus on communication are delineated in the table and described in detail below.

**Moderate/Severe Standard 2 Course and Fieldwork**

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Courses</th>
<th>Field Work/Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student’s verbal and non-verbal communication abilities.</td>
<td>EPSY 6124, 6140, 6141</td>
<td>EPSY 6860, 6862, 6880 (4), 6880 (8)</td>
</tr>
<tr>
<td>Utilize assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems 3) implement instruction of communication and social skills 4) create and facilitate opportunities for interaction 5) develop communication methods to demonstrate student academic knowledge</td>
<td>EPSY 6124, 6140, 6141, 6671</td>
<td>EPSY 6860, 6862, 6880 (4), 6880 (8)</td>
</tr>
</tbody>
</table>

*Assess student’s verbal and non-verbal communication abilities.*

**EPSY 6124 Assistive Technology and Augmentative Communication** taken concurrently with 6140 & 6862 provides the information and opportunity to assess students and develop AT & AAC interventions, often necessary parts of schooling for students with moderate/severe disabilities. Therefore, effective intervention must address communication and social skill and networks. In **EPSY 6124** candidates conduct comprehensive assessments and design interventions using the SETT (Student, Environment, Task, Tools) to guide the collaborative assessment and technology planning process. This process includes careful evaluation of the student’s skills and needs in the areas behavior and communication as well as academics, motor, cognitive, and sensory. The results of the evaluation along with assessment of participation in educational activities, and environmental supports and barriers provide the basis for
suggested low and/or high tech materials and strategies to support the student’s communication and social participation. Components of the results of this process are critical elements in a comprehensive PBS Plan.

Advanced Curriculum 6140 (MS). This course, taught concurrently with 6142 and 6862 has a focus on students with more complex communication, social, motor and/or sensory needs. The Communication Assignment 1 (communication project, see pages 8-9) requires candidates to provide 1-relevant Background Information including any educational history data; 2-list all assessment tools you used for assessment including record reviews. Observations with activity inventories and their results; 3-Describe the results of the Communication Means and Functions sample, the Communication Interview and Social Interaction Interview; address verbal and nonverbal behavior; the student’s receptive language skills, from observations /record review; 4-Comment on student’s use of pragmatics, and include a description of partners (e.g., are there peer partners, is prompting needed, do peers understand the student, etc.). Note whether there are communication breakdowns and evidence of any repair strategies. The candidate is also required to report on observed social interactions and their context, sensory and motor skills, as well as student’s auditory and visual functioning, and to describe the sources of information, summarizing information from transdisciplinary staff and medical reports in functional terms; with information from the master teacher and one’s own observations. This comprehensive Communication assessment also explores critical cognitive skills, such as whether the student demonstrates contingency awareness; object permanence; can imitate verbally and/or motorically; match object-to-object, object to picture, verbal label to object, verbal label to picture, word to picture, word to word, and finally, the student’s conceptual skills such as functional object use, sorting, association, symbolic play, and academic skills, especially in terms of literacy. Specific tools are utilized, including, Schuler’s Conceptual Matching Probes Test, and other diagnostic teaching/assessment strategies, in addition to other assignment elements.

Candidates are encouraged to use the same student from the fieldwork EPSY 6862

The pragmatic aspect of communication and socialization is addressed in EPSY 6141 Communication and Social Networks for Students with Autism Spectrum Disorders (ASD) and other Disabilities (see page 5). Through lecture, readings, videos and on-line resources candidates explore the components and functions of complex, multiple message interactions. They discuss the factors that contribute to an individual’s ability to effectively and efficiently communicate messages that are relevant to the context. Limited knowledge about the social world, particularly understanding of the communication partner’s perspective and/or emotional state make it difficult for student’s to converse about subjects other than their personal interests or to interpret messages or behavior that violates their sense of the “right” way to do things. At this point in the program candidates have completed two quarters of general education student teaching and are participating in their third special education placement. Candidates demonstrate understanding of these concepts by drawing upon fieldwork/internship experiences to identify examples of students having difficulty with pragmatics and present these to the class.
Utilize assessment data to identify effective intervention and support techniques, and develop needed augmentative and alternative systems

In EPSY 6124 the results of the evaluation described above, along with assessment of participation in educational activities, and environmental supports and barriers provides the basis for candidates to suggest low and/or high tech materials and strategies to support the student’s communication and social participation.

Based upon the results of the comprehensive communication assessment in EPSY 6140 described above for communication assignment 1, candidates develop a plan for the selection of a communication system, first messages and an instructional plan to teach the messages. Within this plan they address: the type of communication system such as verbal with support or a high and/or low tech augmentative/alternative system; the cognitive complexity and general function of initial instruction (i.e., contingency awareness, communicative intent, initiating conversation, extending conversation); where when and with whom instruction will take place. If an augmentative system is determined to be used, the candidate identifies the type of equipment and materials to be used; whether a symbolic or nonsymbolic system is appropriate; the type of symbols (pictures, icons, line drawings, written word); how the symbols will be displayed; and the means the student will use to indicate messages. An instructional program is then designed to teach one or two functional communication messages to the student (Communication Project: part 2, see page 10).

Candidates are encouraged to use the same student for assignments for EPSY 6140 and 6142 Assessment for Students with Moderate/Severe Disabilities in order to gain an understanding of the “whole” child. The Educational History assignment (see page 10) includes a parent interview that provides additional information regarding student interests, family preferences and communication/socialization as well as prior interventions to support these areas. The Ecological Assessment assignment (see page 9) provides an additional review of the student’s communication and social skills and support needs in school or community contexts. The FBA assessment (Functional Assessment of Behavior, see pages 12-13) provides additional contextual information and the relationship between behavior and communication. Finally the Informal Assessment assignment (see page 11) allows the candidate to follow up on questions generated through other assessment activities using systematic and diagnostic teaching strategies. Candidates synthesize data from all assessments to develop Communication Assignment two (see part two, page 10) for 6140, and incorporate it into the intervention components for the 6142 Positive Behavior Support Plan (see pages 13-15), particularly teaching communication skills to replace target behavior and social supports to improve quality of life, and the three instructional programs required for the concurrent fieldwork 6862MS.

Implement instruction of communication and social skills
Candidates implement instruction of communication and social skills in each of the three fieldworks and the student teaching placement. As these placements cover the range of ages and support the needs of students covered by the Education Specialist: Moderate/Severe Disabilities Credential, candidates demonstrate instructional competence with students using a variety of communication systems from verbal language to low and high tech augmentative systems and combinations of these. As these placements are predominantly in inclusive programs, candidates become familiar with age-appropriate communication messages, social interactions and friendship styles of the general education students. Review of the syllabi (EPSY 6860MS pages 4-6, 6862MS pages 4-8, 6880MS(4) pages 4-9 and 6880MS(8) pages 4-6) and fieldwork evaluation tools (Mild/Moderate and Moderate/Severe) indicates the careful attention paid to each candidate’s ability provide systematic, data based instruction and facilitation of social interactions.

Candidates implement the instructional plans developed for 6140 and 6142 as described above as well as the social story/conversation strip, visual schedule and lesson plan/instructional program using DTF or PRT for 6141 (see Story Based Intervention, Visual Schedule, and Lesson Plan-Instructional Program Assignments pages 9-10). Each of these includes instruction of communication skills and/or social interactions.

Create and facilitate opportunities for interaction

Candidates create opportunities for interaction with general education students, teachers and staff in each of the field and student teaching experiences EPSY 6860MS, 6862MS, 6880MS(4), 6880 MS(8). They are being trained to become inclusion support teachers for students with moderate/severe disabilities and a big part of this job is to identify and create opportunities for interaction, teach specific interaction skills and facilitate social interaction within the school community. Candidates participate in structured interaction activities including: circle of friends; lunch bunch groups, school clubs; game rooms and other group activities that promote interactions between students with moderate/severed disabilities and their general education peers. They also facilitate spontaneous interactions throughout the school day.

An excellent process for identifying opportunities to facilitate interaction is the ecological inventory process that candidates conduct for Assignments 2 & 3 in EPSY 5136 (see pages 14-17) and again for the Ecological Assessment Assignment in EPSY 6142 (see page 9). Candidates select a school or community environment and conduct an inventory of one or more general education student’s participation, noting: natural cues for student performance, specific skills/behaviors required throughout the sequence, corrections/consequences for correct and incorrect responses, natural materials used, performance criteria and academic, communication and social skills that may be embedded in the sequence. The student with moderate/severe disabilities is taken through the activity one or more times and the candidate notes how the student performs on each step in relation to the natural cues, consequences etc. Particular attention is paid to why incorrect steps may have occurred (e.g., didn't attend to natural cue but could do with gesture prompt, correct but took too long to meet natural performance criterion). A
discrepancy analysis is then conducted where each step of the sequence is analyzed and those with a discrepancy between the performance of the general education student and the focus student are targeted for intervention. In addition to any age-appropriate social skills naturally included in the sequence, others have been identified that can be embedded in the sequence to facilitate further interaction.

Conversation can be particularly difficult for students with limited vocabulary, understanding of social rules or areas of interest. The structure for teaching conversation skills developed by Hunt, Goetz & Alwell (1988) (EPSY 6140 see page 5) is an evidence-based intervention that systematically teaches students with moderate/severe disabilities to engage in conversation with typical peers. Visual supports are provided as photographs/graphics in “conversation books”, third person prompting facilitates the student interacting directly with the peer rather than the adult and the turn taking process creates structure for multi-turn conversations. Candidates use these effectively with students who have limited verbal skills and those who are non-verbal.

*Develop communication methods to demonstrate student academic knowledge*

The training program takes a two-pronged approach to candidates developing methods for students with moderate/severe disabilities to demonstrate academic knowledge; 1. The identification of academic knowledge to be acquired, including core curricula and modifications and specific strategies and programs/packages for teaching this information; and 2. The identification and development of means for the student to demonstrate this academic knowledge.

1. Candidates gain knowledge and skill in selecting curricula that align with Reading/Language Arts Framework (2007) for reading, writing, listening and speaking for educational planning. Candidates incorporate strategies and materials that align with Common Core (ELA) standards into their lessons for the first UDL-Differentiated Collaborative Learning Group Lesson Assignment in EPSY 6120 (see pages 7-9); for the development of a Student-Centered Participation and Learning Plan in EPSY 5136 (Assignment 2, see pages 14-15) and for the Curricular Unit plan in EPSY 6207 (Assignment 3, see pages 13-15). Candidates in EPSY 5136 review Jimenez and Browder’s work on instructional alignment for students with more severe intellectual and other disabilities and apply the process described to CCSS RLA aligned lessons viewed on YouTube with written lesson plan outlines to determine how the lessons can incorporate instruction and goals of students who are at different presymbolic and symbolic levels. The MAST Work it Across process (Browder and UNC colleagues, 2010) is utilized in this activity: http://mast.ecu.edu/modules/udl_ia/lib/media/slides03/SlideShow.html

**EPSY 6140: Curriculum for Students with Moderate/severe disabilities** requires comprehensive assessments of academic, motor, sensory and communication abilities and needs of students with moderate/severe disabilities (see Assignment 1, pages 8-9) in order to determine the supports needed for communication reading and writing.
Assignment 2 (see page 10) requires a synthesis of these assessments and suggested plans for equipment, modified materials and teaching to support these areas of learning.

Candidates in EPSY 6207 (MS Disabilities) complete a critique of a current, peer-reviewed research study involving Reading/ instruction with core alignment for students with moderate-severe disabilities, as well as incorporating evidence based alignment practices within their Curricular Unit Plan for their Assignment 3, Reading instruction tools and curricular materials within the Tool Kit Assignment 2 they complete for this final quarter course (see Assignments 1, 2 & 3, pages 11-15).

Candidates apply a variety of reading programs to teach students with moderate/severe disabilities beginning and more advanced literacy skills in the four different field experiences (EPSY 6860MS, 6862MS, 6880MS(4), 6880MS(8)). Programs found most effective and utilized most often in local schools include: SIPPS for phonics, EDMARK for students who struggle with phonics; Read Naturally and Quick Reads for fluency; and the ALL Curriculum for students with more complex communication needs that addresses phonics awareness, phonics fluency, vocabulary and comprehension. In addition, reading computer programs such as Starfall and Lexia are used to support student learning. Handwriting without Tears and Writing with Symbols are the two commercially available programs used most by these teachers to teach and promote the use of writing skills and Touch Math is often used to teach numerical understanding and math skills.

The four placements in different schools and districts allow candidates to become proficient in using academic programs across the ages and support needs of students served under the Education Specialist: Moderate/Severe Disabilities credential. IEP goals and objectives for students in each placement are aligned with Common Core standards and provide material for rich discussion regarding the use of these programs in different contexts.

2. The development of communication and other skills to demonstrate student academic knowledge takes many forms that candidates implement across the four fieldwork, student teaching placements EPSY 6860MS, 6862MS, 6880MS(4), 6880MS(8). These range from teaching a student to raise his/her hand to indicate that they know the answer to a teacher’s question to preparing a script for a student to read to the class or programming a presentation into a laptop/iPad/ voice output communication device that the student then presents to the class along with supporting visual materials.

In EPSY 5136 candidates review a video “Restructuring Schools for ALL Kids” that demonstrates the process of pre-teaching a student one particular concept related to a math or science lesson in a general education high school class such that the student can then be the class “expert” on that topic. Candidates discuss ways in which the application of this concept can be used across ages and subjects to promote the competence of an individual with severe disabilities. Assignments 1-2 (see pages 11-15), where candidates complete a structured series of school and student observations over two assignments, leading to a Participation and Learning Plan in Assignment 2 that demonstrates how the...
student will participate and work toward specific skills within core academic instruction; which IEP goals are being addressed, including communication skills; how instruction will support their achievement and which adaptations and supports will be provided so the student can participate in and demonstrate their knowledge of core curricula concepts. Candidates make recommendations within their analyses of these data regarding additional opportunities for social and academic access and learning by one focus student in one instructional activity where additional observation/analysis is conducted toward development/enhancement of the student’s access to and achievement within that general education class and curriculum.

**EPSY 6140 Assignment 1 (Communication Project part 1, see pages 8-9)** requires candidates to conduct comprehensive assessments of a student’s communication, social, motor sensory and academic skills and support needs. The results, in conjunction with the formal and informal academic assessments conducted in **EPSY 6142 Assignments (see pages 11 and 14-15)**, guide the development of communication interventions to teach messages that will promote the student’s participation in social and/or academic settings and activities. The social stories, conversation strips, power cards and contingency maps assignments in EPSY 6141 demonstrate the candidate’s ability to design and implement interventions to assist students to understand social contexts and rules. For example, students may need to understand the social “rules” for participating in academic, class discussions or cooperative learning groups such as waiting to be called upon, keeping comment related to topic, and/or quietly listening to teacher and other student’s comments and presentations. Candidate implementation of these assignments improves their target student’s participation and demonstration of competence in academic subjects.

The final paired **Student Teaching/Intern Seminar in M-S Disabilities** and the fulltime student teaching/Intern assignment (one of many assignments completed in their field setting is a Special Project) provides a choice where one of the options (required for any candidate who has not participated in a student-lead IEP in earlier field experiences) directly addresses this standard’s element of communication to demonstrate academic knowledge is the Student- led IEP: where candidates work with students to develop their PowerPoint presentation to use as they lead their IEP meeting. The power point must include photos of the student engaging in IEP objectives-related activity and other preferred school activities and include the student’s input /selections for all content. The student presents the academic, social and other knowledge they have gained this year in school and provides his/her ideas for goals and courses to participate in for the upcoming school year.

Each candidate collaborates with others to facilitate each student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.

Moderate/Severe Standard 3 Course and Fieldwork

<table>
<thead>
<tr>
<th>Standard Component</th>
<th>Courses where addressed</th>
<th>Fieldwork/student teaching</th>
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</thead>
<tbody>
<tr>
<td>Collaborates with others to facilitate each student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.</td>
<td>5136, 6120, 6129, 6140 6141</td>
<td>6862, 6880 (4)</td>
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In the first curriculum course, **EPSY 5136**, candidates learn about past segregation of students with disabilities as well as about current, evidence–based practices that support students with moderate-severe disabilities’ education in the least restrictive educational setting. They complete a structured series of school and student observations over two assignments (see **5136 pages 11-15**), leading to a Participation and Learning Plan in Assignment 2 that demonstrates how the student will participate and work toward specific skills within core instruction; which IEP goals are being addressed, including social skills; how instruction will support their achievement and which adaptations and supports will be provided. Candidates make recommendations within their analyses of these data regarding additional opportunities for social and academic access and learning by one focus student in one instructional activity where additional observation/analysis is conducted toward development/enhancement of the student’s access to and achievement within that general education class and curriculum. The resulting Participation and Learning Plan (Assignment 2) includes an observational component for the Classroom Activity Analysis (ecological inventory) leading to consideration and recommendations for interventions, adaptations and any additional social and academic supports needed, and demonstrates connections of instruction with the focus student’s IEP goals, including their social goals. They discuss these plans in-class activities with their colleagues to problem-solve barriers collaboratively. Candidates also collaborate with their course peers in the development of a performance -based group midterm activity for **5136** (see **page 4**) that must demonstrate their command of content in a specific area of course content/objectives that is new to them since the course start, such as strategies for curriculum –infused ability/diversity awareness to assist in the facilitation of peer relationships and social skill development by students; development of a site-based peer
program or paraprofessional development activities on facilitating social relationships among students with and without disabilities. This is an early opportunity to team with colleagues and practice collaborative skills working toward a common goal that will benefit students.

In 6120, Communication-Collaborative Teaming and Management, the processes for addressing the range of logistical and management challenges that may arise when developing and working to enhance collaborative relationships with families, transdisciplinary team/related services members and professionals, paraprofessionals, general educators, agency professionals, and students are introduced through actual teamwork within and outside class as the framework or lens through which listening, facilitation and group roles are taught. The course focus is on the candidates acquiring the knowledge, tools, skills, activities and self-efficacy to collaborate with the range of individuals in the school and on their students’ educational teams. This occurs in part through the first group Assignment 1 (see pages 7-9) where they collaboratively design and demonstrate in class an excerpt of a universally designed and differentiated CCSS-based lesson where students with moderate-severe disabilities and those without disabilities are engaged in collaborative learning; demonstrating the evidence-based principles of cooperative learning (Dean et al, 2012; Slavin,1991), and its critical social skills, as well as identify what social skills will be explicitly taught through the academic lessons, and how these will be taught and/or adapted for and demonstrated by their students, including those with severe disabilities.

EPSY 6129, the advanced Collaboration, Education and Transition course targets this standard as well with its first group collaborative assignment (see pages 9-11), where candidates design a specific learning-development series for paraprofessionals that will improve their performance and skills with students, and social behavioral skills are typically the target area for at least half the teams’ work in the course. For those who did not select this area, they view a portion of it as the groups demonstrate this in class, and each group can access their peers’ products through Blackboard; adapt them to their own students’ and paraeducator’ needs now and in future positions.

EPSY 6140, the Curriculum for Students with Severe Disabilities course has a focus on students with more complex communication, social, motor and/or sensory needs. Through reading, lecture, relevant on-line resources and in-class discussions, candidates explore strategies and tools for assessing student communication, social skills and social networks and promoting improvements in these areas. Assessment includes an analysis the types of social interests, skills and relationships of general education students in order to determine both age-appropriate skills to target for instruction and the context in which these skills will be used and thus where instruction will take place. Assessment of the student’s current means and functions of communication, the contexts in which they currently communicate/socialize and the people with whom they interact, along with the success of current skills/strategies is critical to developing plans for instruction and activities that will further his/her success in relaying important messages and interacting with preferred individual (see assignments 1 & 2, pages 8-10).
The pragmatic aspect of communication and socialization is addressed in EPSY 6141 Communication and Social Networks for Students with Autism Spectrum Disorders (ASD) and other Disabilities (see page 5). Through lecture, readings, videos and on-line resources candidates explore the components and functions of complex, multiple message interactions. They discuss the factors that contribute to an individual’s ability to effectively and efficiently communicate messages that are relevant to the context. Limited knowledge about the social world, particularly understanding of the communication partner’s perspective and/or emotional state make it difficult for student’s to converse about subjects other than their personal interests or to interpret messages or behavior that violates their sense of the “right” way to do things. At this point in the program candidates have completed two quarters of general education student teaching and are participating in their third special education placement. Candidates demonstrate understanding of these concepts by drawing upon fieldwork/internship experiences to identify examples of students having difficulty with pragmatics and present these to the class.

Each candidate taking EPSY 6141 is working with a student with ASD in the concurrent fieldwork course EPSY 6862. Concepts and strategies to promote pro-social behavior are designed to meet the unique social communication needs of each candidate’s target student. Candidates practice writing social stories™ in class and develop a social story or conversation strip to assist the student in understanding the social context and required behavior (see Story Based Intervention Assignment, page 9).
Moderate/Severe Disabilities
Standard 4: Assessment, Program Planning and Instruction

Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students’ meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. Each candidate is able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

Moderate/Severe Standard 4 Course and Fieldwork

<table>
<thead>
<tr>
<th>Standard 4 Component:</th>
<th>Courses where component addressed:</th>
<th>Fieldwork/student teaching</th>
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<tbody>
<tr>
<td>Ability to use person-centered/family-centered planning</td>
<td>6129 6143 6671</td>
<td>6880MS (8)</td>
</tr>
<tr>
<td>Utilize strengths based, functional/ecological assessment across classroom and non-classroom contexts</td>
<td>5136 6142 6671 6120 6207</td>
<td>6860MS 6862MS 6880MS (4)</td>
</tr>
<tr>
<td>Students’ meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives</td>
<td>6129 6142 6207 6671</td>
<td>6860MS 6862MS 6880MS (4) (8)</td>
</tr>
<tr>
<td>Instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, Implemented</td>
<td>6137 6142 6140 6141 6142</td>
<td>6860 6862 6880 4,8</td>
</tr>
</tbody>
</table>
and adjusted systematically to promote maximum learning and academic achievement

| Develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings | 5021 6120 5136 6137 6141 6142 6671 | 6860MS 6862MS 6880MS 4,8 |
| Including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. | 6142 6140 6143 | 6860MS 6862MS 6880MS 4,8 |
| Utilize assessment data from multiple sources to develop effective programs and guide instruction | 5136 6137 6142 6140, 6141, 6671 | 6860MS 6862MS 6880MS 4,8 |

**Ability to utilize person-centered/family-centered planning.**

For **EPSY 6129**, the Individual Transition Plan (Assignment 2, see pages 11-14), a group of candidates examine needs and design a transition plan together for a selected student from one field site or Internship who will be in one of several transitional situations (high school to post school; preschool to elementary; elementary to middle, middle to high school; more to less restrictive setting; return to public school from nonpublic school or residential setting) in the coming months. The assignment’s specific elements also appear under Program Standards 7 and MS Standard 7 and in addition to including a detailed Focus **Student Profile** containing, among many other elements, information about the student’s experience with self-determination –self-advocacy and futures planning; candidates are required to design age and grade-appropriate self-determination interventions and show what this will look like for the remainder of the school year with an **Action Plan for one type of Person-Centered Planning** to be implemented, in conjunction with specific, individualized Transition activities appropriate to the type of transition the focus student will be experiencing. The involvement of additional team members including family/parents/guardians ensures that family-centered planning is a priority within these plans.
Person Centered Assessment and Planning is a core foundation for a Positive Behavior Support (PBS) Model of intervention for students needing behavioral support. The PCP assessment process provides information regarding student and family preferences, interests and quality of life in school, home and the community. This information becomes the basis of comprehensive PBS intervention that centers on improvements in Quality of Life. **EPSY 6143, Positive Behavior Support (**see page 2) follows this model of behavior intervention. Through lectures, reading, video and print case examples, candidates learn the philosophy, processes and positive outcomes of person centered assessments, planning and intervention. They demonstrate this knowledge within class group activities evaluating case studies and as part of the comprehensive PBS assignment (**see pages 10-12).

Within the final paired Student Teaching/Intern Seminar in **M-S Disabilities (6671-6880MS(8))** and the fulltime student teaching/Intern assignment, one of many assignments completed in their field setting is a Special Project, which provides a choice where two of four options directly address this standard’s elements, and which are required to “...result in student(s) with moderate/severe disabilities participating in school, community, home neighborhood or family activities, in which they are not currently...” (**see page 4**) 1-Futures Planning/MAPS: Conduct a futures planning process (person centered planning or MAPS process) for one student including all the participants (e.g., family, friends, IEP team, general education teachers, etc.). Submit summary and analysis; and 2- Student-led IEP: Work with students to develop their PowerPoint presentation to use as they lead their IEP meeting. Must include photos of student engaging in IEP objectives-related activity and other preferred school activities; include student’s input/selections for all content. Options one and 2 both address the component: ability to utilize person-centered/family centered planning.

**Meaningful participation in core, life skills, wellness curriculum and instruction addressing IEP goals and objectives and utilizes strengths based, functional/ecological assessment across classroom and non-classroom contexts and utilizes assessment data from multiple sources to develop/guide instruction.**

These three components are first addressed in **5136, Educational Practices for Students with Moderate-Severe Disabilities**, the first specialization curricular course. Candidates read, discuss, view and analyze web resources and multimedia related to, and engage in multiple in-class curricular activities with both academic and the functional life domains of personal management, employment, leisure and general community access skill development. For example, they read content about processes of ecological assessment in the class text (Snell and Brown, 2011); conduct ecological inventories within class while viewing video of students in general education classes and other school and non-school environments; and then conduct actual ecological assessments across domains within EPSY 5136 Assignments 1, 2 and 3. They begin with school **Site Interviews and an initial Site Needs Assessment(see Assignment 1A, page 11-13)** to identify opportunities for a student’s new or enhanced learning within core curriculum in general education; and use this information to inform their work in an **Ecological Classroom Activity**.
Analysis (see Assignment 2, pages 14-15) within general education where the focus student is and/or will be attending, and from these observational assessments, they develop a Student Participation and Learning Plan with Core Curricular intervention and Adaptations Summary. They proceed with Community Inventory & Analysis (see Assignment 3, pages 15-19) to complete an Ecological Inventory of the community around or within a reachable (on transit or by foot) distance of the school site, and conduct a specific inventory of one environment within an accessible setting, such as a library, restaurant, store, where one or more of this student’s IEP goals in social, communication, academic and/or life skills could be addressed through a functional activity such as (depending on student age/IEP priorities): checking out books, purchasing supplies, eating a meal or snack with a peer, traveling on public transit; job sampling at a local business, etc. These products are shared among the candidates in the class with peer discussion and review of them within small groups in the class context.

In EPSY 6142 Assessment of Students with Moderate/Severe Disabilities candidates conduct an ecological assessment and develop and instructional program from the results for the student they are targeting for all assessment activities for the course. Using multiple sources of input, they analyze the outcomes of the ecological assessment in relation to information gathered from other assessment activities (see Ecological Assignments, page 9).

In EPSY 6671, the final Student Teaching seminar, Option 3 of the Special Project is a Community Programming Unit (see special project, page 4) which includes the candidate engaging in community site development (Ecological inventories, etc.) and developing as well as implementing an instructional sequence for at least one student in that location, submitting a summary of the site development process and of its impact, with instructional materials and student progress data.

For candidates in Moderate-Severe Disabilities, meaningful participation and learning in Core curriculum occurs across coursework and field placements/Internships. Candidates gain knowledge and skill in selecting and implementing Core curricula that align with the CCSS in ELA and with the Reading/Language Arts Framework. For example, for reading, writing, listening and speaking for educational planning., candidates incorporate strategies and materials that align with Common Core (ELA) standards into their lessons for the first UDL-Differentiated Collaborative Learning Group Lesson in EPSY 6120 (see Group Assignment 1, pages 7-9); for Assignment 2 in EPSY 5136 (see pages 14-15) with the development of a student-centered participation and Learning Plan as noted above, and in EPSY 6207 for the Curricular Unit Plan (see assignment 3, pages 13-15).

Candidates apply a variety of reading programs to teach students with moderate/severe disabilities beginning and more advanced literacy skills in the four different field experiences (EPSY 6860, 6862, 6880(4), 6880(8), Internship: 6770) The four field placements in different schools and districts, and their Internship assignment enable candidates to become proficient in using literacy programs across the ages and support needs of students served under the Moderate-Severe Disabilities specialist credential. IEP goals and objectives for students in each placement are aligned with Common Core ELA and Math standards as well as additional CA framework in Science, Social Studies, etc. In addition to building competence in implementing ongoing reading instruction, candidates design, implement and evaluate at least one individualized instructional
program with a student in core curriculum areas as part of the combined **EPSY 6671 and 6880(8)** student teaching/Intern placement and seminar. Candidates share these programs in class to explore further the implementation of academic instruction across the range of students with moderate/severe disabilities.

*Instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, Implemented and adjusted systematically to promote maximum learning and academic achievement.*

As described above candidates have multiple opportunities to demonstrate knowledge and skill in developing instructional plans that are responsive to the unique needs of individual students and requirements of the core curriculum in Assignment 2 in **EPSY 5136 (see pages 14-15)**, with the development of a student-centered Participation and Learning Plan, the Collaborative Learning Group Lesson Assignment in EPSY 6120 (see pages 7-9), in EPSY 6207 for the Curricular Unit Plan, Assignment 3 (see pages 13-15) and in the individualized instructional program with a student in core curriculum areas as part of the combined **EPSY 6671 and 6880MS(8)** (see pages 3-4). Instructional plans are informed by both assessment of the student’s unique interests, learning style and present level of performance in the core curriculum subject area and the grade in which the student is enrolled with same-age peers.

Candidates participate in and conduct data-based monitoring of student progress and systematically adjust instructional plans to promote maximum learning and academic achievement during each quarter of fieldwork. In the initial quarters of fieldwork (**EPSY 6860MS, 6862MS**), the candidates are collecting data and evaluating student progress on instructional programs and other interventions designed by the master teacher. By the third quarter of specialization fieldwork (**EPSY 6880MS(4)**), candidates are able to design interventions early enough in the quarter to implement and evaluate student progress on their own interventions. Reviewing the syllabus for **EPSY 6771 and 6880MS(8) (see page 5)** indicates that candidates are evaluated on implementation and data-based modifications of the four required instructional programs.

*Develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings.*

The use of systematic and evidence-based instructional strategies is a theme throughout the training program in courses and field experiences alike. Candidates are introduced to the foundations of differentiation and Universal Design for Learning principles (UDL) in **EPSY 5021, Teaching Diverse Students in General Education**. Candidates use instructor created cases that present formal and informal assessment data as the basis for the differentiated and/or UDL lesson which they develop in class, leading to group creation of differentiated instruction for the final **EPSY 5021 Assignment (see Assignment 3, pages 10-11)**.

**Assignment 1 in EPSY 6120 (see pages 7-9)** requires that candidates in mixed credential groupings complete the development of an instructional lesson that has been designed using UDL principles. Candidates identify how the components of the lesson provide
access to students with diverse knowledge, skills and abilities as identified through data collection. In EPSY 5136 Candidates review Jimenez and Browder’s work (i.e. 2010) on instructional alignment for students with more severe intellectual and other disabilities; apply the process described to CCSS RLA aligned lessons viewed on e.g. Teaching Channel or Fisher-Frey channel on You Tube with written lesson plan outlines and determine how the lessons can incorporate instruction and goals of students whose abilities are at different presymbolic and symbolic levels, using The MAST Work it Across process (Browder and UNC colleagues, 2010) in this activity.

The series of methods courses with concurrent field experiences provides candidates with the ability to gain knowledge and implement increasingly complex instructional plans across four different programs for students with moderate/severe disabilities. The four placements occur across the age range served by the credential (5-22) so instructional plans can easily occur within school, community and working settings.

In EPSY 6137, Instructional Strategies and Behavior, candidates in Moderate-Severe Disabilities follow a sequence of assignments paired with their first Specialist Fieldwork EPSY 6860MS with a Master Teacher. The assignments build on each other and begin with structured Observations, leading toward the development of two instructional programs that demonstrate candidates’ ability to apply evidence-based systematic instructional techniques with students who experience complex needs. (see EPSY 6137 Interaction Observation, Task Analysis, and Instructional Program, pages 6-9). EPSY 6142 and EPSY 6862 require the development of three systematic instructional programs for at least two different students. One program is based on the results of the ecological assessment assignment and designed to provide access for the student to an inclusive school or community environment or activity in which he/she has not yet participated. EPSY 6141 and EPSY 6880MS(4) (see pg.4) address evidence-based practices effective for teaching student with Autism Spectrum Disorders (ASD). These interventions are recommended by the National Professional Development Center on ASD on the basis of a comprehensive review of research. These include: the development of social stories™, conversation strips, power cards and contingency maps to assist students understand social context and rules (see EPSY 6141, Story Based Intervention, page 9); the use of within and across activity schedules and other visual supports to create predictability across the school day (see EPSY 6141, Visual Schedule Assignment, page 9); the use of discrete trial and pivotal response training strategies to provide systematic instruction of new skills (including teaching socially acceptable replacements for target behavior). (see EPSY 6141, Lesson Plan/ Instructional Program Assignment, page 10). Candidates design and implement these interventions with a target student with ASD in their field placement. It should be noted that all of the instructional strategies noted above are effective with the range of students served by the Education Specialist: Moderate/Severe Disabilities credential. The final experience in this series is EPSY 6880MS(8) Student Teaching and 6671 Student Teaching Seminar. The candidates develop four instructional programs (see Instructional Programs Assignment (#3), pages 3-4) early in the quarter so they can be implemented and data-based modifications made as needed to assure maximal learning. The instructional programs, must meet the following criterion:
a. Requirements outlined on instructional program format. (At least one program not T-format.);
b. Written for activities in general education classes or non-special education classroom activities;
c. Written for at least three different students;
d. Utilizing a variety of teaching techniques, 2 or 3 different types of chaining procedures, variety of prompting and correction procedures (The same prompting or correction hierarchy for all programs is unacceptable);
d. 2 examples of basic skills which are taught across at least 3 activities and environments (communication, motor, sensory functioning, literacy),
e. 2 to 3 different data collection formats;
f. 1 or more programs must include time delay procedures;
g. 3 or more programs must be implemented in general education classrooms; and
h. Implemented as approved by supervisor with data based documentation by both regularly occurring implementation and program revision (to be reviewed by supervisor weekly).

Finally, candidates train a paraprofessional ([see (#4) on page 4](#)) to implement at least one instructional program. They must document and summarize the training process as well as ongoing monitoring of the para’s implementation of the program, including feedback given, reliability data, any necessary retraining and reinforcement for appropriate intervention strategies. Comment on the effectiveness of training, how you would do it differently in the future, and any plans for ongoing monitoring. Submit training and reliability data and a copy of the instructional program with the summary.

*Utilize assessment data from multiple sources to develop effective programs and guide instruction.*

Within **EPSY 6142 MS Disabilities**, candidates conduct a series of assignments including: 1-Behavior Program/Increase/Decrease 2-Functional Assessment of Behavior; 3-Instructional Program Critique; 4-Ecological Assessment A; 5-Ecological Assessment B; 6-Instructional Program 3; 7-Standardized Assessment 8-Educational History; 9-Behavior Task Analysis and 10- a Behavior Support Plan/Including a Summary of Components and Critique of Instruction and 11- Behavior Support Plan Presentation. Several elements of these are discussed across this standard.

*Please see element *Meaningful participation in core, life skills, wellness curriculum and instruction addressing IEP goals and objectives and utilizes strengths based, functional/ecological assessment across classroom and non-classroom contexts and utilize assessment data from multiple sources to develop/guide instruction.*
Moderate/Severe Disabilities Standard 5: Movement, Mobility, Sensory and Specialized Health Care

Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings. Each candidate will consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings. Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student’s sensory, movement, mobility and specialized health care services.

The range of abilities and support needs of students served under the Education Specialist: Moderate/Severe Disabilities credential are addressed throughout the training program and candidates have hands-on experiences with each disability label in this range in one or more quarters of field work or student teaching experiences. There are however certain courses that focus more on the specialized support needs of students with movement, mobility, sensory and specialized health care needs. These are summarized in the Table and discussed in the pages below.

Moderate/Severe Standard 5 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Component/Standard 5 M-S</th>
<th>Courses</th>
<th>Field Work/Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community</td>
<td>EPSY 5021, 6140, 6142, 6671</td>
<td>EPSY 6860, 6862, 6880(4), 6880(8) Fieldwork Experiences (6770 interns)</td>
</tr>
<tr>
<td>uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment</td>
<td>TED 5110, EPSY 6124,</td>
<td>EPSY 6860, 6862, 6880(4), 6880(8) Fieldwork Experiences (6770 interns)</td>
</tr>
<tr>
<td>demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings</td>
<td>EPSY 5126, 6671</td>
<td></td>
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</tbody>
</table>
demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student’s sensory, movement, mobility and specialized health care services

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<tr>
<th>EPSY 6129, 6207</th>
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Demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community

Candidates are introduced to the characteristics and support needs of students with movement, mobility, sensory and specialized health care support needs in **EPSY 5021**. Through readings, course lectures, discussion and examination of media, candidates acquire knowledge of each of the 13 categories of disability that direct federal/state requirements for determining one’s eligibility to qualify for special education services. These categories include those that are included in the CA Education Specialist: Moderate/Severe disabilities credential under which students with movement, mobility, sensory and specialized support needs are served. Candidates are required to observe programs for students with moderate/severe disabilities across service delivery models (see Assignment Guidelines & Requirements, *pages 7-8*) providing demonstration of the support required for these students to participate fully in classrooms, schools and the community.

**EPSY 6140** addresses basic skills (communication, motor, sensory, social and specialized health care) predominantly for those students with the most complex and severe disability conditions and is the primary source for information regarding students with movement, mobility, sensory and specialized support needs. Through readings, course lectures, discussion and examination of media and on-line resources, candidates explore the unique characteristics of these students and the types of equipment, adaptations, instruction and environmental modifications that are effective in supporting their full participation in learning and other school and community activities. We are fortunate to have Maurice Beloit, director of CA Deaf-Blind Services teaching this course. His expertise in supporting students with sensory and severe multiple disabilities is nationally recognized. In addition, guest lecturers Dr. David Brown internationally known for his expertise in the areas of movement, mobility and multiple disabilities and Nan Graham, former Education Specialist, CA Deaf Blind-Services Specialist and now
Director of Special Education at Ravenswood CSD who has extensive training in neurodevelopmental therapy with Phillipa Campbell at Thomas Jefferson University and who provides lectures and workshops on Motor Disabilities and Specialized Health Care Considerations. Candidates demonstrate competence with strategies for positioning and feeding in the workshop component of the classes by applying the techniques with one another, incorporating universal precautions for physical contact with students in schools (http://www.cdc.gov/niosh/topics/bbp/universal.html; http://www2.southeastern.edu/Grants/EHEP/up3/sld001.html). Candidates then report on their experiences to further their sensitivity to the individual student’s preferences when being positioned or fed and the need to promote student’s independence, and dignity.

Candidates select a student in the concurrent fieldwork EPSY 6862 with movement and/or mobility disabilities for a comprehensive assessment of the student’s participation in learning (see Motor/Movement Assignment, page 7). They gather information from interviews with the physical therapist, occupational therapist, teachers, records, etc. in order to describe the student’s primary motor impairments and how they affect the student’s mobility and movement and describe the positioning, carrying, transferring, and to delineate two (step-by-step) repositioning or transferring routines/protocols for the student. Candidates then conduct a contextual analysis of the student’s positions and use of his or her motor skills across at least two activities/instructional periods, describing the activity in which the student is engaged the position that would best accommodate the student’s needs during the activities/periods and the student’s use of particular motor skills within the activities. Opportunities for additional use of motor skills during the analyzed activities are identified. Based on this analysis, candidates make recommendations for interventions that address: remediation or the use of existing motor ability by identifying where within these activities they would embed instruction of specific motor skills; where they would teach compensatory skills (the use of other senses); and identifying the adaptations they would design to further accommodate the student as a full participant in the activity/period. In the final component of the assignment candidates discuss the implications of the student’s motor abilities and support needs for eating and communication.

In communication assignment 1 (see Communication Project, pages 8-9) candidates assess student’s sensory and motor skills to determine general auditory and visual functioning, eye gaze reliability, scanning ability and motor skills including the degree of controlled reaching, range of motion, head control and other areas of voluntary motor control that may impact the selection of an augmentative system. Communication assignment 2 (see Communication Project: part 2, page 10) requires candidates to synthesize the information gained in assignment 1 in order to determine the optimal communication system for the student, addressing the nature and placement of symbols, means for the student to indicate messages, and the nature and complexity of first messages to be taught. Candidates then design an instructional program with a data collection system for evaluation to teach the student one or more of the targeted “first messages”.
The elements of universal precautions are presented in **EPSY 6207** for Moderate Severe Disabilities candidates. Candidates review the material in websites such as Centers for Disease Control [http://www.cdc.gov/niosh/topics/bbp/universal.html](http://www.cdc.gov/niosh/topics/bbp/universal.html). Using the information from the sites they create a presentation (e.g. Powerpoint, Prezi, or Thinglink) for their instructional team and parent volunteers. Candidates document when they implemented universal precautions in their fieldwork or student teaching log. Candidates identify (through acquisition of district bases materials) and compare across school districts the procedures for universal precautions.

At the end of the quarter, the 6140 class makes a visit to Lucile Packard Children’s Hospital at Stanford where Judy Henderson discusses the use of high and low tech materials and equipment to support the positioning and communication of students with motor and/or multiple disabilities. Candidates then spend time working with a variety of types of equipment used for augmentative and alternative communication. This final session assists candidates in integrating all aspects of services and supports for students with movement, mobility, sensory and specialized support needs as they learn the role played by each specialist (language specialists, physical and occupational therapists, engineers) in designing and building equipment and adaptations to support the motor, positioning and communications needs for individual students..

**EPSY 6142** and **EPSY 6862** provide extensive information and experience in assessing student abilities and needs in a variety of areas. Specific to this standard are the assessment activities for sensory abilities. Through readings, course lectures, discussion and examination of media, candidates explore traditional assessment of vision and hearing. In small groups they discuss strategies for interpreting assessment reports including specific questions for ophthalmologists, audiologists and other specialists to assist in the process of interpreting examination results so this information can be used to guide interventions, adaptations, including assistive technology, and other supports that will facilitate successful participation in school activities. Candidates also receive instruction in specific instructional programs to prepare students for being evaluated via traditional vision and hearing assessments. They demonstrate knowledge and competence in implementing these programs in class by providing instruction to one another.

The full time student teaching experience **EPSY 6880MS(8)** and concurrent seminar **EPSY 6671** provide ample opportunity for demonstration of competence in supporting students with movement, mobility, sensory and specialized health care support needs.

**Uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment**

Throughout the training program courses candidates learn about the safe use of procedures, materials, educational technology, assistive technology, and other adaptive equipment and demonstrate competence with this in the multiple fieldwork and student teaching placements (see **EPSY 6860MS**, **6862MS**, **6880MS(4)** and **6880MS(8)**) in local inclusive programs for students with moderate/severe disabilities, including those with movement, mobility, sensory and specialized health care support needs. The case load of
students in each of the four placements varies in terms of ages and support needs, providing candidates the opportunity to experience the use of a wide range of techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment to meet the individual needs of each student. The appropriate and safe use of these is demonstrated by the master and general education teachers and related services personnel working with each student prior to the candidate’s implementation.

The safe use of computer and internet-based technology is addressed in **TED 5110 Computer-based Technology in the Classroom**. Four of the course objectives address safe, healthy ethical and legal use of this technology: 1-to define and identify the function, legislation, and impact of assistive technology in education; 2-to research and discuss legal and ethical practice related to technology use; 3-to promote safe and healthy use of technology resource and 4-to facilitate equitable access to technology resources for all students. In the online class, for example, candidates have weekly required Discussion Board posts on Blackboard; serve as a course Moderator; complete four quizzes and design a classroom website, all of which address aspects of safe, legal and ethical technology use.

In the course **EPSY 6124** candidates use wiki and blogs to post research they have conducted on Assistive Technology and Augmentative and Alternative Communication via topical websites, government supported resources, related organizations, commercially available systems and materials, and apps that support student learning. Through lectures, on line learning modules, discussions boards, readings and in-class lectures and activities, candidates explore: hardware, software, and web-based applications and strategies for accessing and integrating technology with universal design principles; safe, legal, ethical, and policy issues in technology use, and the role of technology in collaborative team-based assessment for individualized high and low tech assistive technology and augmentative communication use across the life span. Candidates demonstrate knowledge of and the ability to utilize the above information through class activities, discussion boards, and course assignments. They also apply the information in the concurrent fieldwork experience as well as future field and student teaching experiences. The safe, legal and ethical use of AT is explored via course content, class discussions and a review and posting of relevant information from such resources as [http://nichcy.org/laws/ata/](http://nichcy.org/laws/ata/).

**Demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings**

**EPSY 5126 Special Education Law and Program Design** provides candidates with a full understanding of the laws and regulations that affect the lives of individuals, particularly students with disabilities and their families, the social policy that informs these rights, and how these laws and policies translate into school and classroom practices. Candidates explore the Federal Individuals with Disabilities Education Act (IDEA), its 1991,97 and 2004 amendments, the resulting regulatory and California Education Code changes, and other state laws and regulations as they relate to: pre-referral intervention strategies; identification/eligibility assessment of students, program design, evaluation,
family participation, and the overall Individual Education Plan (IEP) team process and document. Through course lectures, on-line and print materials including http://www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm and Hyatt, K. & Filler, J.W. (2013). *Writing Educationally Relevant and Legally Compliant IEPs for Preschool and Elementary Age Students with Disabilities: A Guide for General and Special Educators.*, multimedia/visits from health practitioners, web investigations, class activities using case studies in **EPSY 5126 Special Education Law and Program Design** and in their **SST/RTI interview** at their school site (see Assignment 1, pages 7-8), candidates demonstrate knowledge of the legal requirements for providing educational services for students with disabilities, including those with movement, mobility, sensory and specialized health care support needs.

As our model field sites cover numerous LEAs across several counties candidates are able to research a variety of district policies regarding specialized health care procedures. Candidates share these policies during class meetings in **EPSY 6771 Student Teaching Seminar** and compare and contrast policies across districts and in relation to federal and state laws and regulations.

**Demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student’s sensory, movement, mobility and specialized health care services**

Guest speakers in **EPSY 6129** from public health agencies, and/or medical professionals, counselors and faculty from the Department’s School Psychologist, School Counselor and MFT programs provide candidates with essential information regarding the referral and support of families whose children have specialized health, mobility or sensory problems. In addition, candidates taking **EPSY 6129** complete an online group assignment comprised of an annotated list, with various databases or websites of at least 20 local resources to support students and their families who may at risk of physical, psychological, emotional or social health problems. The list includes eligible target populations and referral processes. Candidates prepare a ‘family friendly’ version that may be distributed to family and community members. This becomes a part of the **Case Management Toolbox/Toolkits in EPSY 6207** (see Assignment 2, pages 12-13) where candidates develop a binder/toolkit of materials and resources to be utilized in providing services to students and their families, particularly as they begin their teaching careers. These resources will cover the range of students served by the CA Education Specialist: Moderate/Severe Disabilities credential including those with sensory, movement, mobility and specialized health care support needs.

Candidates identify sites for emergency services for children, youth and families experiences significant duress. Candidates investigate school and district policies for referral for services and presents information to a class grid. Viewing this grid provides candidates with a way to learn about the resources and reporting practices within and among school districts.
Moderate/Severe Disabilities
Standard 6: Positive Behavioral Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Each candidate is able to participate effectively in school wide behavior support processes.

Candidates earning Specialist credentials for students with moderate/severe disabilities complete requirements within seven courses, three quarters of supervised fieldwork and student teaching that address the ability to provide respectful behavior supports that are proactive, positive and integrated with instruction and curriculum. This standard is therefore infused within classes and fieldwork across the program and is a primary focus in those discussed in detail and listed in Table below, with examples a in the following pages.

Moderate/Severe Standard 6 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Courses</th>
<th>Field Work/Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing and maintaining an educational environment that is free from coercion</td>
<td>EPSY 5021 Intro to Ed. Div. Learners, EPSY 5126, 6137, 6143, 6141, 6142, 6124, 6671</td>
<td>EPSY 6860, 6862, 6880 (4), 6880 (8)</td>
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<td>and punishment and where interventions are positive, proactive and respectful of</td>
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<td>students</td>
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<tr>
<td>Design and implement positive behavior support plans and interventions based on</td>
<td>EPSY 6126, 6137, 6143, 6141, 6142, 6670</td>
<td>EPSY 6860, 6862, 6880 (4), 6880 (8)</td>
</tr>
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<td>functional assessments and participate in manifest determination hearings.</td>
<td></td>
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</tr>
<tr>
<td>Participate effectively in school-wide positive behavior support processes</td>
<td>EPSY 5021, 6143, 6141, 6142, 6670</td>
<td>EPSY 6860, 6862, 6880 (4), 6880 (8)</td>
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EPSY 5021 provides the foundation for the concepts of proactive, positive, function-based interventions for problem behavior. Program expectations for all instructional and behavioral interventions to be respectful and differentiated are emphasized. Candidates learn about the three-tiered school-wide PBS model via lectures, reading, media, class
discussions and activities. Candidates are able to articulate the rationale for, process of
and implementation of the tier one (school-wide) level of PBS for all students in general
education schools. In addition to in class activities, candidates demonstrate competence
with PBS by conducting an observation and evaluation of three different special
education service delivery models. Classroom management and individual behavioral
interventions are observed and evaluated in relation to the models provided in class and
readings. Recommendations are then suggested to improve these practices.

**EPSY 5126 Special Education Law and Program Design** provides a more in depth level
of information and understanding regarding legal requirements for the implementation of
functional assessments, development of individualized PBS plans, manifestation
determination hearings, suspension, expulsion, and change of placement processes.
Reading and using the content within Hyatt and Filler’s 2013 text on IDEA and IEPs are
supplemented by the California Special Education Rights and Responsibilities Manual
developed by and frequently updated by Disability Rights CA, the state’s Protection &
Advocacy agency. This user-friendly manual with each chapter in Q and A format, and
which is translated into multiple languages for increased access for families, has a full
chapter on discipline for students with disabilities, as well as infused content within the
IEP chapter and in the Basic Rights and Eligibility chapters. It doubles as a resource for
candidates to utilize with the future families with whom they will work. In class,
scenarios/case studies are created and utilized for candidates to problem solve around
issues of behavior, integrating legal requirements.
http://www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm

**EPSY 6137 Instructional and Behavioral Support: Moderate/Severe Disabilities** is the
first of a series of methods courses taken concurrently with supervised field work
placements (**EPSY 6860**) in inclusive local schools. This course provides candidates with
information on basic behavioral principles and classroom management strategies.
Through readings, lectures, speakers, media, class discussions and activities, candidates
consider the impact basic behavioral principles have on the lives of students with
disabilities, their general education peers and teachers and society as a whole. They
explore the application of these principles to effectively and systematically teach and
support students in their field placement (see Instructional Program Assignment, page 7).

Classroom management strategies are presented via lecture, media and readings.
Candidates consider the models of intervention in relationship to the values and practices
of the PBS model they are learning in **EPSY 6143** described below. Specific
management strategies are organized by the following categories: getting acquainted,
classroom rules, reinforcement of good behavior, organization and time management,
maximizing student participation, physical environment/ classroom climate, teacher
attitudes and beliefs and being proactive. Candidates share examples of effective
strategies experienced in prior TED student teaching placements (**TED 5354 and 5359,
listed on page 13**) as well as in their current field placement (**EPSY 6860**). These
examples are then added to a document “Classroom Management: Where to Begin” that
is organized according to the categories noted above. Candidates demonstrate
competence by developing a comprehensive plan that will guide their management practices as teachers (see #17, page 2 in EPSY 6860).

**EPSY 6143 Positive Behavior Support** is required for students pursuing the Education Specialist Credential: Mild/Moderate Disabilities as well as those in the program for students with Moderate/Severe disabilities. It is the primary course that takes candidates through the comprehensive process of functional assessment and designing individualized PBS plans and interventions. The information is provided in a systematic process with practice, assignments and feedback for increasingly sophisticated content throughout the course. Through readings, lectures, speakers, media, and class discussions and activities candidates learn, discuss and practice a variety of assessments and positive intervention strategies. Candidates demonstrate competence via the collection and analysis of ABC data. They identify patterns in antecedents/triggers for behavior targeted for reduction, as well as patterns in consequences. Candidates conduct the assessments and design interventions for a student with moderate/severe disabilities that include problem behavior in their concurrent inclusive field work placement (EPSY 6860). They then identify initial hypotheses regarding the function of the target behavior and determine options for behavior reduction via changes in the antecedent and/or consequence conditions. (Behavior Analysis Assignment, page 6). Candidates then add to the assessment data, revise or confirm the hypothesized function of the TB, collect baseline data and develop an intervention plan that includes a systematic schedule of reinforcement including details regarding the relationship of initial levels of reinforcement to baseline data, levels of intervention with criterion for movement to each level and a systematic plan for weaning the reinforcement schedule (Increase/Decrease Behavior assignment, page 10).

Candidates then practice using multiple functional behavioral assessment (FBA) instruments. In addition to ABC data, candidates use tools such as the Motivation Assessment Scale, Scatter Plots, Behavioral Mapping, and multiple student, family and professional interview formats to gather more comprehensive FBA information for their target student. Each candidate demonstrates competence by conducting assessments (Functional Assessment of Behavior assignment, pages 12-13), collecting data and developing multi-element support plans that include antecedent interventions to preclude the need for problem behavior (these include instructional & curricular modifications as well as altering antecedent patterns), instruction of replacement behavior, communication and/or social skills instruction, self-regulatory/self-management/copinmg strategies and where needed, crisis intervention strategies (Self-management and Comprehensive PBS Assignments, pages 10-12).

Detailed strategies for School-wide (Tier 1) PBS interventions are provided. Candidates explore multiple examples of implementation, including processes, materials developed, in-service training materials including lesson plans and ongoing coaching from a variety of schools that are implementing school-wide PBS. Examples and materials are provided for elementary, middle and high schools so candidates can examine and evaluate practices across the age range of students covered by the Education Specialist credential.
Field and student teaching placements include at least one school that is implementing a school-wide model of PBS so each candidate gets “hands-on” experience. Strategies for tier two interventions (e.g. Check-in, Check-out, mentoring) are provided completing the three-tiered triangle of PBS interventions. Candidates explore assessment and intervention strategies from schools using these interventions. They demonstrate understanding via group activities comparing the school examples with the model presented in lecture and readings.

**EPSY 6142 Assessment: Moderate/Severe disabilities** provides expanded information on functional behavioral assessment and the relationship to and synthesis with other types of assessment for students with moderate/severe disabilities. All assessment activities are conducted for a focus student in the concurrent fieldwork placement, **EPSY 6862**, providing candidates the opportunity to complete the PBS process in a different inclusive school. In addition to standardized or formal achievement tests, these include ecological inventories with discrepancy analysis, person centered assessments, student self-assessments, family interview strategies and a variety of informal assessments to determine learning style and present levels of performance. Conducting these assessments provides the opportunity for candidates to work with a variety of professionals and with the family of the focus student. The results of all assessments are synthesized and used to develop a comprehensive PBS plan that also addresses the focus student’s learning style, individual preferences and interests and family priorities.

**EPSY 6124 Assistive Technology and Augmentative Communication** taken concurrently with **6142 & 6862** provides the information and opportunity to assess students and develop AT & AAC interventions, often necessary parts of schooling for students with problem behavior. The PBS model assumes that problem behavior is a form of communication. Therefore, effective intervention must address communication and social skill and networks. In **EPSY 6124** candidates conduct comprehensive assessments and design interventions using the SETT (Student, Environment, Task, Tools) to guide the collaborative assessment and technology planning process. This process includes careful evaluation of the student’s skills and needs in the areas behavior and communication as well as academics, motor, cognitive, and sensory. The results of the evaluation along with assessment of participation in educational activities, and environmental supports and barriers provides the basis for suggested low and/or high tech materials and strategies to support the student’s communication and social participation. Components of the results of this process are critical elements in a comprehensive PBS Plan.

**EPSY 6141 Communication and Social Networks** for students with ASD is required for students pursuing the Education Specialist Credential: Mild/Moderate Disabilities as well as those in the program for students with Moderate/severe disabilities. As characteristics of students with ASD often include difficulty with communication/social skills and subsequent problem behavior, candidates have the opportunity to apply the FBA and Comprehensive PBS strategies with a student with the label of ASD in a different field placement (**EPSY 6880(4)**) than the one they were in the prior spring quarter when taking **EPSY 6143** or the fall when taking **EPSY 6142** (**EPSY 6141, FBA & comprehensive**
PBS assignments, pages 7-8). They demonstrate competence with a variety of evidence based antecedent intervention strategies for individuals with ASD that help to both reduce problem behavior and to improve communication and social skills and networks. These include: the development of social stories™, conversation strips, power cards and contingency maps to assist students understand social context and rules; the use of within and across activity schedules and other visual supports to create predictability across the school day; the use of discrete trial and pivotal response training strategies to provide systematic instruction of new skills (including teaching socially acceptable replacements for target behavior) (see EPSY 6141, Story Based Intervention, Visual Schedule, and Lesson Plan/Instructional Program Assignments, pages 9-10). In addition to the application with the focus k-12 student in the concurrent fieldwork EPSY 6880, candidates read articles specific to each of these techniques, which are also practiced in class. The comprehensive PBS plan is a signature assignment that incorporates the intervention strategies described above in addition to the multi-element components learned in prior courses (EPSY 6141, comprehensive PBS assignment, pages 7-8).

EPSY 6771 Student Teaching Seminar – candidates develop multi-element PBS plans early in the quarter in order to have the opportunity to implement, evaluate and make needed data-based adjustments to the plans. As with all courses that address PBS, candidates conduct these activities with students in inclusive local schools. They utilize the collaboration and communication skills acquired in EPSY 6120 Communication: collaboration, Teaming & Management and EPSY 6129 advanced Studies in Collaborative Service delivery & Transition to work with professionals and the IEP team in the PBS assessment, plan development, evaluation and modification process. Candidates also train at least one paraprofessional to implement a behavior support plan (EPSY 6771, see Preliminary PBS, FBA, Comprehensive PBS and Critique of Intervention, and Training Paraprofessional Assignments, pages 3-4).
Moderate/Severe Disabilities

Standard 7: Transition and Transitional Planning

In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students’ moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

Moderate/Severe Standard 7 Course and Fieldwork

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<th>Standard 7 Component:</th>
<th>Courses in which the component is addressed:</th>
<th>Fieldwork where addressed</th>
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<tbody>
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<td>Demonstrates knowledge and advocacy skills related to the various transitions experienced by students’ moderate-severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.</td>
<td>EPSY 5126&lt;br&gt;EPSY 5136&lt;br&gt;EPSY 6129&lt;br&gt;EPSY 6207&lt;br&gt;EPSY 6671</td>
<td>EPSY 6862 MS,&lt;br&gt;EPSY 6880 (4,8) MS</td>
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The critical areas of person-centered planning (including self-determination with self-advocacy and self-management skills) are a focus across transitions and all transition planning, throughout the Ed Specialist Moderate-Severe disabilities credential, in both courses that occur within the common trunk, to ensure its inclusion in the area of moderate disabilities for candidates in Mild-Moderate as well as Moderate-Severe Disabilities, and in the specialist coursework and fieldwork/student teaching in moderate-severe disabilities.

Person centered planning is introduced early on in the Special Education Law and Program Design course EPSY 5126, as a critical element for all individuals as they move through and beyond their school years. It is introduced through first hand filmed accounts; student-led IEP examples, readings and materials, and with self-directed IEPs as a basis for developing students’ self-determination skills and planning and development of IEPs and ITPs.

In EPSY 5136, Educational Practices for Students with Moderate-Severe Disabilities, the first specialization curricular course, candidates read, discuss, view and analyze web resources and multimedia related to and engage in multiple in-class curricular activities related to functional life domains of personal management, employment, leisure and general community access skill development. For example, they complete a group activity developing a list of major parental concerns/priorities for each age and transition point, (based in part on the family systems work of Turnbull and Turnbull, 2010); and then identifying evidenced-based and promising practices for support at each
point, as well as web-based and brick and mortar resources, e.g. Parent Training and Info Centers (PTIs) and Parent Resource/Family Empowerment Centers; Centers for Independent living; Regional Center and appropriate vendors; and self-advocacy advising, training and planning resources such as the CA Supported Life Institute, CAL-TASH, Disability Rights CA etc. Films with adults who experience severe disabilities with a range of considerations are utilized as well as those with children and their families discussing transition points (e.g. Including Samuel; films on Maryland Learning links, etc.) and their experiences. In terms of what has worked; what is working, what was not effective in supporting their own transitions.

As noted under Program Standard 7, in EPSY 6129, candidates in credential-specific groups (i.e. M-S Disabilities) examine needs and design the plan for a selected student from one field site or Internship who will be in one of several transitional situations (high school to post school; preschool to elementary; elementary to middle, middle to high school; more to less restrictive setting; return to public school from a nonpublic school or residential setting) in the coming months for a Transition Plan (see Assignment 2, page 11). The Transition Plan’s elements must include 1- the focus Student Profile, including, for example: age/grade; eligibility category and length of time receiving special education services; areas of IEP goals and emphases; summary of current services; time out of general and rationale; interests, preferred activities and choice-making opportunities; extracurricular activities and types of natural supports in place; student and family’s current educational priorities for student; student’s experience with self-determination –self-advocacy, futures planning.;2- Age and grade-appropriate self-determination activities that will be implemented through curriculum and instruction and what this will look like for the remainder of the school year and b) Action Plan for type of Person Centered Planning to be implemented, as well as 3- specific, individualized Transition activities appropriate to the type of transition the focus student will be experiencing, as well as 4- Involvement of additional team members from, e.g. other key agencies required for the plan and their roles/responsibilities. This assignment is designed to demonstrate the candidates’ knowledge and advocacy skills related to transitions in depth.

The acquisition of knowledge and skills related to students’ basic skills to address complex communication, sensory, motor and intellectual needs is the thrust of content and assignments in EPSY 6140, Advanced Curriculum for students with M-S disabilities. Faculty and candidates have benefited from the input into course development and the instruction of 6140 in the new preliminary program by Maurice Belote, Director of the California Deaf-Blind Services Project. For example, at the conclusion of the Communication Assessment(see Communication Project Parts 1 and 2, pages 8-10) candidates must determine what communication system is appropriate for their student including responding to each of the areas based on the data collected in Parts 1 and 2:
• Is a non-symbolic or symbolic system appropriate--or a combination of both? Why?
• If you have selected a symbolic system, what type of symbols will be used? Why?
• If non-symbolic behaviors will be included, what behaviors have you targeted and what messages will they express?
• If the child will be taught to communicate with both nonverbal behaviors and symbols, how will the two methods of communication work together?
• If you have included a graphic symbol system, how will the symbols be displayed?

And:
With whom and where will instruction take place? Refer to the "Communication Interview" and the information you have on social interactions to justify your decision.

Then, based on the considerations above, derived from your assessment, what is an appropriate educational goal and one initial short-term objective for your student?

And finally: Write an instructional program for the communication objective to be taught systematically within and across at least two activities and practiced frequently throughout the school day.

Meeting the required elements of this type of assignment, as well as the Motor Assignment (see page 7), will assist candidates in assuring that the individualized interventions and adaptations designed meet both the student’s immediate needs, and will lead toward greater participation in self-directed planning across his/her education through enhanced communication skills and ability to act on these with appropriate supports. In EPSY 6207 Candidates include information and resources about transitions within their Toolkit (see Assignment 2, page 12).

Within the final paired Student Teaching/Intern Seminar in M-S Disabilities (6671-6880(8)) and the fulltime student teaching/Intern assignment, one of many assignments completed in their field setting is a Special Project, which provides a choice where three of four options directly address this standard’s elements, (see page 4) 1-Futures Planning/MAPS: Conduct a futures planning process (person centered planning or MAPS process) for one student including all the participants (e.g., family, friends, IEP team, general education teachers, etc.). Submit summary and analysis; 2- Student- led IEP: Work with students to develop their PowerPoint presentation to use as they lead their IEP meeting. Must include photos of student engaging in IEP objectives-related activity and other preferred school activities; include student’s input /selections for all content. Options 1 and 2 both address the knowledge and advocacy components of transitions for students with moderate-severe disabilities, including those with the most severe disabilities including deaf-blindness.
Moderate/Severe Disabilities Standard 8: Augmentative and Alternative Communication

Each candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. Each candidate demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

Candidates are provided with a variety of information and skill-building activities regarding the use of low and high tech assistive technology and augmentative/alternative communication to support the learning of individuals with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities, opportunities to practice application in course, fieldwork and student teaching assignments. Components of the standard, courses and fieldwork experiences that address this standard are noted in the Table below followed by narrative describing the knowledge and skills demonstrated by candidates.

Moderate/Severe Standard 8 Course and Fieldwork

<table>
<thead>
<tr>
<th>Program Component/Standard 5 M-S</th>
<th>Courses</th>
<th>Field Work/Student Teaching</th>
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<tr>
<td>demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities</td>
<td>EPSY 6124, 6140, 6142</td>
<td>EPSY 6860, 6862, 6880(4), 6880(8) Fieldwork Experiences (6770 interns)</td>
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<tr>
<td>demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students</td>
<td>EPSY 5136, 6124, 6140, 6142, 6671</td>
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with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities

**EPSY 5021 Education all Children in Diverse Classrooms**

In this introductory course for education specialists, candidates are introduced to and begin using the Backboard learning platform and accessing on-line resources for educating students with moderate/severe disabilities. Field observations in three types of educational service delivery models require candidates to identify the types of curricular modifications and adaptive equipment used to support students in each program. The structure of interviews with either a special education teacher or a high school student with an IEP provides an opportunity for more in-depth information regarding modifications and adaptations, including assistive technology (AT) and augmentative or alternative communication (AAC) *(see Assignments 1 & 2, pages 7-10).*

**EPSY 5126 Special Education Law and Program Design** focuses on both the legal foundation of Special Education and its translation to practice. Candidates learn about the advocacy and litigation history that informed the process of federal and state special education legislation and how these decisions were encoded into the series of laws culminating in IDEA 2004. Candidates acquire an in-depth level of information and understanding of the **legal requirements related to AT/AAC.** Regulations regarding AT/AAC within the category of related services address student assessment to determine the need for AT/AAC and the type of equipment or materials that would best meet the student’s current needs, acquisition and maintenance of equipment, coordination with other related services that are part of the IEP, training and technical assistance for the student and for the professionals providing support/education for the student. Reading and using the content within Hyatt and Filler’s 2013 text on IDEA and IEPs are supplemented by the California *Special Education Rights and Responsibilities Manual* developed by and frequently updated by Disability Rights CA, the state’s Protection & Advocacy agency. This user-friendly manual with each chapter in Q and A format, and which is translated into multiple languages for increased access for families, has a full chapter on related services for students with disabilities. It doubles as a resource for candidates to utilize with the future families with whom they will work. In class, scenarios/case studies are created and utilized for candidates to problem solve around issues of AT/AAC, demonstrating knowledge of legal requirements. [http://www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm](http://www.disabilityrightsca.org/pubs/PublicationsSERREnglish.htm)

**EPSY 6124 Assistive Technology and Augmentative/Alternative Communication** This course is the primary source of advanced information regarding the use of assistive technology for and with students with disabilities, including the use of augmentative strategies and systems to support student communication. Candidates use wiki and blogs to post research they have conducted on AT/AAC topical websites, government
supported resources, related organizations, commercially available systems and materials and apps that support student learning.

Through lectures, on line learning modules, discussions boards, readings and in-class lectures and activities, candidates explore: hardware, software, and web-based applications and strategies for accessing and integrating technology with universal design principles; legal, ethical, and policy issues in technology use, and the role of technology in collaborative team-based assessment for individualized high and low tech assistive technology and augmentative communication use across the life span and funding resources for AT/ACC equipment. Candidates demonstrate knowledge of and the ability to utilize the above information through class activities, discussion boards, and course assignments. They also apply the information in the concurrent fieldwork experience as well as future field and student teaching experiences. The legal mandates for and ethical use of AT/AAC is explored via course content, class discussions and a review and posting of relevant information from such resources as http://nichcy.org/laws/ata/.

Candidates research web-based resources and make weekly posts regarding topic specific application of assistive technology in the areas of history of AT, academic instruction, and communication and support for students with learning, orthopedic and cognitive disabilities (see Assignments 1 and 2, pages 4-6). Candidates research AT/AAC products and select two that are helpful for AAC intervention for students with moderate/severe disabilities. They then conduct a thorough evaluation of the two AAC products and develop instructions for the use of each (see Assignment 3, page 6). These are shared with classmates so that each candidate leaves the course with a variety of potential tools/resources.

Hands-on application of course content is demonstrated in the concurrent fieldwork course EPSY 6862. Conducting a comprehensive AT/AAC assessment of a student in the candidate’s fieldwork or internship allows the demonstration of knowledge of AT/AAC equipment and materials to meet the needs of individual student’s educational objectives (see EPSY 6124 Assignment 2, page 5). Candidates use the SETT (Student, Environment, Task, Tools) to guide the collaborative assessment and technology planning process. This process includes careful evaluation of the student’s skills and needs in the areas of academics, motor, communication, cognitive, sensory and behavior. The results of the evaluation along with assessment of participation in educational activities, and environmental supports and barriers provides the basis for suggested low and/or high tech materials and strategies to support the student’s communication and learning. Evaluation of the impact of materials/devices on student performance and the environment leads to a plan for ongoing use of AT. This process includes accessing information from other professionals regarding technology related to the student’s needs and educational objectives.

EPSY 6140 addresses basic skills (communication, motor, sensory, social and specialized health care) predominantly for those students with the most complex and severe disability conditions and is one of the primary sources for information regarding students with moderate/severe disabilities, students with physical/orthopedic disabilities,
other health impairments, deaf/blind and multiple disabilities. The first two assignments center on a comprehensive assessment of communication and related skills, the selection of a communication system, and an instructional plan to teach initial messages using the system. Candidates, with the assistance of their master teacher and university supervisor, select a student in their concurrent fieldwork EPSY 6862 to serve as a case study for course activities. The Communication Assignment (see EPSY 6140, Communication Project, page 8) requires candidates to provide 1-relevant Background Information including any educational history data; 2-list all assessment tools you used for assessment including record reviews Observations with activity inventories and their results; 3- Describe the results of the Communication Means and Functions sample, the Communication Interview and Social Interaction Interview; address verbal and nonverbal behavior; the student’s receptive language skills from observations /record review; 4- Comment on student’s use of pragmatics, and include a description of partners (e.g., are there peer partners, is prompting needed, do peers understand the student, etc.). Note whether there are communication breakdowns and evidence of any repair strategies. Candidates assess student’s sensory and motor skills to determine general auditory and visual functioning, eye gaze reliability, scanning ability and motor skills including the degree of controlled reaching, range of motion, head control and other areas of voluntary motor control that may impact the selection of an augmentative system. They candidate are also required to report on observed social interactions and their context, and to describe the sources of information, summarizing information from transdisciplinary staff and medical reports in functional terms; along with information from the master teacher and one’s own observations. This comprehensive Communication assignment also explores critical cognitive skills, such as whether the student demonstrates contingency awareness; object permanence; can imitate verbally and/or motorically; match object-to-object, object to picture, verbal label to object, verbal label to picture, word to picture, word to word, and finally, the student’s conceptual skills such as functional object use, sorting, association, symbolic play, and academic skills.

Communication Assignment 2 (see page 10) requires candidates to synthesize data from all of the above assessments to determine systems of communication, initial messages to be taught using the system and the context in which they will be taught and the development of an instructional plan to teach the messages. Within this plan they address: the type of communication system such as verbal with support and/or a high or low tech augmentative/alternative system or in most cases a combination of systems/strategies; the cognitive complexity and general function of initial instruction (i.e., contingency awareness, communicative intent, initiating conversation, extending conversation); where, when and with whom instruction will take place. If an augmentative system is determined to be used, the candidate identifies the type of equipment and materials to be used; whether a symbolic or non-symbolic system is appropriate; the type of symbols (pictures, icons, line drawings, written word); how the symbols will be displayed; and the means the student will use to indicate messages. An instructional program is then designed to teach initial functional communication messages to the student (Communication Assessment 2 see page 10). Candidates present regularly in class on the progress of their assessment activities including the tools they are using, professionals they are interviewing and what they are learning about the
student, and the systems to be selected to augment the student’s current communication abilities. Thus all candidates go through the communication assessment and intervention process for students across ages and disability labels.

At the end of the quarter, the EPSY 6140 class makes a visit to Lucile Packard Children’s Hospital at Stanford where Judy Henderson MA, CCC-SLP, an AAC expert who provides AAC services for individuals with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities across the age range and consults with a variety of schools and districts, discusses the use of high and low tech materials and equipment to support the positioning and communication of AAC users. Candidates then spend time working with a variety of types of equipment used for augmentative and alternative communication. This final session assists candidates in integrating all aspects of services and supports for students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities movement, mobility, sensory and specialized support needs as they learn the role played by each specialist (language specialists, physical and occupational therapists, engineers) in designing and building equipment and adaptations to support the motor, positioning and communication needs for individual students.

Candidates participate in three quarters of supervised fieldwork, EPSY 6860MS, 6862MS, 6880MS(4), working two to three days a week in model classrooms. Student Teaching EPSY 6880MS(8) is five days a week for one quarter. In each of these placements candidates learn about and practice using the technology that supports the academic learning and communication of the students on the Master Teacher’s caseload. Multiple placements across elementary and secondary schools and often across districts provide the opportunity for candidates learn how the different teachers/schools/districts access resources and the variation in what and how expertise and AAC materials, devices and other resources are utilized and how families are included in assessment and decision making regarding their child. Candidates will participate in the use of high and low tech augmentative communication devices and systems, apps for ipads and other devices that support the communication, improved academic learning and skill development of students who require AAC materials and intervention.

The opportunity to explore a wide variety of computer-based and low tech programs, apps and materials with educators who are using or have developed the adaptive or modified materials is provided for candidates and the local community. An annual Adaptation Fair is conducted each year where master teachers, candidates, faculty and program graduates bring and demonstrate the use of a variety of examples of low and high tech adaptive equipment, modified lessons and adaptations. This event is open to the public and typically draws teachers, administrators, candidates from CSUEB and other local universities, and family members from several counties. Candidates in the moderate/severe disabilities program who are enrolled in EPSY 6142 and EPSY 6140 are responsible for organizing the event along with program faculty. Invitations go out to local districts, schools, family organizations such as Parents Helping Parents and Parent Training and Information Centers and other area universities. There is a huge range of
exhibits that have included AAC equipment and materials, apps for iPads/iPods/iPhones/Kindles etc. to support communication and academic learning, indestructible iPad cases developed for use by the military, commercially available evidence-based programs for reading, math writing & science, links to teacher and/or family friendly websites, and teacher developed modifications for academic subjects across the age span and ability levels of students with disabilities. Participants are able to discuss each exhibit with the presenter and get ideas of how to use the materials with the students in their area of study.
Autism Spectrum Disorder
Added Authorization Standards
Autism Spectrum Disorder Added Authorization Standards

The CSUEB Autism Spectrum Disorder Added Authorization (ASDAA) requires candidates to take four courses:

1. EPSY 6137 Instruction and Behavioral Support for Students with Moderate/Severe Disabilities;
2. EPSY 6124 Assistive Technology and Augmentative/Alternative Communication;
3. EPSY 6143 Positive Behavior Support; and
4. EPSY 6141 Communication and social Networks for students with ASD.

The three ASDAA standards are embedded in these classes.
ASDAA Standard 1: Characteristics of ASD

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

**EPSY 6141 Communication and Social Networks for students with ASD** extensively covers the unique characteristics of students with Autism Spectrum Disorders. Through class lectures, required readings, videos and on-line resources, candidates explore the cognitive, neurological, sensory, motor, communication, socialization and behavior challenges, as well as strengths in the areas of visual/spatial, memory and sometimes savant abilities that are unique to individuals with ASDs. Candidates demonstrate their knowledge in class activities and discussions and in the Compare/Contrast Assignment (*see page 11*) where they are required to carefully review two chapters (Kluth 2010 & deBoer 2009) and a video lecture by Temple Grandin that address the characteristics of students with ASDs and their implications for program planning and service delivery. Candidates are required to compare and contrast the content of and orientation toward individuals with ASD across the three sources of information, describing the similarities of content regarding the unique characteristics identified in each and the differences in content, attitudes toward individuals with ASD and in the values and/or experiences of the authors that drive the information provided. They then note which of the three provided them with the most information and understanding of individuals with ASD and provide a rationale for this decision.

The implications of the unique characteristics of students with ASD for program planning and service delivery are threaded throughout the CSUEB ASDAA program courses including systematic instructional techniques **EPSY 6137**, communication and language supports and interventions **EPSY 6124** and **EPSY 6141**, support for problem behavior and self-regulatory strategies **EPSY 6143** and specific intervention strategies that have a research evidence-base for students with ASDs. These will be discussed further under ASDAA standards 2 & 3.

Students on the Autism Spectrum can vary as much in the areas of cognitive, sensory and communication ability and support needs. Class discussions regarding students with ASDs with whom candidates are working to conduct course assignments over the three quarter program, illustrate the ways in which unique characteristics are manifested across ability levels and ages providing candidates with a clear understanding of variation in characteristics and implications for program planning and service delivery.
ASDAA Standard 2: Teaching, Learning and Behavior Strategies for Students with Autism Spectrum Disorder.

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to generalization.

In EPSY 6137 candidates acquire skills in systematic instruction to meet targeted IEP objectives for students with moderate/severe disabilities including those with ASDs. They demonstrate the ability to design and implement instruction by conducting course assignments with students in either a CSUEB fieldwork placement or within the program in which they are teaching or interning. The course is sequenced so that candidates learn specific skills that are combined into multi-faceted instructional plans with data systems for evaluation by the end of the quarter. They demonstrate the ability to observe and identify specific strategies being used by their master teacher, general education teachers and related service personal.

The Interaction Observation Assignment (see page 6) requires candidates to examine the social climate and nature of staff interactions by observing a student across three activities, noting positive and negative or corrective interactions with staff along with desirable and problem behaviors by the student. They then analyze the data to determine whether there is a relationship between types of behavior and nature and/or amount of interactions with staff. They provide a reflective narrative discussing their overall perception of the nature of interactions within the environment, the social climate, and student successes with suggestions to increase positive social interactions and student success. The Instructional Observation A & B Assignments (see pages 10-12) require the candidate to identify examples and critique the fidelity of implementation of the following instructional strategies, prompting, corrections, chaining procedures, shaping and use of and the components of Discrete Trial Teaching. Candidates critique IEP objectives of students in their fieldwork/program in relation to required components and develop new objectives based on the critique in the Objective Assignment (see page 10). They develop a comprehensive task analysis for a student with limited cognitive and communication skills in the Task Analysis Assignment (see pages 6-7). The above components are integrated into the two required instructional plans for students in their field site/program (see Instructional Program Assignment, pages 7-9). These instructional plans include instructional goals and objectives, present level of performance/baseline data, the teaching context & materials to be used, teaching techniques and a data collection system to evaluate implementation.

The difficulty in the areas of language, communication, social skills and understanding of social contexts experienced by many students with ASD, can often be helped by the use of Assistive Technology and/or Augmentative Communication techniques and equipment. The EPSY 6124 Assistive Technology and Augmentative Communication course is the primary source of advanced information regarding the use of assistive
technology for and with students with disabilities, including the use of augmentative strategies and systems to support student communication. Candidates use wiki and blogs to post research they have conducted on AT/AAC topical websites, government supported resources, related organizations, commercially available systems and materials and apps that support student learning. Through lectures, on line learning modules, discussions boards, readings and in-class lectures and activities, candidates explore: hardware, software, and web-based applications and strategies for accessing and integrating technology with universal design principles; legal, ethical, and policy issues in technology use, and the role of technology in collaborative team-based assessment for individualized high and low tech assistive technology and augmentative communication use across the life span and funding resources for AT/ACC equipment. Candidates demonstrate knowledge of and the ability to utilize the above information through class activities, discussion boards, and course assignments. The legal mandates for and ethical use of AT/AAC is explored via course content, class discussions and a review and posting of relevant information from such resources as http://nichcy.org/laws/ata/.

Conducting a comprehensive AT/AAC assessment of a student in the candidate’s fieldwork or internship allows the demonstration of knowledge of AT/AAC equipment and materials to meet the needs of individual student’s educational objectives (see Assignment 2, pages 4-5). Candidates use the SETT (Student, Environment, Task, Tools) to guide the collaborative assessment and technology planning process. This process includes careful evaluation of the student’s skills and needs in the areas of academics, motor, communication, cognitive, sensory and behavior. The results of the evaluation along with assessment of participation in educational activities, and environmental supports and barriers provides the basis for suggested low and/or high tech materials and strategies to support the student’s communication and learning. Evaluation of the impact of materials/devices on student performance and the environment leads to a plan for ongoing use of AT. This process includes accessing information from other professionals regarding technology related to the student’s needs and educational objectives.

Candidates research web-based resources and make weekly posts regarding topic specific application of assistive technology in the areas of history of AT, academic instruction, and communication and support for students with learning, social, sensory and cognitive disabilities (see R and L Assignment 1, page 5). Candidates research AT/AAC products and select two that are helpful for AAC intervention for students with ASD. They then conduct a thorough evaluation of the two AAC products and develop instructions for the use of each (see Assignment, page 3). These are shared with classmates so that each candidate leaves the course with a variety of potential tools/resources.

The difficulties students with ASD have with flexibility in daily routines, communication and social skills often result in the need to express important messages and protests through problem behavior. The CSUEB ASDAA program follows a Positive Behavior Support (PBS) model that is based upon the following assumptions: 1. Respect and age-appropriate interventions for ALL students; 2. Students would use more socially acceptable behavior to meet their needs if they had the skills and the use of these skills would result in outcomes that are at least as effective and efficient as the current problem
Positive Behavior Support is the primary course in the ASDAA program that takes candidates through the comprehensive process of functional assessment and designing individualized PBS plans and interventions. The information is provided in a systematic process with practice, assignments and feedback for increasingly sophisticated content throughout the course. Through readings, lectures, speakers, media, and class discussions and activities candidates, learn, discuss and practice a variety of assessments and positive intervention strategies. Candidates demonstrate competence via the collection and analysis of ABC data. They identify patterns in antecedents/triggers for behavior targeted for reduction, as well as patterns in consequences. ASDAA candidates conduct the assessments and design interventions for a student with ASD that includes problem behavior in their field work placement or teaching program. They then identify initial hypotheses regarding the function of the target behavior and determine options for behavior reduction via changes in the antecedent and/or consequence conditions (see Behavior Analysis Assignment, pages 6-9). Candidates then add to the assessment data, revise or confirm the hypothesized function of the TB, collect baseline data and develop an intervention plan that includes a systematic schedule of reinforcement including details regarding the relationship of initial levels of reinforcement to baseline data, levels of intervention with criterion for movement to each level and a systematic plan for weaning the reinforcement schedule (see Increase/Decrease Behavior Assignment, page 10).

Candidates then practice using multiple functional behavioral assessment (FBA) instruments. In addition to ABC data, candidates use tools such as the Motivation Assessment Scale, Scatter Plots, Behavioral Mapping, and multiple student, family and professional interview formats to gather more comprehensive FBA information for their target student. Each candidate demonstrates competence by conducting assessments for the Functional Assessment of Behavior assignment (see FBA Assignment, pages 12-13), and collecting baseline data. The assessment information is analyzed and used to develop a multi-element behavior support plan for their target student. The PBS plans include antecedent interventions to preclude the need for problem behavior (these include instructional & curricular modifications as well as altering antecedent patterns and modifying the environment), instruction of replacement behavior to serve the same function as the problem behavior, communication and/or social skills instruction, self-regulatory/self-management/coping strategies (see Self-Management Assignment, page 12) and where needed, crisis intervention strategies (see Comprehensive PBS Assignment, pages 10-12).

The pragmatic aspect of communication and socialization is of particular concern for students with ASD. Deficits in the pragmatic use of whatever language and communication skills the student may have create barriers to socialization and the development of friendships. This is addressed in EPSY 6141 Communication and Social Networks for Students with Autism Spectrum Disorders (ASD) and other Disabilities (see page 5). Through lecture, readings, videos and on-line resources candidates explore the components and functions of complex, multiple message interactions. They discuss
the factors that contribute to an individual’s ability to effectively and efficiently communicate messages that are relevant to the context. Limited knowledge about the social world, particularly understanding of the communication partner’s perspective and/or emotional state make it difficult for student’s with ASD to converse about subjects other than their personal interests or to interpret messages or behavior that violates their sense of the “right” way to do things. Candidates demonstrate understanding of these concepts by drawing upon fieldwork/internship/teaching experiences to identify examples of students having difficulty with pragmatics and present these to the class for discussion and problem solving strategies to improve the difficulties.

**EPSY 6141** addresses evidence-based practices effective for teaching student with Autism Spectrum Disorders (ASD). These interventions are recommended by the National Professional Development Center on ASD on the basis of comprehensive reviews of research. These interventions include: the development of social stories™, conversation strips, power cards and contingency maps to assist students understand social context and rules (see Story Based Intervention and Visual Schedule Assignments, page 9); the use of within and across activity schedules and other visual supports to create predictability across the school day (see Visual Schedule Assignment, page 9); the use of discrete trial and pivotal response training strategies to provide systematic instruction of new skills (including teaching socially acceptable replacements for target behavior) (see Lesson Plan/Instructional Program Assignment, page 10). Candidates design and implement these interventions with a target student with ASD. At the end of the quarter candidates present one of the interventions they designed and implemented with their target student to the class, describing the student, the design of the intervention and the impact of the intervention on the student’s social, communication and/or problem behavior. All interventions are incorporated into the multi-element PS plan (see PBS Signature Assignment, pages 7-8) developed for each student allowing candidates to apply this process again with additional focus on antecedent and instructional components.

The knowledge and skills described above that ASDAA candidates learn and implement are designed to instruct, support and engage students with ASD throughout the educational experience.
ASDAA Standard 3: Collaborating with Other Service Providers and Families

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

As candidates in the ASDAA program either already have an Education Specialist credential or are in the process of completing one they have participated in courses and field experience teaching them collaboration skills and requiring cooperative and collaborative team membership and interactions. Please see Program Standard 4: Effective Communication and Collaborative partnerships earlier in this document for a summary of content, course requirements and ways in which candidates in the CSUEB credential programs demonstrate competence in this area.

In addition, the majority of the assignments for the CSUEB ASDAA required courses are conducted in schools with multiple opportunities to collaborate with multidisciplinary teams, including family members. The observation and instructional assignments in EPSY 6137 (see Interaction Observation, Instructional Observation A & B Assignments and Instructional Program Assignment, pages 6-12) require interactions with general education teachers and related service personnel. The PBS process in EPSY 6143 and EPSY 6141 (see EPSY 6143, PBS Assignment, pages 10-12) is a team endeavor. The Functional Behavioral assessment (FBA) assignment (see FBA Assignment, pages 12-13) includes gathering information from family members and the students themselves. The AT/AAC assessment process (see EPSY 6124, Assignment 2, pages 4-5) in EPSY 6124 requires collaboration with related service personnel, general education teachers and family members in order to gather the wide range of information required by the SETT and to recommend equipment, adaptations and instruction that will support the student across school and home contexts. Similarly, assessment and intervention assignments for EPSY 6141 require interaction with teachers, related service personnel and family members.

Unique characteristics of students with ASD may result in teachers needing to interact with specialists that may not be associated with other students on the teacher/master teacher’s caseload, particularly those candidates who are adding the ASDAA to an Education Specialist: Mild/Moderate credential. These specialists may include Occupational Therapists for sensory issues and fine motor skills, Speech therapists with expertise in Augmentative Communication, and any number of experts/therapists the student is seeing outside of the school day such as behavior specialists, play therapists, professionals who provide support in various models of intervention specific to students with ASD (i.e., Floortime, ABA, TEACCH, Integrated Play Groups) and in some cases, paraprofessionals who are employed by agencies outside the school district. As not all of these specialists are hired and/or supervised by the school district, there may well be differences in philosophies/opinions that lead to difficult conversations within the teaming process. The teacher is typically the case manager for the student and, along with the family must coordinate across services to provide predictability for the student in terms of expectations for performance, consequences for problem behavior,
communication strategies/systems for relaying information to the student etc. in some cases, district administrators will be required to join the conversations. ASDAA candidates will experience these types of situations with their master teachers, intern district support providers or as teachers themselves. The ASDAA program occurs across three quarters and there are opportunities within classes each quarter for candidates to raise issues and questions about situations specific to their school situation, especially issues related to course content. Class discussions and problem solving activities around such issues provide rich information for candidates to learn about challenges to collaborative teaming and strategies to use (or not to use) for facilitating productive, professional meetings where all participants are respectful of one another's expertise and opinions.
Part II
Course Syllabi
Part II Course Syllabi Linked

**EPSY Syllabi**

- **5021** Introduction to Educating All Students in Diverse Classrooms
- **5125** Educational Practices: Mild-Moderate Disabilities
- **5126** Special Education Law and Program Design
- **5136** Educational Services: Students with Moderate-Severe Disabilities
- **6120** Communication: Collaborative Teaming & Management
- **6124** Department of Educational Psychology: Special Education
- **6127** Instructional and Behavioral Support: Mild-Moderate Disabilities
- **6129** Advanced Study in Collaborative Service Delivery, Education and Transition
- **6131** Assessment: Students with Mild/Moderate Disabilities
- **6133** Curriculum: Mild/Moderate Disabilities
- **6134** Advanced Curriculum and Instruction (Instructional and Behavioral Supports): Mild/Moderate Disabilities
- **6137** Instructional & Behavioral Support: Moderate-Severe Disabilities
- **6140** Curriculum: Students with Moderate-Severe Disabilities
- **6141** Social Networks and Communication for Students with Autism Spectrum Disorders & Other Disabilities
- **6142** Assessment of Persons with Severe Disabilities
- **6143** Special Education – Advanced Studies in Individual and School Wide Behavioral Supports
- **6206** Case Management for Students with Mild-Moderate Disabilities
- **6207** Advanced Studies in the Education of Students with Moderate-Severe Disabilities: Emerging Research & Professional Practices
- **6670** Advanced Fieldwork (3 units) Education Specialist: Mild/Moderate Disabilities
- **6770MM** Educational Practices: Mild-Moderate Intern Fieldwork Supervision
- **6770MS** Special Education Internship: Moderate-Severe Disabilities (2)
- **6860MM** Advanced Fieldwork I
- **6860MS** Advanced Fieldwork I
- **6862MM** Advanced Fieldwork I
- **6862MS** Fieldwork, Group Supervision
- **6880(4)MM** Advanced Internship I (Student Teaching or Internship Placement)
- **6880(8)MM** Advanced Internship II (Full-Time Student Teaching or Internship Placement)
- **6880(4)MS** Advanced Internship
- **6880-6671(8)MS** Student Teaching (M/S) Advanced Seminar
TED Syllabi

5110 Computer Based Technology in the Classroom
5350 Curriculum and Instruction: Mathematics in the Elementary School
5351 Psychological Foundations of Education and Planning
5352 Curriculum and Instruction: Reading in the Elementary School-A
5354 Student Teaching I (see page 13)
5355 Equity and Diversity 0125
5356 Curriculum and Instruction: Reading in the Elementary School-B
5357 Teaching Science and Health to Elementary Students
5359 Student Teaching II (see page 13)
5360 Curriculum and Instruction: Reading in the Elementary School-C
5366 Equity and Diversity 0180
Part III
Candidate Key Assessments/Signature Assignments
## Signature Assignments Moderate/Severe Disabilities

<table>
<thead>
<tr>
<th>Signature Assignment Assessment Points</th>
<th>Standards Addressed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signature Assignment 1</strong> &lt;br&gt; In 2nd quarter: (EPSY 5136) &lt;br&gt; Program Evaluation Rubric</td>
<td>PS 2 Professional Legal, Ethical Practices; PS 3 Educating Diverse Learners .PS 4 Communication &amp; Collaborative Partnerships; PS 12 Behavioral Environmental Supports; 13 Curriculum &amp; Instruction, 14 Healthy Learning Environments; MS Standards 1,3,4,5,</td>
<td>1. Develops indicators of research-based practices and legal requirements of services across 6 areas: inclusive schooling, instruction, curriculum, peer relationships, collaboration 2. Applies criteria and analyzes setting to determine extent of application of IDEA requirements and evidence-based practices 3. Demonstrates application of C &amp; I principles learned to students with disabilities observed 4. Synthesizes and applies research-based practices to selected school site’s services</td>
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<tr>
<td><strong>Signature Assignment 2:</strong> &lt;br&gt; 4th quarter- Fieldwork 6860 (with EPSY 6137) &lt;br&gt; Fieldwork Evaluation Rubric</td>
<td>PS 2- Professional, Legal &amp; Ethical Practices  &lt;br&gt; PS 3- Educating Diverse Learners  &lt;br&gt; PS 4- Communication and Collaborative Partnerships  &lt;br&gt; PS 5- Assessment, Curriculum &amp; Instruction  &lt;br&gt; PS 10- EL  &lt;br&gt; PS 15- Special Education Field Experiences  &lt;br&gt; 12,14: Behavior supports; Healthy learning Environments  &lt;br&gt; MS Disabilities Standards 1,4,6,8</td>
<td>Demonstrates knowledge and application of evidence-based practices in systematic instruction, functional assessment, behavioral principles and positive behavioral intervention according to 6860 criteria and rubric in fieldwork evaluation form</td>
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<tr>
<td>Signature Assignment 3</td>
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<tr>
<td>EPSY 6141</td>
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<tr>
<td>Develop Comprehensive</td>
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<tr>
<td>Positive Behavior Support Plan (PBS) for student with ASD</td>
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<tr>
<td>Rubric</td>
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<tr>
<td>PS 13 Curriculum &amp; Instruction, 12 Behavior Supports, 14 Learning Environments, MS Standards 1-8, AA Standards 1-3</td>
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<tr>
<td>Knowledge and application of research-based practices in functional assessment of behavior (FBA), learning characteristic of students with ASDs, visual support strategies, social stories and PBS</td>
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<tr>
<th>Signature Assignment 4</th>
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<tbody>
<tr>
<td>(EPSY 6129)</td>
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<tr>
<td>Group Design:</td>
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<tr>
<td>Paraprofessional Personnel Development Series</td>
</tr>
<tr>
<td>Rubric</td>
</tr>
<tr>
<td>PS 4 Communication PS 3,13,14, MM 6 Case Management</td>
</tr>
<tr>
<td>Knowledge, synthesis and application of adult learning principles, personnel development evidence based practices including coaching, evaluation of development outcomes, supervision, collaboration, effective teamwork</td>
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<tr>
<th>Signature Assignment 5</th>
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<tbody>
<tr>
<td>Final Student Teaching</td>
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<tr>
<td>EPSY 6880(8) 6671 and final Internship 6770</td>
</tr>
<tr>
<td>Rubric</td>
</tr>
<tr>
<td>All PS Standards 2-16; MS 1-8</td>
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<tr>
<td>Performance of all skills and application of all required standards and TPEs</td>
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</tbody>
</table>

### Signature Assignments Mild/Moderate Disabilities

<table>
<thead>
<tr>
<th>Signature Assignment</th>
<th>Standards Addressed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Points</td>
<td></td>
<td></td>
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<tr>
<td><strong>Signature Assignment 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>EPSY 6880 Final Fieldwork Evaluation</td>
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<tr>
<td>Rubric</td>
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<tr>
<td>All PS Standards 2-16; MM 1-6</td>
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<tr>
<td>Onsite performance of all skills and application of all required standards and TPEs</td>
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<tr>
<th>Signature Assignment 2</th>
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<tbody>
<tr>
<td>Professional Portfolio</td>
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<tr>
<td>6670</td>
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<tr>
<td>Rubric</td>
</tr>
<tr>
<td>All PS Standards 2-16; MM 1-6</td>
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<tr>
<td>Selected artifacts chosen by candidates to demonstrate their knowledge and skills related to the TPEs, standards and CSTPs.</td>
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<thead>
<tr>
<th>Signature Assignment 3</th>
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<tbody>
<tr>
<td>EPSY 6141</td>
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<tr>
<td>PS 13 Curriculum &amp; Instruction,</td>
</tr>
<tr>
<td>Knowledge and application of research-based practices</td>
</tr>
</tbody>
</table>
Develop Comprehensive Positive Behavior Support Plan (PBS) for student with ASD

12 Behavior Supports
14 Learning Environments,
MS Standards 1-8
AA Standards 1-3

in functional assessment of behavior (FBA), learning characteristic of students with ASDs, visual support strategies, social stories and PBS

Signature Assignment 4
EPSY 6129
Group Design:
Paraprofessional Personnel Development Series

PS 4 Communication etc.
PS 3,13,14
MM 6 Case Management

Knowledge, synthesis and application of adult learning principles, personnel development evidence based practices including coaching, evaluation of development outcomes, supervision, collaboration, effective teamwork

Assessments and Rubrics, Training Information and Calibration

A blank copy of each of these Signature/Key Assessments is linked above for M-S Disabilities and for MM Disabilities, along with their respective directions and rubrics. As noted in the Program Summary and Standards, each is embedded within a course or fieldwork, with those course numbers noted in the tables above accompanied by the related standards addressed.

Students input their key assignments onto the course Blackboard for all course-associated Signature Assignments. The rubric for each assignment is posted with the assignment on Blackboard. There are the two signature assignments that are fieldwork/student teaching evaluations (6860, 6880); and these Fieldwork-Student Teaching associated evaluations are input by the Fieldwork Supervisor/Faculty in the fourth and final (seventh quarters), after the evaluation meeting has been conducted with the University Supervisor, candidate and Master teacher. The content for all others is input by the student.

All other assignments are evaluated by one of the three SPED faculty. Training for calibration is not an issue as a result of the small Special Education program faculty size (2.5 tenured faculty, no other fulltime lecturers or faculty). The two assessments that are joint MM and MS disabilities were developed together. The faculty work closely with the University Supervisors (there is one University Supervisor for moderate-severe disabilities and two for mild-moderate disabilities) and review data together, communicating frequently on student progress as measured by these data. The two Signature Assignments that address the common trunk areas in 6129 and 6141 are evaluated within the course quarter by Drs. Halvorsen and Anderson respectively, as each of them teaches the content for the assignment embedded in the associated courses. These data are shared with Dr. Smetana, who evaluates all Signature Assignments specific to
Mild-Moderate disabilities. The Signature Assignments for the MS Disabilities specialization are evaluated by Dr. Anderson with the University Supervisor (6860,6880) or by Dr. Halvorsen (5136).

All courses in the Ed Specialist program are offered only once annually with the single exception of the initial course, EPSY 5021, which is also taken by SPED Liberal studies and Communicative Disorders candidates, and includes no Signature assignments.

**Links for Key Assessments/Signature Assignments**

- EPSY 5136 Program Evaluation Signature Assignment
- EPSY 5136 Program Evaluation Rubric
- EPSY 6129 Paraprofessional Development Signature Assignment
- EPSY 6129 Paraprofessional Development Rubric
- EPSY 6141 Positive Behavior Support Plan
- EPSY 6141 Positive Behavior Support Plan Rubric
- EPSY 6670 Completing the Preliminary Level I Portfolio
- EPSY 6670 Prelim Portfolio Rubric
- EPSY 6860 SA Fieldwork Evaluation
- EPSY 6860-6880-6137 Fieldwork Evaluation Rubric
- EPSY 6880MS-Signature-Assign-5-directions
- EPSY 6880 SAdirections6880MS-8
- EPSY 6880(8) Signature Assignment 1 Fieldwork Experience
- EPSY 6880(8)-6771 Final Signature Assignment
Part IV
Additional Supporting Documents
Links to Supporting Documents

Adaptation Fair Flyer 2013
Autism Flier
Biennial Report 2013
Biennial Report Final
Binder Update 2013
Bridging Document MM
Bridging Document MS
Brochure copy
Candidate Completion Form MM
Candidate Completion Form MS
Course Matrix Program Standards
Course Matrix Specialized Standards
Credential Application
Credential Evaluation MS
CSSC Candidate Page
Employer Survey MM
Employer Survey MS
Evidence Base References
Exit Survey General
Exit Survey MM
Exit Survey MS
Fieldwork Evaluation 6860
Fieldwork Evaluation 6860-6880-6137
Fieldwork Evaluation Form MM
Fieldwork Expectations
Fieldwork Tracking Sheet
Intern Brochure 2014
Intern MOU
Internship Handbook and IIP
Internship Plan MM
Internship Plan MS
Internship Supervision 6770
Signature Assignments Chart MM
Signature Assignments MS Chart
Sped Handbook 2014
Sped Meeting Minutes
Sped Overview Chart