California State University Dominguez Hills
Special Education Program Handbook

Preliminary Credential Programs
and
Masters of Arts in Special Education

***NOTE: The University Catalog gives a comprehensive description of all programs. Candidates are responsible for the information contained in the catalog and Handbook. rev. 8/19/2011
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I. INTRODUCTION
Welcome to the Special Education Program (SPE) in the School of Education (SOE) and College of Professional Studies (CPS) at California State University, Dominguez Hills (CSUDH). The faculty and staff wish you much success on your journey to becoming a highly qualified credentialed Special Education teacher and/or obtaining your Masters of Arts in Special Education degree.

A. Handbook Design
The 2011-2012 SPE Handbook is designed to provide a comprehensive overview of the SPE program with detailed information about programs offered. In order to successfully complete the program, candidates must meet all requirements and follow all procedures described in this handbook and established by the University. Additional information may be accessed at: http://www.csudh.edu/cps/soe/programsdegrees/teacher-education-special-education.shtml

B. Special Education Program Overview
The SPE is designed to meet the needs of college graduates who wish to pursue careers in special education with a preliminary and/or advanced credential, and/or Master degree. Credential course work combines theory, methods, and field experiences that enrich candidates teaching practices. Master’s level courses combine theory, field assignments, and a culminating experience that enhances candidates’ professional expertise.

1. Credential Programs
The Special Education Program is designed to offer candidates both core and advanced specialization training in the delivery of special education services from infancy to adulthood. The program prepares candidates in principles and techniques applicable to individuals with mild/moderate disabilities, moderate/severe disabilities, and early childhood special education. The Early Childhood Special Education Credential is designed for persons who wish to work with children from birth to age 5 with disabilities and those who are at risk.

The California Commission on Teacher Credentialing (CCTC) provides the professional standard for the Education Specialist credentials as follows:

The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California’s public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices. Special Education (Education Specialist Instruction) Credentials authorize the holder to teach in the disability areas of specialization such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education.

In addition, the following information is described in detailed on the CCTC website at http://www.ctc.ca.gov/credentials/CREDS/special-ed.html: For credential candidates seeking to enter the new preliminary education specialist credential program or complete the clear credential program through a Commission-approved induction program, please
Authorization: The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to student’s access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings:

- Resource rooms or services
- Special education settings
- General education settings
- Special schools
- Home/hospital settings
- State hospitals
- Development centers
- Correctional facilities
- Non-public, non-sectarian schools and agencies
- Alternative and non-traditional instructional

The Education Specialist and Services Credentials and Certificates require specific course work to meet competencies established by the California Commission on Teacher Credentialing (CCTC). SPE programs are accredited by CCTC and the National Council on Accreditation of Teacher Education (NCATE). The requirements of the Individuals with Disabilities Education Act (IDEA), No Child Left Behind (NCLB) Act of 2001, California Curriculum Framework and Standards, and California Reading Initiative also serve as underpinnings for instruction, field supervision, and evaluation.

CSUDH offers two Education Specialist Credential levels: Preliminary and Clear (the Clear for the new program is currently under development). The Clear for Level II in the old program is still offered. NOTE: Candidates interested in applying to the old Level II credential program should see an advisor, access the 2008-2011 SPE Handbook (see advisor) and/or see relevant information in the University Catalog.

CCTC Special Education Preliminary credential programs described below are:

- Mild/Moderate Disabilities (M/M), includes specific learning disabilities; mild to moderate intellectual and developmental disabilities; other health impairments; serious emotional disturbance; and authorizes service in grades K–12 and classes organized primarily for adults through age 22.
- Moderate/Severe Disabilities (M/S), includes autism; deaf-blindness; moderate to severe intellectual and development disabilities; multiple disabilities; serious emotional disturbance; and authorizes service in grades K–12 and classes organized primarily for adults through age 22.
- Early Childhood Special Education (ECSE), includes the mild/moderate and moderate/severe disabilities listed above and traumatic brain injury; authorizes service to infants, toddlers, and young children with stated disabilities and their families.

2. Early Childhood Special Education Authorization

This authorization is being developed, for updated information see your advisor.
3. **Master of Arts in Special Education**

The master's degree program prepares candidates to assume advanced roles in the field of Special Education. Current research and best practices in the field of Special Education underpin the curriculum. The program consists of a prerequisite, a core of advanced coursework, electives, and a culminating experience (thesis or comprehensive exam) that support advance study in the field of Special Education (for additional information see Program Design Section in this handbook).

II. **Participant Responsibilities**

The SPE credential program is a collaborative effort among the University, school districts and other school partners, and the credential candidate. Candidates are expected to access frequently the SPE website (http://www.csudh.edu/coe/seip) and SPE Blackboard Advisory Community for announcements and information updates. The roles and responsibilities of all participants are described below:

1. **Candidate**
   
a. **Professional Conduct and Dispositions**
   
   - Adhere to university rules and procedures as indicated in the University Student Handbook.
   - Adhere to SOE rules and procedures regarding disposition.
   - Adhere to the Council for Exceptional Children (CEC) Professional Standards. Ethics and Practice Standards may be obtained at http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/.
   - Adhere to district and school rules and procedures during field experiences (appropriate comportment, proper attire, attendance/punctuality, etc.).

   **NOTE:** candidates may be dismissed for failure to meet university requirements, maintain required GPA, and honor Professional Conduct rules (see CSUDH web for Student Rights and Responsibilities at http://www.csudh.edu/studentaffairs/studentrights/).

b. **Program Requirements**

   - Attend SPE New Student Orientation.
   - Obtain and read the most current SPE Program Handbook (download free at from the Division of Teacher Education website).
   - Adhere to all admission/registration requirements
   - Contact advisor prior to program/course registration
   - Obtain personal e-mail account (free university accounts available to all students) by first week of program in order to send/receive documents and to check e-mail account weekly for messages from advisor, course instructor, support provider, and/or master teacher.
   - Adhere to required course pre-requisites and sequencing.
   - Complete and submit all course assignments and program documents at the required time.
   - Purchase a TaskStream account at www.taskstream.com to submit required assigned coursework.
Credential GPA Requirements: The Specialist and Services Credentials and Certificates require specific course work to meet competencies. Candidates must maintain an overall grade point average of 3.0 for all required courses for the credential or certificate program. Grades lower than a “B-” for designated SPE courses or lower than a “C” for designated TED courses are not accepted (Note that courses may be repeated only once--see CSUDH University Catalog).

Master’s Degree GPA Requirements: Candidates must maintain a minimum GPA of “B” average in all coursework with no grade lower than a “C”.

***NOTE: for additional requirements for the MA, refer to Section III C in this handbook and the University Catalog.

c. Supervised Field Experience Requirements

- Adhere to school policies and regulations and attend required school functions.
- Submit appropriate field assignments as required by course syllabi.
- Honor all appointments for observations/conferences (inform supervisor/master teacher of any absence in advance of appointments).
- Notify program chairperson when a conflict occurs between the candidate and supervisor and/or master teacher.
- Submit an application for Directed or Student Teaching by the established deadline.

d. Assessment Requirements

- Maintain field experience documentation for program portfolio and submit to course instructor at the end of each field experience.
- Complete all program assessments (course assignments, surveys, etc.) as requested. (see Assessment under Program Design in this handbook).

2. University Personnel

a. Program Chair

- Schedules courses.
- Monitors student enrollment.
- Oversees department budget.
- Guides development of programs and accreditation processes.
- Oversees candidates’ advising procedures, petition for exceptions, and grade appeals.
- Oversees the master’s comprehensive exams: student preparation sessions, comprehensive examination and thesis procedures, and candidacy advancement.
- Serves as a resource and support to faculty and candidates.

b. Clinical Coordinator (Intern Option)

- Oversees interns’ field assignments.
- Reviews candidates’ progress and transition to final field experience.
- Ensures adherence to field experience procedures.
- Provides university/program information to school personnel.
- Serves as a resource and support to interns, support providers, and field experience supervisors.

c. Clinical Coordinator (Student Teaching Option) is responsible for:

- Oversees interns’ field assignments and assigns master teacher.
- Reviews candidates’ progress and transition to final field experience.
- Ensures adherence to field experience procedures.
- Provides university/program information to school personnel.
- Serves as a resource and support to interns, support providers, and field experience supervisors.

d. **Course Instructor**
   - Provides course instruction.
   - Assigns, explains, and assesses course assignments.
   - Assigns course grade.
   - Provides course-related advising.
   - Serves as a candidate resource and support.

e. **Field Experience Supervisor**
   - Assesses candidates’ field experience
   - Assigns course grade
   - Evaluates Program Standards Portfolio at the end of each supervised field experience.
   - Provides university/program information to school personnel
   - Serves as a candidate resource and support.

f. **Advisor**
   - Develops a program advisement plan with candidates.
   - Assists candidates with various aspects of advisement.
   - Serves as a candidate resource and support.

3. **School District**
   The school-site administrator or designee collaborates on the selection of the Support Provider and Master Teacher.

   a. **University Intern Option – Support Provider**
      - Functions as intern mentor and logs in support activities.
      - Supports and guides intern teaching practice.
      - Attends university workshops to learn program expectations.

   b. **Student Teaching Option - Master Teacher**
      - Explains school expectations (procedures, rules, and policies) and involves the candidate in school activities.
      - Reviews and approves lesson plans and provides regular feedback.
      - Supervises, supports, and evaluates candidate’s classroom performance.
      - Works with Clinical Coordinator/Field Experience Supervisor to learn program expectations.

III. **CONCEPTUAL FRAMEWORK**
A complete description of the Conceptual Framework, including the SOE Beliefs and Commitments is posted on the SOE web site: [www.csudh.edu/cps/soe](http://www.csudh.edu/cps/soe).

A. **School of Education Mission**
   We collaborate to design and implement rigorous and relevant programs, recruit and support excellent candidates, develop interactive learning environments that foster student achievement and empowerment, pose critical questions, and engage in continuous improvement.
B. School of Education Vision

The School of Education, in partnership with P-14 schools, prepares deeply knowledgeable education professionals who are passionate about helping all students reach their full potential, and who make urban schools the places where children, families and teachers thrive.

C. School of Education Goals:

1. To recruit, prepare, and provide support to a diverse group of students who will attain the highest educational and performance standards in their field of specialization
2. To recruit, develop, and support a diverse faculty who model excellent teaching informed by current research and best practices and participate actively in their field of specialization
3. To develop, implement, evaluate and sustain quality programs that are based on research and best practices and are responsive to the needs of our service area.
4. To develop and sustain collaborative relationships

D. Teacher Education Division Goals

1. To instill the value of educational equity for all learners
2. To develop sensitivity toward and effectiveness with people from diverse cultural and linguistic backgrounds
3. To develop skills in the appropriate and creative use of independent and collaborative experiential learning
4. To encourage multicultural and global perspectives in thinking and practice
5. To facilitate personal growth through reflection and self-evaluation
6. To develop the ability to critically analyze theory and research that inform effective practice and authentically assess student performance and progress
7. To increase expertise in media and technology literacy

E. Teacher Education Division Knowledge Base

The knowledge base emphasizes the work and scholarship of educational philosophers, researchers, and practitioners that support the school and division goals and is composed of the following categories:

<table>
<thead>
<tr>
<th>Knowledge Base Category</th>
<th>Theorists, Researchers, Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic society</td>
<td>John Dewey, Linda Darling-Hammond, Paulo Freire, Robert Slavin</td>
</tr>
<tr>
<td>Diversity issues</td>
<td>James Banks, Cherry McGee</td>
</tr>
<tr>
<td>Constructivist approaches</td>
<td>Jean Piaget, Lev Vygotsky, John Dewey, Robert Slavin, Margaret Wang</td>
</tr>
<tr>
<td>Language/Reading development</td>
<td>Noam Chomsky, James Cummins, Stephen Krashen, David Pearson</td>
</tr>
<tr>
<td>Curriculum design</td>
<td>John Dewey, Jerome Bruner, Elliot Eisner, Grant Wiggins</td>
</tr>
<tr>
<td>Multiple assessment methods</td>
<td>Alfred Binet, Howard Gardner, Benjamin Bloom, Grant Wiggins</td>
</tr>
</tbody>
</table>
F. Special Education Program Goals

The Special Education Program adopted in 2010, the following goals which reflect our approach to special education teacher preparation:

1. Communicate the legal and historical foundations of special education as they relate to the current populations served and the dynamic relationship within general education.
2. Communicate the empirical and psychological foundations of special education as they relate to current motivational and instructional methods used in special education today.
3. Demonstrate representative formal and informal assessment techniques, their strengths and weaknesses, essential to individualized and group special education services.
4. Exhibit cultural and linguistic sensitivity toward learners from diverse backgrounds.
5. Encourage the use of critical teaching behaviors derived from current teacher effectiveness research appropriate to students with mild/moderate/severe disabling conditions.
6. Extend special education services downward via early intervention and upward via transition training demonstration projects.
7. Promote professional interpersonal relations appropriate to the roles and responsibilities essential to comprehensive special education services.
8. Use training methods derived from current training effectiveness research appropriate to methods and field supervision courses.
9. Meet the changing demands of the profession as determined by periodic state and local needs assessments, reviews of the professional literature, attendance at professional conferences, and faculty participation in the classroom.

G. Special Education Program Knowledge Base

The knowledge base emphasizes the work and scholarship of educational philosophers, researchers, and practitioners that support the school and division goals and is composed of the following categories:

<table>
<thead>
<tr>
<th>Knowledge Base Category</th>
<th>Theorists, Researchers, Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabilities &amp; Learning</td>
<td>Bos, Deshler, Forness, Fuchs, D. &amp; L., Hammil, Kavale, Kirk, Kaufmann, Lerner, Piaget, Schumaker, Swanson, Vaughn, Vygotsky, Wong</td>
</tr>
<tr>
<td>Developmental Disabilities</td>
<td>Beirne-Smith, Boswell, Greenspan, Ittenbach, Koegel Macmillan, Odom, Patton, Volkmar</td>
</tr>
<tr>
<td>Behavior</td>
<td>Rutherford, Morse, Lovaas, Adler, Maslow</td>
</tr>
<tr>
<td>Low Incidence Disabilities</td>
<td>Chen, Ferrell, Fraiberg</td>
</tr>
<tr>
<td>ELL &amp; Cultural Diversity</td>
<td>Bacca, Chen, Eschevaria, Guralnick, Ortiz</td>
</tr>
<tr>
<td>Early Intervention &amp; Families</td>
<td>Guralnick, Hanson, Linder; Lynch, Turnbull &amp; Turnbull,</td>
</tr>
<tr>
<td>Assessment</td>
<td>McLoughlin &amp; Lewis, Overton, Salvia, Ysseldyke</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Artilles, Coe, Cook, Friend</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>Behrman, Edyburn,</td>
</tr>
</tbody>
</table>
IV. PROGRAM DESIGN
A. Program Features
   1. Theoretical Framework
      Candidates in the SPE program will have multiple opportunities to acquire knowledge and pedagogy related to their credential program and masters degree. Theoretical underpinnings for each specific knowledge base will be covered in instructional courses and opportunities to practice acquired knowledge/skills will occur in field experience courses. Credential program matrices provide an overview of where specific knowledge/skills (state standards) are covered (posted on Blackboard Program). The following points encapsulate the basic knowledge and skills covered in courses:
      - Legal and historical foundations of special education and the inter-relationship with general education.
      - Empirical foundations of special education (e.g., sociological, psychological).
      - Current research in content and instructional strategies for populations with exceptionals.
      - Current research on evidence-based pedagogy to address students’ behaviors.
      - Cultural and linguistic features of learners from diverse backgrounds.
      - Formal and informal assessment knowledge and techniques.
      - Knowledge regarding early intervention and transition.
      - Skills in balancing theory, research, and practice.
      - Skills in promoting professional and collaborative interpersonal relationships in special education and general education.
      - Multiple opportunities to be assessed and receive feedback on teacher practice.
      - Advice on becoming a professional special educator (e.g., assessing professional literature; attending and presenting at meetings, seminars, and professional conferences).

   2. Candidate Dispositions
      NCATE has defined Professional Dispositions as:
      
      Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

      In accordance with NCATE standards, SPE has developed a process to address candidates’ dispositions that is based primarily on parameters set forth in the Student Handbook covering Students Rights and Responsibilities. SPE candidates must adhere to all ethical and professional standards required of the University, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others. Candidates’ dispositions are evaluated throughout the program. If
candidates fail to display professional dispositions, they are subject to disqualification from the program.

3. Program Evaluation
There are two levels of evaluation: program and candidate. Program level assessments constitute the overall program evaluation process that is documented in the University Program Review Process (for specific information about this process see http://www.csudh.edu/academicprograms/documents/ProgramRevGuideOct2007.pdf). Some of these assessments include CSUDH Program, Chancellor’s Office, and CCTC State level candidate and supervisor/employer surveys.

Candidates’ assessment occurs at four critical transition points. NCATE defines assessment and transition points as:

Assessment: An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Transition Points: Key points in a program when a unit assesses candidate knowledge, skills, and professional dispositions to determine if candidates are ready to proceed to the next stage in a program. Standard 2 requires transition points upon program entry, at appropriate point(s) during the program, and upon program completion.

SPE requires that specific criteria be met at the following transition points:

a. Entry
   - Admissions requirements (e.g., exams, basic skills requirements, subject matter, early field experience, employment verification for Interns).
   - Interview Process.

b. Progression Through Coursework
   - Maintenance of 3.0 GPA throughout program.
   - Adherence to professional standards.
   - Successful passage of Signature Assignment.
   - Successful completion of all field experiences.
   - Successful passage of all courses.

c. Advancement to Final Field Experience or Masters Degree Candidacy
   - Criteria established on application.

d. Completion of Program Requirements
   - Successful completion of Final Field Experience (credentials only).
   - Successful completion of Standards Portfolio or Masters Comprehensive Exam/Thesis.

B. Credential Programs
There are two credential levels (Preliminary and Clear) for each of the three programs (M/M, M/S, and ECSE). The Clear credential is currently under development and is expected to be available beginning with the 2012-2013 Academic Year. There are two pathways to each credential program: Intern Option and Student Teaching Option. Each pathway has
pre-service courses, content, and methods courses, field experiences, and a program completion portfolio. During pre service, candidates: (a) are introduced to the field of Special Education (b) learn how to manage learning environments in general and special education settings, and (c) develop strategies for teaching students who are exceptional, culturally, and linguistically diverse. Content and method courses address, but are not limited to: curriculum and instructional strategies, lesson planning (see Appendix A for lesson plan and rubrics), developing IEPs, assessments, working with families, and collaborating with colleagues and staff. Field experiences consist of initial and final fieldwork practice (see Appendix B for Final Field Competency Evaluation forms) addressing what candidates have learned in content and method courses. The program completion portfolio contains candidates’ documentation of meeting program standards (e.g. signature assignments, lesson plans, assessments, etc.).

Students must maintain an overall grade point average of 3.0 for all required courses for the credential or certificate program with not grade lower than a “B-” for designated SPE courses or lower than a “C” for designated TED courses. Each credential program has varying unit requirements as indicated in the program sequence below.

1. **Intern Option**
   The Intern Option is an alternative preliminary credential pathway that allows candidates to work in P-12 schools as teachers-of-record while they complete university coursework necessary to become fully credentialled teachers. This program is designed to be completed in two years. SEIP has formal agreements with school districts, non-public school (NPS), or charter schools where interns are employed. As such, SEIP is a collaborative effort between the University and schools that provides mentoring support via on-site support providers and university fieldwork supervisors (herein refered to as supervisors). The program sequence consists of pre-service, general and special education coursework, field-experiences, and a culminating Program Portfolio. See Appendix C for sample Advisement Plan from one of the following:
   - Mild/Moderate Disabilities
   - Moderate/Severe Disabilities
   - Early Childhood Special Education

   A state grant provides additional support to this program; information may be obtained at [http://www.csudh.edu/cps/soe/seip/](http://www.csudh.edu/cps/soe/seip/).

2. **Student Teaching Option**
   The Preliminary Student Teaching Program is a traditional preliminary credential pathway that allows student teachers to be placed in public school P-12 classrooms under the guidance of a Master Teacher while completing university coursework necessary to become credentialled teachers. Master Teachers are fully credentialled teachers with a minimum of three years teaching experience in special education. The Master Teacher collaborates with the candidate’s supervisor during supervision classes. The Student Teaching option is designed to be completed in two-years. The
program has formal agreements with school districts. SEIP sequence consists of Pre-Service, general and special education coursework/field experiences, and a culminating Program Portfolio. See Appendix C for sample Advisement Plan from one of the following:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

C. Early Childhood Special Education Authorization
This authorization is being developed, for updated information see your advisor.

D. Master of Arts in Special Education Degree
The master's degree program is based on curriculum that reflects current research findings and best practices in the field of special education. Program components consist of a pre-requisite course, a core of advanced coursework, electives, and a capstone experience (comprehensive examination or thesis). The program requires 30 units of course work with a minimum of 21 semester units completed in residence. Candidates are prepared to assume advanced roles in the field of Special Education.

V. PROGRAM PROGRESSION
Application, admission, and program completion procedures vary depending on the credential, certificate and/or MA degree for which the candidate is applying. It is advisable that candidates meet with their advisor to ensure that they are adhering to their specific program requirements.

In addition to individual program admission requirements (discussed below) there is a common core of requirements as follows:

- A baccalaureate degree from an accredited college or university with a 2.75 GPA in the last 60 semester units of college work.
- Three professional references from supervisory individuals acquainted with the applicant’s work with children or adolescents.
- Acceptance to the University and the Special Education Program.
- Satisfactory faculty evaluation of file materials
- Evidence of attendance at a special education orientation meeting with

A. Intern Option
1. Admission Requirements
In addition to the General Program Admission Requirements (listed above) the following requirements must be met:

- A passing score on the California Basic Educational Skills Test (CBEST).
- Demonstration of Subject Matter Competency for M/M and M/S only **(NOTE: currently it is not a requirement for the ECSE credential).**
- Verification of full time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school with which CSUDH has a
Memorandum of Understanding (Intern Agreement). Please see www.csudh.edu/coe/seip for a list of partners and additional information.

- Successful completion of the two pre-service courses (SPE 480 - Educating Exceptional Children and Youth and SPE 481 - Educating Diverse Learners with Exceptionalities) with a grade of “B-” or better is required for advancement to Intern status.
- Proof of advisement from the Intern Coordinator prior to applying for the Intern Credential.
- Filing of completed Intern Credential Application at the Student Services Center AND obtaining verification of the Intern Credential issued by CCTC.

After pre-service is completed, additional intern entry requirements are met, and an Intern credential has been issued by CCTC, the candidate is accepted into the Intern program.

***NOTE: Candidates who do not meet Intern Option entry requirements begin the program in the Student Teaching Option and may change to the Intern Option when all admission requirements are met. Candidates seeking to make this change must meet with the Intern Coordinator for advising and a Change of Objective. There are exceptions to the sequence of pre-service depending on previous credentials and coursework (see advisor for specific information).

2. Coursework
   a. Content
      Course content for theory-based, methods, and field coursework is established by current research and best practices in the field and address CCTC Education Specialists Standards aligned with program and university goals. Course and student outcomes are delineated in course syllabi.
   b. Signature Assignments
      Selected courses (including field experience courses) have Signature Assignments with rubrics aligned to Professional Standards.

3. Field Experience
   a. Description
      Field experiences consist of a seminar and teacher practices that are observed by a supervisor in the candidate’s classroom. Teacher practice includes curriculum, instructional strategies, classroom and behavior management, assessment, and appropriate professional relationships that are aligned with CCTC Professional Standards (competencies). Supervisors evaluate candidate’s practice on competencies with a rubric that must be met at a passing level before they are recommended for the Preliminary credential.

      **It is required that Interns be enrolled in a field experience course each semester of their program.** University supervisors and school site support providers are assigned in the first semester of field experience. The support provider is an experienced teacher who has the same credential as the candidate’s credential objective and works collaboratively with the fieldwork supervisor to support the candidate. Selection of the support provider is a joint effort between the school-site administrator and the University.
Field experiences for the Intern Option are as follows:

- Mild/Moderate Disabilities: initial field: SPE 523, 525, 526; final field: SPE 569
- Moderate/Severe Disabilities: initial field: SPE 523, 525, 526; final field: SPE 566
- ECSE: initial field are SPE 523, 525, 526; final field is SPE 555.

***NOTE ECSE intern candidates complete their initial field experience (SPE 549/550) during the summer. All candidates submit an application in order to enroll in this class. Applications are available on the Blackboard SPE Advisory organization.

b. Directed Teaching
SPE 569- Directed Teaching is the final field experience in the SPE course progression. All initial fieldwork courses must be completed successfully prior to enrolling in Directed Teaching. Candidates must complete and submit a Directed Teaching application (to the SOE Student Services Center—SCC 510) in the semester prior to enrollment in SPE 569. Applications are available on the SPE Advisory organization on Blackboard and adhere to application deadlines.

4. Program Completion
Subsequent to successfully completing the final semester of field experience, candidates submit their field portfolio to their supervisor (who then submits it to the Program Coordinator). Passage of Reading Instruction Competence Assessment (RICA) is required by CCTC for issuance of the Preliminary M/M or M/S credential. CCTC also requires a Transition Plan to be developed prior to program completion. This plan will include strengths, interests, and areas of need as the basis of the Individual Induction Plan in the Clear credential program. Once the final grades for Directed Teaching are posted, candidates who meet GPA and program requirements may apply for the preliminary credential. Applications for the credential may be obtained from the Student Services Center in SCC 510.

B. Student Teaching Option

1. Admission Requirement
In addition to the General Program Admission Requirements (listed above) the following requirements must be met:
- A passing score on the California Basic Educational Skills Test (CBEST).
- Demonstration of Subject Matter Competency for M/M and M/S only (NOTE: this is not a requirement for the ECSE credential).

***NOTE: Candidates who do not have the Pre-Service requirement or a teaching contract with a cooperating school district, charter or non public school begin the program as a Student Teacher and may change to Intern status when all requirements are met. If a candidate seeks to make this switch they must meet with the Intern Coordinator for advising and a Change of Objective. There are exceptions to the sequence of Pre-Service depending on previous credentials and coursework.

2. Coursework
   a. Content
Course content for theory-based, methods, and field coursework is established by current research and best practices in the field and address CCTC Education Specialist Standards and are aligned with program and university goals. Course and student outcomes are delineated in course syllabi.

b. Signature Assignments
Selected courses (including fieldwork experiences) have Signature Assignments that are designed to demonstrate candidates’ competencies related to the Professional Standards. Signature Assignments have rubrics that are used to evaluate proficiency; candidates must meet the passing rubric score.

3. Field Experience
   a. Description
Field experiences consist of a seminar and teacher practices that are observed by a supervisor and a master teacher. Teacher practice includes development and implementation of curriculum, instructional strategies, classroom and behavior management, assessment, and appropriate professional relationships that are aligned with the CCTC Professional Standards (competencies). Supervisors and master teachers evaluate candidate practice on competencies with a rubric that must be met at a passing level before recommendation for the Preliminary credential. The master teacher is an experienced teacher who has the same credential as the candidate credential objective and works collaboratively with the supervisor to support and evaluate the candidate.

Field experiences for the Student Teaching Option as follows:
- Mild/Moderate Disabilities: initial field: SPE 556; final field: SPE 579
- Moderate/Severe Disabilities: initial field: SPE 556; final field: SPE 576
  ***NOTE: SPE 556 is the initial field experience and candidates must submit an application in order to enroll in this course. Applications are available on the SPE Advisory (under Organization on Blackboard).
- Early Childhood Special Education: initial field: SPE 549/550; final field: SPE 575.
  ***NOTE: ECSE intern candidates complete their initial field experience (SPE 549/550) during the summer. All candidates submit an application in order to enroll in this course. Applications are available on the SPE Advisory (under Organization on Blackboard).

Supervisors are assigned in the first semester of field experience and Master Teachers are assigned during the final field experience.

b. Student Teaching
The final field experience is referred to as Student Teaching in the progression of SPE courses. All initial fieldwork courses must be completed successfully prior to enrolling in Student Teaching. Candidates must complete and submit a Student Teaching application (to the SOE Student Services Center) in the semester prior to enrollment in the final field experience (Student Teaching) and adhere to application deadlines.

4. Program Completion
Subsequent to successfully completing the final semester of field experience, candidates submit their field portfolio to the supervisor (who then submits it to the Program Coordinator). Passage of Reading Instruction Competence Assessment (RICA) is required by CCTC for issuance of the Preliminary M/M or M/S credential. CCTC also requires a Transition Plan to be developed prior to program completion. This plan will include strengths, interests, and areas of need as the bases of the Individual Induction Plan in the Clear credential program. Once the final grades for student teaching are posted, candidates who meet GPA and program requirements may apply for their preliminary credential. Applications for the preliminary credential may be obtained from the Student Services Center in SCC 510.

C. Early Childhood Special Education Authorization
This authorization is being developed; for updated information see your advisor.

D. Master of Arts
1. Admission Requirements
Listed below are important Master’s degree admissions requirements as per the University Catalog. For a complete description of the Master’s Degree requirements and application submission deadlines, refer to the Teacher Education Masters of Arts in Special Education Degree Program section in the 2009-2011 CSUDH Catalog at http://www.csudh.edu/catalog/2009-2011/Graduate.htm.
   a. A baccalaureate degree from a regionally accredited college or university.
   b. A 2.75 GPA in the last 60 semester units of upper division college course work.
   c. Three professional references from supervisory individuals acquainted with the applicant’s work with children or adolescents.
   d. Successful admission to the university and corresponding credential program:
      ▪ Students who satisfy all the requirements for university and program admission will be admitted fully with Classified Standing.
      ▪ Students accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing.
   e. Completion of the Graduate Writing Assessment Requirement (GWAR) before or during the first semester of classes.

2. Program Requirements
   a. Continuous enrollment in regular semesters at the University. Students who do not maintain continuous attendance must reapply to the University and program and meet any changes or additional requirements approved in the interim.
   b. Enrollment in upper division and graduate level courses as follows:
      ▪ A minimum of 30 approved semester units, or more, as required by the particular program. The prerequisite course is not included in the minimum of 30 units.
      ▪ Six (6) units of coursework for the thesis capstone.
      ▪ A maximum of six (6) units of independent study.
      ▪ A minimum of 21 semester units in residence after admission to the program offering the degree. Transfer and CSUDH extension course work are not considered to be in residence.
c. All courses taken after the baccalaureate degree (or post baccalaureate credit granted) and not credited toward another degree.
d. A minimum GPA of 3.0 (B) in all courses attempted to satisfy requirements for the degree (with no SPE course grade lower than a C).
e. All courses completed within five years of the date of award of the degree or satisfactorily validated. Coursework that does not meet the 7-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor. In exceptional circumstances courses that exceed the 7-year limit by no more than 1 year may be approved for validation and applied toward the M.A. degree. Only courses taken in residence are eligible for validation. Consult the University Catalog for details.
f. Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.

3. Program Completion
a. The university recognizes that the candidate has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements.
b. Upon advancement to candidacy, the candidate is cleared for the final stages of the graduate program including remaining course work, and the thesis, or comprehensive examination.
c. Requirements for Advancement to Candidacy:
   ▪ Advancement to Candidacy must be certified by the department prior to the capstone experience.
   ▪ Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the capstone alternatives: Comprehensive Examination or Thesis (see Appendix D for specific details of each capstone alternative).

4. Graduation Procedures
a. Complete and submit the Graduation Application for the Master’s degree to the Teacher Education Division office one semester prior to the expected graduation date. Check with the Division office for specific application deadlines.
b. Degree Check (Graduation Evaluation). This form is prepared by the Graduation Unit in Admissions and Records and lists all remaining requirements for the master’s degree. A copy of this evaluation will be sent to the student and the Division of Teacher Education.
c. Notification of Graduation: Approximately four to six weeks after the end of the final semester, degree applicants for that semester will receive notification of graduation status. Please note that the Registrar’s Office has no access to final grades until after grades are posted.
d. Degree Requirements Not Completed: If degree requirements are not completed in the semester specified on the application, the student must notify the Graduation Unit
of the new graduation date. This is done by filing a Request for Change of Graduation Date form.

e. If all degree requirements have been completed and verified, the student will receive a certificate verifying that the degree has been granted. It takes approximately six months for students to receive the diploma.

VI. Program and University Services
The University, School of Education, and SPE program offer multiple services for students. Listed below are the most commonly accessed services; candidates are advised to visit the University Catalog, Website, Student Rights and Responsibilities, and maintain contact with their program advisor for specific and updated information about their program.

A. Program Advising
1. Advising Process: SPE offers advising regarding: Course Equivalency/Substitution, Change of Objective, Program Interruption, Petitions, Grade Appeals, etc.
2. Faculty Advisors: Each candidate is assigned a faculty advisor who supports and assists candidates through their program(s).

B. Special Education Program Services
1. Support Administrative Coordinator, located in the Teacher Education Division Office, provides support to the chairperson, faculty, and students.

C. School of Education Student Services Center
The Center offers expert advice and guidance from Information Specialists who work in the following units:
1. Application Unit: All applications and related forms may be obtained from the SOE Student Services Center located in Small College Complex, Building 5. Specific information may be accessed at http://www.csudh.edu/cps/soe/resources-student-services-center.shtml.
2. Credential Unit: Credential analysts provide walk-in advising and assist with a wide range of credential topics (e.g., transferring from out of state or country, changing credential options or programs, checking on credential application status, taking subject matter examinations, renewing credentials, obtaining a Certificate of Clearance, etc.).

D. University Services
1. Admissions and Records: The Office of Admissions and Records is responsible for determining student eligibility for admission to and graduation from the university. This office processes and evaluates applications and transcripts for admission purposes and is also responsible for determining student residency status, establishing student records, updating transfer credit, and maintaining transfer articulation agreements. Additionally, office staff maintains academic records, prepares transcripts, and researches and reviews petitions for exception to University policy. Phone: 310-243.3645. Location: WH C290. Web link: http://www.csudh.edu/csudh/ar2000/welcome.htm. For questions regarding
admission status, call the Voice Response System at 310-243.2000. For registration
questions and information, call the Registration Helpline at 310-243.3608.

2. **Center for Learning & Academic Support Services (CLASS):** The center offers
tutoring services, computer stations and study space. Students are encouraged to visit the
Center to access services. Phone: 310-243.3827. Location: SCC 1102. Web link:
http://www.csudh.edu/class/.

3. **Computer Services:** Student computer labs are available throughout the campus. Web
link: http://www.csudh.edu/infotech/labs/.

4. **Disabled Student Services:** The Disabled Student Services (DSS) program makes
available all of the University’s educational, cultural, social and physical facilities and
programs to students with disabilities. The program serves as a centralized source of
information for students with disabilities. By providing support services, DSS assists
students with disabilities in the enhancement of their academic, career and personal
development. Phone: 310-243.3660. Location: WH B250. Web link:

5. **Financial Aid Office:** Information about loans, grants and scholarships can be found on
Location: WH B260.

6. **Instructional Media Center (IMC):** The IMC features workstations to make accessing
and using digital reference materials fast and easy. The center is the home of the
university's instructional media collection and houses all types of non-book materials put
on reserve by instructors for extra curricular study. Phone: 310.243.3704. Location: LIB

7. **Career Center Office:** The Career Center Office provides career counseling,
employment services, and psychological counseling. The Office, a unit of the Division of
Student Affairs, provides numerous programs and experiences which complement the
classroom experience for CSUDH students. Phone: 310-243-3625. Location: WH D360.
Web link: http://www.csudh.edu/studentaffairs/careercenter/.

8. **Student Health and Psychological Services:** The Student Health Center provides
professional psychological and health services through a variety of delivery systems.
Psychological counseling services are offered on both an individual and group basis, in
addition to crisis intervention services. A variety of health services are available. Phone:

9. **Testing Office:** The Testing Office coordinates local and national testing activities for
undergraduate, graduate and credential students. Contact the Testing Office for
information regarding CBEST, CSET, GWE and other necessary exams. Phone: 310-243-

10. **University Bookstore:** The bookstore is the campus headquarters for buying books,
supplies, clothing, gifts and snacks. University catalogs and class schedules may also be
purchased here. Phone: 310-243.3829. Location: Loker Student Union. Web link:

11. **University Library:** The University Library maintains an ongoing instructional program
to teach students how to get the most out of the Library's wide range of services and
resources. Phone: 310-243.3715. Web link: http://library.csudh.edu/.
VII. APPENDICES

The following pages contain the Appendices A through F as follows:

A. Program Standards Course Alignment
B. Lesson Plan Documents
C. Field Experience Competency Evaluation Sheets
D. Intern and Student Teaching Options Plans
E. Signature Assignments
F. Masters Degree Capstone Alternatives
Appendix A

Lesson Plan Description and Rubric

The following pages include a Lesson Plan Description and Rubric for all credential programs.
LESSON PLAN DESCRIPTION
CSUDH Special Education Program

Lesson Plan: A lesson plan provides a framework that guides class instruction. Lessons are based on an appropriate curriculum and are typically part of a unit of instruction. A well-developed lesson plan incorporates best practices, reflects the interests and needs of students, and is developmentally appropriate. There are many different models for lesson plans; what follows is a basic lesson plan format that includes identifying information, standards/goals, content description, lesson objectives, anticipatory set, procedures, independent practice, lesson closure, evaluation, enrichment/reteaching, materials/resources, and reflection.

1. Class/Subject Information
   Each lesson plan should include the following at the top of the page:
   a. Student Disability Categories; Intern Program (M/M; M/S; ECSE)
   b. Students’ Grade Level(s) (e.g., Grades 4-6)
   c. Subject Matter (e.g., Language Arts, Mathematics, etc.)
   d. Type of lesson (e.g., single or multi-day lesson – unit name).

2. Academic Content Standards K-12 (Mild/Moderate); CMA Blueprints (Mild/Moderate or Moderate/Severe); CAPA Blueprints (Moderate/Severe); Pre-School Foundations (ECSE) and for all programs Individual Educational Plan (IEP) or Individual Family Service Plan (IFSP) goals.
   The California Content Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The IEP is a written plan developed by the parents and the schools special education team that specifies the students academic goals and the method to obtain these goals.
   a. Clearly state the Content Standard(s) or CMA Blueprints or CAPA Blueprints or Pre-School Foundations covered in this lesson. Obtain these standards from the following website http://www.cde.ca.gov.
   b. Clearly state the IEP or IFSP goal(s) covered in this lesson. Obtain appropriate IEP or IFSP goals from the students’ plans.

3. Content Description (Summarize)
   This is a general overview (50 words or less) of the lesson in terms of topic focus, activities, and purpose.
   a. Give a lesson overview. Briefly describe lesson content related to the standards/goals. The content selected should be specific enough to ensure student learning and will generally not encompass the entire standard. Also, indicate the type of content to be learned.
   b. Materials and Resources needed for lesson.
   c. State the curriculum used. How does the activity fit into the general context of what you are teaching? Describe the larger unit and/or consider the activities that came before and after.
   d. Behavior System (specify).
   e. Paraeducator(s) (What will paraeducator(s) do during lesson; be specific)
4. **Lesson Objective**
The objective or focus of a lesson is the appropriate knowledge or skills that the students are to demonstrate. Include the conditions (e.g., “when given”), the observable behavior, specific content, and the criteria for acceptable achievement. What will students demonstrate at the end of the activity. Objective should relate closely to the standard or IEP/IFSP goal.

a. Clearly state what students will be able to do by the end of the observed lessons. The lesson may be a benchmark toward the IEP/IFSP goal.

b. As appropriate, the lesson objective should be visible in the classroom; i.e., written on the chalk/whiteboard.

c. The lesson objective should be written in concrete, observable, measurable terms (i.e., do not use “will learn,” “will know,” “will understand,” or “will be able to”).

d. The lesson objective should be aligned with the independent practice component of the lesson.

5. **Lesson Components**
   
a. **Anticipatory Set**

   The anticipatory set is an activity that focuses students’ attention and prepares them for instruction. It is the creative hook motivating students for the lesson that follows. It taps into prior knowledge/experience (e.g., interesting questions, demonstration, video/audio segment, game, etc.). Engagement activities require active student thinking and prepare students for the content to be presented by placing the new content in a meaningful context.

   **Explanation**

   Describe how you provide the information needed for students to gain the knowledge or skill. Be specific.

   **Example 1** – Direct Instruction provides clear and concise explanations of the subject matter, checks for understanding, and provides opportunities for students practice.

   **Example 2** – Inquiry-based Instruction is a teaching technique that encourages students to become problem solvers.

   **Example 3** – Discovery Learning is a constructivist method of inquiry-based instruction.

b. **Modeling** – Demonstrate in a concrete way what is to be learned. The critical aspects should be explained through labeling categories, comparing, etc. Students should be taken to the application level (problem solving, summarizing, etc.) Students are provided with a end product of what they will learn. “I do it and then we do it”- Teacher demonstrates and verbalizes each step in the skill helping students attend to critical features of what is to be learned.

   **Example 1** – Provide visual supports, i.e., pictures, maps, charts, dramatizations, demonstrations of process.

   **Example 2** – Provides techniques to aid recall, i.e., mnemonics, rymes, association.
c. Guided Practice –
Provide opportunities for students to practice new knowledge/skill under teacher guidance. Teacher recognizes/corrects areas of weakness or misunderstandings.
1. Check for understanding (e.g., individual white boards, postits, etc.)
2. Differentiation of Instruction (aarrying academic levels, products, instruction; responses
Example 1 – Allow students to repeat skills taught with teacher input, i.e. students solves a similar math problem demonstrated by the teacher.
Example 2 – Provide remediation/re-teaching of frequent student errors, i.e., teachers recognizes that students do not understand the concepts of “re-grouping” and re-teaches it using muniputltatives.
Example 3 – Allow opportunities for peer discussion, i.e., students in groups can assist each other in learning.

d. Independent Practice
Independent practice allows students to process new knowledge and reinforce skills by completing a task (or its parts) on their own without teacher/paraeducator assistance.
1. Provide immediate feedback and correction in class
2. Differentiating instruction based on feedback

e. Lesson Closure—Ending the Lesson
Closure is a brief summary that provides a fitting conclusion and context for the student learning in the lesson. During the Closure section of a lesson, teachers help students organize the information into a meaningful context. You may return to the anticipatory set to begin closure.
1. Review major concepts taught:
   Example 1 – Have students state or demonstrate the main objective(s) of the lesson, i.e., “Explain in your own words what we did today.” In other words, what did they learn?
   Example 2 – Have students discuss how they will use the information they learned in other situations, “How can you use the information you learned today?”
2. Describe how students will acknowledge what they have learned.

6. Evaluation
The evaluative component of a lesson is when the teacher checks for mastery of the concepts/skills taught. The evlaution may be a set of questions or instructions that may be used to guide subsequent learning, or determine an achievement criterion.
Display or describe what students learned. How did you measure it?
a. The assessment should specifically measure whether or not the objectives were reached. In other words, there should be a direct correlation between the objectives and the assessments.
b. Teacher decides which assessments evaluate the learning objectives and which criteria and indicators (rubrics) will be used to validate learning.
7. **Enrichment/Extension and Reteaching**

   Enrichment activities for students who have mastered the lesson objectives extend the knowledge of the subject matter at a higher level than the original lesson. **Reteaching** activities, for students who have not or partially mastered the lesson objectives, re-visits the lesson objectives with different teaching approaches. Examples of both are provided below:

   a. **Enrichment/Extension** for students who demonstrate academic proficiency of curriculum objectives that can be accomplished independently, in pairs, or small groups.

      - **Example 1** – Book or subject reports on related lesson topic(s).
      - **Example 2** – Paper based on peer discussion on related lesson topic(s).
      - **Example 3** – Short or long-term projects on related lesson topic.

   b. **Reteaching** for students requiring additional supports for mastery.

      - **Example 1** – Instruction requiring individual attention from the teacher.
      - **Example 2** – Review work in small group with peers.
      - **Example 3** – Tutoring on specific aspects of lesson by a volunteer.

8. **Accommodations/Modifications**

   What adjustments were made for individual differences (e.g., English Language Learners, modality strengths and needs, physical needs, etc.)?

9. **Reflection**

   The concept of "reflection" was introduced by John Dewey in 1910 as a form of problem solving and use of critical thinking and higher order taught (a careful ordering of linked ideas) to review previous thoughts and actions. In other words, reflection is an active and purposeful cognitive process that involves sequences of interrelated ideas based on fundamental beliefs and knowledge. Teacher reflection on lessons taught involve an introspective look at their practice and students actions. This is accomplished by answering the following questions (teachers may think of other questions to answer):

   a. What strategies were most effective in the achievement of student goals?
      i. What goals were reached?
      ii. What goals were not reached? Why?

   b. Did the lesson proceed as planned or did you have to readjust it based on the students’ need to review?
      i. How did the lesson access students’ previous learning?
      ii. How will this lesson connect to my next lesson’s goal?

   c. What accommodations were made to address the range of abilities exhibited by the students (behavior, attention to task, levels)?

   d. What behavior management procedures were implemented to support the learning environment?

   e. What were the observable outcomes (products and/or processes) of student learning?
      How were they measured?

   f. What would you change if you were to re-teach the lesson?
## Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating Categories</th>
<th>Rating Explanation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Subject Information</td>
<td>0 Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Acceptable</td>
<td>All information is complete and accurate.</td>
<td></td>
</tr>
<tr>
<td>Academic Content Standards</td>
<td>0 Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information; standards do not match the lesson objective and curriculum and are not relevant to students’ academic abilities and IEP goals. Standards chosen are not relevant to student assessments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Acceptable</td>
<td>Standard(s) and IEP goal(s) are stated clearly and appropriate to the lesson objective, curriculum, and students’ academic abilities. Standards chosen are relevant to student assessments.</td>
<td></td>
</tr>
<tr>
<td>Content Description</td>
<td>0 Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided; Information is not related to the curriculum presented; materials/resources, behavior systems and paraeducator(s)’ responsibilities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Novice</td>
<td>Lesson is related to the appropriate curriculum; materials/resources are outlined; behavior system is stated and paraeducator(s)’ responsibilities are outlined.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Emerging Proficient</td>
<td>Lesson is related to the appropriate curriculum; materials/resources are outlined; the behavior system is described in detail and the paraeducator(s)’ responsibilities are described in detail.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Proficient</td>
<td>Emerging proficient guidelines are met and the lesson is related to an extended unit in the content area and to multiple IEP goals.</td>
<td></td>
</tr>
<tr>
<td>Lesson Objective</td>
<td>0</td>
<td>Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided</td>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Novice</td>
<td>Objective is stated clearly in measurable terms with a rubric. Objective relates to the standard(s) and IEP goal(s).</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Emerging Proficient</td>
<td>Objective is stated clearly in measurable terms with a rubric. Objective relates to the standard(s) and IEP goal(s). Objective is assessable in class to students.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Proficient</td>
<td>Objective is stated clearly in measurable terms with a rubric. Objective relates to the standard(s) and IEP goal(s). Objective is assessable in class to students. When appropriate, students are able to articulate the objective.</td>
</tr>
</tbody>
</table>

**Lesson Components: 1 Anticipatory Set or Introduction**

An activity that focuses students’ attention and prepares them for instruction.

<table>
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<tr>
<th>0</th>
<th>Unacceptable</th>
<th>Incomplete, inaccurate, facile or no information provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Novice</td>
<td>The anticipatory set is outlined.</td>
</tr>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>The anticipatory set is stated in detail and student attention was focused.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>The anticipatory set is stated in detail and student attention was focused. Content related to the context of the lesson and the broader curriculum.</td>
</tr>
</tbody>
</table>

**Lesson Components: 2 Explanation**

Describe how the information for students to gain knowledge of a skill is provided.

<table>
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<tr>
<th>0</th>
<th>Unacceptable</th>
<th>Incomplete, inaccurate, facile or no information provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Novice</td>
<td>The information is clearly stated and logically sequenced.</td>
</tr>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>The information is clearly stated, logically sequenced and technology and multiple media are used to reinforce lesson content.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>The information is clearly stated, logically sequenced, and technology and multiple media are used to reinforce lesson content. Explanation encourages critical thinking.</td>
</tr>
</tbody>
</table>

**Lesson Components: 3 Modeling**

Demonstrate concretely what is to be learned. Teacher demonstrates and verbalizes each step in lesson’s critical features.

<table>
<thead>
<tr>
<th>0</th>
<th>Unacceptable</th>
<th>Incomplete, inaccurate, or facile information provided.</th>
</tr>
</thead>
</table>
| 1 | Novice       | Demonstrates what students will do & provides at least two of the following:  
* Provides multi-sensory support using technology.  
* Builds network of keys to aid recall. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>*Provides an oral model for content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Provides pictures, maps, charts, demonstrations or visual/auditory assists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checks for understanding of materials &amp; activities to insure skill mastery.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Demonstrates what students will do and provides all of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Provides multi-sensory support using technology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Builds network of keys to aid recall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Provides an oral model for content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Provides pictures, maps, charts, demonstrations, or visual/auditory assists including technology.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checks understanding of materials &amp; activities related to skill mastery.</td>
</tr>
</tbody>
</table>

**Lesson Components: 4 Guided Practice**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided.</td>
</tr>
<tr>
<td>1</td>
<td>Novice</td>
<td>Two learning styles are addressed; minimal teacher supervision; checks for understanding.</td>
</tr>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>Multiple learning styles are addressed; teacher supervision provided; multiple checks for understanding to insure lesson objective mastery.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Multiple styles are addressed; continuous teacher supervision provided; continuous checking for understanding to insure lesson objective mastery. When appropriate, paraeducators model same behavior as teacher.</td>
</tr>
</tbody>
</table>

**Lesson Components: 5 Independent Practice**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided.</td>
</tr>
<tr>
<td>1</td>
<td>Novice</td>
<td>Independent practice activity matches objectives, modeling, and guided practice.</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>Independent activity matches objectives, modeling, and guided practice. Multiple and varied opportunities to rehearse the lesson objective are provided.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Independent activity matches objectives, modeling, and guided practice. Multiple and varied opportunities to rehearse the lesson objectives. Students are provided with multiple opportunities to practice the skill.</td>
</tr>
</tbody>
</table>

**Lesson Components: 6 Lesson Closure**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided.</td>
</tr>
<tr>
<td>1</td>
<td>Novice</td>
<td>Lesson objective is re-stated and students demonstrate understanding.</td>
</tr>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>Lesson objective is re-stated and students demonstrate understanding. All steps of the lesson are reviewed.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Lesson objective is re-stated and students demonstrate understanding. All steps of the lesson are reviewed. When appropriate, students are able to articulate and what they have learned.</td>
</tr>
</tbody>
</table>

**Evaluation**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided.</td>
</tr>
<tr>
<td>1</td>
<td>Novice</td>
<td>Lesson objective criteria identified and rubric used to show mastery or progress.</td>
</tr>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>Lesson objective criteria identified and rubric used to show mastery or progress. Teacher charts information.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Lesson objective criteria identified and rubric used to show mastery or progress. Teacher charts information. Charts are part of a long range assessment.</td>
</tr>
</tbody>
</table>

**Enrichment/Extension and Re-teaching**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>Incomplete, inaccurate, facile or no information provided.</td>
</tr>
<tr>
<td>1</td>
<td>Novice</td>
<td>Identifies enrichment activities and guidelines to “re-teaching” the lesson to students with partial or no mastery.</td>
</tr>
<tr>
<td>2</td>
<td>Emerging Proficient</td>
<td>Identifies enrichment activities and guidelines to “re-teaching” the lesson to students with partial of no mastery. Provides multiple opportunities for enrichment and re-teaching.</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
<td>Identifies enrichment activities and guidelines to “re-teaching” the lesson...</td>
</tr>
</tbody>
</table>
approaches for students who have not mastered the lesson. to students with partial of no mastery. Provides multiple opportunities for enrichment and re-teaching. An evaluation system is in place to evaluate the results of enrichment and re-teaching activities.

<table>
<thead>
<tr>
<th>Accommodations/Modifications</th>
<th>0</th>
<th>Unacceptable</th>
<th>Incomplete, inaccurate, facile or no information provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Novice</td>
<td>Identify individual student accommodations and modifications to be made.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Emerging Proficient</td>
<td>Identify individual student accommodations and modifications to be made. Multiple suggestions made for accommodations and modifications</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Proficient</td>
<td>Identify the accommodations and modifications to be made. Multiple suggestions made for accommodations and modifications and are related to information in student IEPs.</td>
</tr>
</tbody>
</table>

| Reflection | 0 | Unacceptable | Incomplete, inaccurate, facile, or no information provided on all sections. |
|           | 1 | Novice       | All component questions are answered. Correct grammar, syntax and spelling used. |
|           | 2 | Emerging Proficient | All component questions are answered. Correct grammar, syntax and spelling used. Essay is organized and analyzes all aspects of the lesson and its effect. |
|           | 3 | Proficient   | All component questions are answered. Correct grammar, syntax and spelling used. Essay is organized, analyzes all aspects of the lesson and its effect. The analysis is insightful and provides an explanation of what needed to be adjusted with specific examples. |
Appendix B

Fieldwork Competency Evaluation

The following pages include Fieldwork Competency Final Evaluation Sheets for the Intern and Student Teaching Options in Mild/Moderate, Moderate/Severe, and Early Childhood Special Education
Mild/Moderate Final Fieldwork Competency Evaluation

Credential Candidate: _____________________________________________

Evaluator’s Name: ________________________________________________

Class Type: ______________________________________________________

Intern Option or Student Teaching Option

Term: ______________________

Position: ______________________________
(e.g., Univ. Supervisor., Site Admin./Master Teacher)

(Circle one of the above)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. **Credential candidate must receive a minimum rating of 3 in all areas to receive Credit for SPE 569 or 579 by University Supervisor and Site Administrator/Master Teacher.**

<table>
<thead>
<tr>
<th>Assessment and Program Planning including Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use multiple sources of information for progress monitoring and decision making regarding eligibility and services. (CTC Program Std 5; CSTP 1.6, 5.1, 5.2, 5.3, 5.8*; TPE 2, 3, &amp; 8)</td>
</tr>
<tr>
<td>2. Assess the developmental, academic, behavioral, social, communication/language, career and community life skill needs of students, and monitor students’ progress. (CTC Program Std 5, 10, MM Std 2; CSTP 4.5; TPE 2 &amp; 3)</td>
</tr>
<tr>
<td>3. Use both formal and informal assessments to make accommodations, modifications, instructional decisions and ongoing program improvements. (CTC Program Std 5; CSTP 5.2, 5.3, 5.7*; TPE 2 &amp; 3)</td>
</tr>
<tr>
<td>4. Utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans. (CTC MM Std 3; CSTP 5.3; TPE 1, 2, 3, 4, 6, 8, 11 &amp; 12)</td>
</tr>
<tr>
<td>5. Use and communicate the results of a variety of individualized assessment and evaluation approaches (CTC MM Std 2; CSTP 5.7; TPE 2, 3, &amp; 8)</td>
</tr>
<tr>
<td>6. Participate in state-mandated accountability measures. (CTC MM Std 2)</td>
</tr>
<tr>
<td>7. Develop appropriate IEP/transition planning goals based on standards and legal requirements. (CTC Program Std 8; CSTP 4.2, 4.3, 4.6*, 5.4; TPE 1, 3, 4, 6, 10 &amp; 11)</td>
</tr>
<tr>
<td>8. Use of computer-based technology for information collection, analysis and management. (CTC Program Std 6; CSTP 5.6; TPE 3 &amp; 10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans. (CTC Program Std 13; CSTP 4.1, 4.3, 4.4; TPE 1, 4, 5, 6, 8 &amp; 9)</td>
</tr>
<tr>
<td>10. Develop differentiated lessons and instructional sequences that address diverse strengths and needs in a variety of educational environments including English language learners. (CTC Program Std 10, 13; CSTP 1.1, 1.2, 1.4, 3.6; TPE 1, 4, 5, 6, 7, 8 &amp; 9)</td>
</tr>
<tr>
<td>11. Use flexible grouping, individualized instruction, and whole-class instruction as needed. (CTC Program Std 9; CSTP 4.4; TPE 1, 2, 3, 4, 5, 6, 7, 8 &amp; 9)</td>
</tr>
<tr>
<td>12. Select curricula, teach and adapt instruction in reading e.g., orientation, presentation, structured guided and independent practice. (CTC Program Std 9, MM Std 3 &amp; 5; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 4, 5, 6, 7, 8 &amp; 9)</td>
</tr>
<tr>
<td>13. Organize and manage differentiated reading instruction and interventions including remediation strategies, accommodations, and modifications. (CTC Program Std 9; CSTP 4.4; TPE 1, 4, 5, 6, 7 &amp; 11)</td>
</tr>
<tr>
<td>14. Select curricula, teach and adapt instruction in listening and speaking e.g., listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication. (CTC Program Std 9; MM Std 3 &amp; 5; CSTP 3.1 – 3.4, 3.5*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, 8 &amp; 9)</td>
</tr>
</tbody>
</table>
15. Select curricula, teach and adapt instruction in foundational writing strategies, conventions (sentence structure, grammar, punctuation, capitalization and spelling), organization and focus. (CTC Program Std 9, MM Std 5; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, 8 & 9) 1 2 3 4

16. Select curricula, teach and adapt mathematical skills, applications and problem-solving methods. (CTC MM Std 3 & 5; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3, 4, 5, 6, 7, 8 & 9) 1 2 3 4

17. Design instruction to support access to the core curriculum. (CTC Program Std 8; CSTP 3.5; TPE 1, 3, 4, 5, 6, 7, 8, 9 & 10) 1 2 3 4

18. Teach students appropriate self-determination and expression skills. (CTC Program Std 7; CSTP 5.5; TPE 5) 1 2 3 4

19. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (CTC Program Std 6; CSTP 1.4; TPE 4 & 5) 1 2 3 4

**Behavioral, Social, and Environmental Supports for Health Learning Environments**

20. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (CTC Program Std 12; CSTP 2.1, 2.2, 2.6; TPE10 & 11) 1 2 3 4

21. Participate in school wide behavior support processes and create instructional and behavior support partnerships with parents/families. (CTC MM Std 3, 4; TPE 11) 1 2 3 4

22. Establish and maintain an educational environment where interventions are positive, proactive, and respectful of students. (CTC Program Std 11, MM Std 4; CSTP 2.5; TPE 11) 1 2 3 4

23. Design and implement positive behavioral support plans and interventions based on functional behavior assessments. (CTC MM Std 4; TPE 11) 1 2 3 4

**Effective Communication and Collaborative Partnerships**

24. Communicate effectively with individuals with disabilities and their parents, and primary caregivers. (CTC Program Std 4; CSTP 5.7, 6.4) 1 2 3 4

25. Communicate effectively with general/special education teachers, and co-teachers, related service personnel, and administrators. (CTC Program Std 4; CSRP 6.3; TPE 10) 1 2 3 4

26. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services. (CTC Program Std 4; CSRP 6.3, 6.5; TPE 3 & 10) 1 2 3 4

27. Participate effectively as a team member in the IEP/transition planning process. (CTC Program Std 8) and coordinate the IEP process and service delivery (CTC MM Std 6; CSTP 6.3; TPE 4 & 10) 1 2 3 4

Comments: Please describe the candidate’s class composition (e.g., SES, Ethnicity, Disability Categories). Summarize the candidate’s strengths, areas for professional growth and overall aptitude for teaching.

Credential Candidate’s Signature: ___________________________ Date: ____________

Evaluator’s Signature: ___________________________ Date: ____________
California State University, Dominguez Hills - Special Education Program
Moderate/Severe Final Fieldwork Competency Evaluation

Credential Candidate: ___________________________  Term: ___________________________
Evaluator’s Name: ___________________________  Position: ___________________________
(e.g., Univ. Super., Site Admin./Master Teacher/Candidate)
Class Type: _______________________________________
(e.g., Special Day Class, Resource Room, Full Inclusion)  Intern Option or Student Teaching Option
(Circle one of the above)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. **Credential candidate must receive a minimum rating of 3 in all areas to receive Credit for SPE 566 or 576 by University Supervisor and Site Administrator/Master Teacher.**

<table>
<thead>
<tr>
<th>Assessment and Program Planning including Transition</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize assessment data from multiple sources to develop effective programs and guide instruction (CTC MS Std 4; TPE 3) and progress monitoring and decision making regarding eligibility and services. (CTC Program Std 5; CSTP 1.6, 5.1, 5.2, 5.3, 5.8*; TPE 2 &amp; 3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Assess the developmental, academic, behavioral, social, communication/language, career and community life skills needs of students. (CTC Program Std 5; CSTP 4.5; TPE 3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Use both formal and informal assessments including functional/ecological assessment to make accommodations, modifications, instructional decisions and ongoing program improvements. (CTC Program Std 5, MS Std 4; CSTP 5.2, 5.3; TPE 2 &amp; 3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Develop appropriate IEP/transition planning that use person-centered/family-centered planning that lead to meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum. (CTC Program Std 8, MS Std 4; CSTP 4.2, 4.3, 4.6*; TPE 3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Use assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results (CTC MS Std 4; CSTP 5.4, 5.7*; TPE 2 &amp; 3)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Use of computer-based technology for information collection, analysis and management. (CTC Program Std 6; CSTP 5.6; TPE 3 &amp; 10)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Instruction</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans. (CTC Program Std 13; CSTP 4.1, 4.3, 4.4; TPE 1, 4, 5, 6, 8 &amp; 9)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Develop differentiated lessons and instructional sequences that address diverse strengths and needs in a variety of educational environments including English language learners. (CTC Program Std 10, 13; CSTP 1.1, 1.2, 1.4, 3.6; TPE 1, 4, 5, 6, 7, 8 &amp; 9)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Develop and implement systematic, evidence based instructional strategies to teach skills within the general education classroom, the school, community and work settings, including. (CTC MS Std 4; CSTP 1.3, 3.5; TPE 1, 2, 3, 4, 5, 6, 7, 8, &amp; 9)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Use flexible grouping, individualized instruction, and whole-class instruction as needed. (CTC Program Std 9; CSTP 4.4; TPE 1, 2, 3, 4, 5, 6, 7, 8, &amp; 9)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Select curricula and teach reading e.g., orientation, presentation, structured guided and independent practice. (CTC Program Std 9; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 4, 5, 6, 7, 8, &amp; 9)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Organize and manage differentiated reading instruction and interventions including remediation strategies, accommodations, and modifications. (CTC Program Std 9; CSTP 4.5; TPE 1, 2, 3. 4, 5. 6, 7. 8. 9. &amp; 10)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Select curricula and teach listening and speaking e.g., listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication. (CTC Program Std 9; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3. 4, 5, 6, 7, &amp; 9)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Select curricula and teach foundational writing strategies, applications according to genres, and conventions (sentence structure, grammar, punctuation, capitalization and spelling), organization and focus. (CTC Program Std 9; CSTP 3.1 – 3.4, 3.6*, 4.5; TPE 1, 2, 3. 4, 5, 6, 7, &amp; 9)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Plan, implement, and evaluate transitional life experiences across the lifespan. (CTC Program Std 7; TPE 3 &amp; 6)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Teach students appropriate self-determination and expression skills. (CTC Program Std 7; CSTP 5.5; TPE 5)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (CTC Program Std 6; CSTP 1.4; TPE 4 &amp; 5)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Behavioral, Social, and Environmental Supports for Learning Environments

<table>
<thead>
<tr>
<th></th>
<th>Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (CTC Program Std 11, 12; CSTP 2.1, 2.2, 2.6; TPE 10 &amp; 11)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Establish and maintain educational environments that are free from coercion and punishment; and interventions are positive, proactive, and respectful. (CTC MS Std 6; CSTP 2.3, 2.5; TPE 11)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>Participate effectively in school wide, positive behavior support processes. (CTC MS Std 6; TPE 11)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>Design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. (CTC MS Std 6; TPE 11)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>Establish and maintain educational environments that are free from coercion and punishment; and interventions are positive, proactive, and respectful. (CTC MS Std 6; CSTP 2.3, 2.5; TPE 11)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Participate effectively in school wide, positive behavior support processes. (CTC MS Std 6; TPE 11)</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
</tbody>
</table>

### Effective Communication and Collaborative Partnerships

<table>
<thead>
<tr>
<th></th>
<th>Communicate effectively with individuals with disabilities and their parents, and primary caregivers. (CTC Program Std 4; CSTP 5.7, 6.4)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Communicate effectively with general/special education teachers, and co-teachers, related service personnel, and administrators. (CTC Program Std 4; CSTP 6.3; TPE 10)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services. (CTC Program Std 4; CSTP 6.3, 6.5; TPE 10)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>Participate effectively as a team member in the IEP/transition planning process. (CTC Program Std 8; CSTP 6.3; TPE 10)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Moderate/Severe Disabilities Specific Competencies


<table>
<thead>
<tr>
<th></th>
<th>Assess their students’ verbal and non-verbal communication abilities to identify effective intervention and support techniques. (CTC MS Std 2; TPE 3, 4, 5, &amp; 11)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Collaborate with team members, including family, to teach and facilitate each student’s ability to effectively communicate and increase the extent and variety of social interaction. (CTC MS Std 3; CSTP 2.8*, 6.3, 6.4)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>Application of augmentative and alternative communication systems and devices to facilitate communication, improved academic performance, and skill development. (CTC MS Std 2, 8)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>Implement instruction of communication and social skills in general education and other integrated environments to create and facilitate opportunities for interaction. (CTC MS Std 2; CSTP 2.1, 2.8*)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Movement, Mobility, Sensory and Specialized Health Care

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<thead>
<tr>
<th></th>
<th>Support the movement, mobility, sensory and specialized health care needs to participate fully to the fullest extent of their ability. (CTC MS Std 5)</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. (CTC MS Std 5)</td>
<td>1</td>
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<tr>
<td>31</td>
<td>Consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings. (CTC MS Std 5; CSTP 6.4)</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

Comments: Please describe the candidate’s class composition (e.g., SES, Ethnicity, Disability Categories). Summarize the candidate’s strengths, areas for professional growth and overall aptitude for teaching.

Credential Candidate’s Signature: ___________________________ Date: ___________

Evaluator’s Signature: ___________________________ Date: ___________
California State University, Dominguez Hills - Special Education Program
Early Childhood Special Education Culminating Fieldwork Competency Evaluation

Credential Candidate: ___________________________________________________ Term: ________________________________
Evaluator: ___________________________________________ Position: _______________________________
Class Type: _______________________________________
(e.g., Special Day Class, Collaborative, Full Inclusion)
Intern Option or Student Teaching Option
(Circle one of the above)

Please indicate your rating for each competency using the following key: (1) Competency not demonstrated; (2) Met competency at beginning level; (3) Met most elements of the competency; (4) Met the competency with distinction. **Credential candidate must receive a minimum rating of 3 to receive Credit for SPE 555 or SPE 575 by University Supervisor and Site Administrator or Master Teacher.**

### Assessment and Program Planning including Transition

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
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<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Utilize multiple sources of developmentally appropriate and standards based assessment instruments and practices in natural environments to determine the child's development, functional behaviors, strengths, and needs within the context of the family's concerns and priorities. (CTC Program Std 5; ECSE Std 4; CSTP 5.2, 5.4; TPE 3)</td>
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<tr>
<td>2. Assess students from diverse backgrounds and varying language, communication, and cognitive abilities and recognize the influence of specific disabilities on development and learning. (CTC Program Std 5; ECSE Std 4; CSTP 5.2, 5.4; TPE 3)</td>
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<tr>
<td>3. Use both appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing) within the role of the interdisciplinary team (CTC Program Std 5; ECSE Std 4; CSTP 5.2, 5.4; TPE 3).</td>
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<tr>
<td>4. Develop, implement, and monitor progress of the IFSP/IEP with the family and other members of the team. (CTC Program Std 8; ECSE Std 5; CSTP 4.2, 4.3, 4.4, 4.6*, 5.7*, 5.8*; TPE 2)</td>
<td></td>
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<tr>
<td>5. Develop and implement appropriate IFSP/IEP/transition planning goals based on Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and legal requirements. (CTC Program Std 8; ECSE Std 5; CSTP 4.2, 4.4, 4.6*)</td>
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<tr>
<td>6. Collaborate with personnel from other educational and community agencies to plan for successful transitions by students. (CTC Program Std 7; CSTP 6.3, 6.8*)</td>
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</table>

### Curriculum and Instruction

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>7. Use strengths-based and relationship-based approaches that embed specific evidence-based practices and interventions within daily routines and natural environments. (CTC Program Std 13; ECSE Std 3, 6; TPE 1.4, &amp; 6)</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>8. Design and implement intervention and instructional strategies that address specific learning needs, that are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. (CTC Program Std 13; ECSE Std 6; CSTP 1.2, 4.1, 4.3, 4.4, 4.5; TPE 7 &amp; 11)</td>
<td></td>
<td>1</td>
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<tr>
<td>9. Implement processes and strategies that support transitions among settings for infants and young children including teaching self-determination and communication skills (CTC Program Std 7; ECSE Std 5; CSTP 1.3, 1.4)</td>
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<td>1</td>
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<tr>
<td>10. Demonstrate skills in working with young child individually, in small and, and whole-class instruction as needed. (CTC Program Std 9; ECSE Std 10)</td>
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<td>2</td>
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<tr>
<td>11. Demonstrate components of effective instruction and intervention of early literacy as described in the Preschool Learning Foundations and Kindergarten standards (CTC Program Std 9; CSTP 3.1, 3.2, 3.4, 3.6*)</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>12. Demonstrate components of effective instruction and intervention in listening and speaking as described in the Preschool Learning Foundations and Kindergarten standards (CTC Program Std 9; CSTP 3.1, 3.2, 3.4, 3.6*)</td>
<td></td>
<td>1</td>
<td>2</td>
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<tr>
<td>13. Demonstrate components of effective instruction and intervention of writing as described in the Preschool Learning Foundations and Kindergarten standards (CTC Program Std 9; CSTP 3.1, 3.2, 3.4, 3.6*)</td>
<td></td>
<td>1</td>
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<tr>
<td>14. Implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills. (CTC Program Std 10; TPE 7 &amp; 11)</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>15. Use of computer-based technology for information collection, analysis and management in the instructional setting. (CTC Program Std 6)</td>
<td>1  2  3  4</td>
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<tr>
<td>16. Use assistive technology (low and high equipment and materials) to facilitate communication, curriculum access, and skill development. (CTC Program Std 6; CSTP 3.5)</td>
<td>1  2  3  4</td>
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</tbody>
</table>

**Behavioral, Social, and Environmental Supports for Health Learning Environments**

| 17. Implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. (CTC Program Std 12; CSTP 2.2, 2.3, 2.4*, TPE 1, 3, 4, 6, & 11) | 1  2  3  4 |
| 18. Support positive learning experiences for young children with disabilities in a wide range of natural environments. (CTC ECSE Std 7; CSTP 2.4*) | 1  2  3  4 |
| 19. Utilize universal precautions designed to protect the health and safety of the candidates themselves. (CTC Program Std 14; TPE 11) | 1  2  3  4 |
| 20. Organize space, time, and materials to match the child’s individual learning needs in safe, natural and structured environments. (CTC Program Std 11; ECSE Std 7; CSTP 2.1, 2.4*, 2.5) | 1  2  3  4 |

**Effective Communication and Collaborative Partnerships**

| 21. Communicate effectively with young children with disabilities and their families including those from culturally and linguistically diverse backgrounds to provide information regarding typical developmental expectations as well as the impact of the disability on developmental progress. (CTC Program Std 4; ECSE Std 2; CSTP 5.1, 5.5, 6.4; TPE 11) | 1  2  3  4 |
| 22. Establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. (CTC Program Std 4; TPE 10; CSTP 2.7*, 6.8*) | 1  2  3  4 |
| 23. Participate as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. (CTC Program Std 4; ECSE Std 8; CSTP 5.5, 6.7*, TPE 10) | 1  2  3  4 |
| 24. Consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments). (CTC Program Std 4; ECSE Std 8; CSTP 2.8*, 6.5, 6.8*) | 1  2  3  4 |
| 25. Consult and collaborate with appropriate specialist in implementing developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families (CTC ECSE Std 9; CSTP 6.5) | 1  2  3  4 |

Comments: Please describe the candidate’s class composition (e.g., SES, Ethnicity, Disability Categories). Summarize the candidate’s strengths, areas for professional growth and overall aptitude for teaching.

Credential Candidate’s Signature: ____________________________ Date: ____________

Evaluator’s Signature: ____________________________ Date: ____________
Appendix C

Program Advisement Plan Sample

The following page is the Mild/Moderate Intern Option sample of the Program Advisement Plan. Please see your advisor for plans for you specific program.
# Program Plan for the Education Specialist Credential
## Mild /Moderate Disabilities

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Phone</th>
<th>Student ID Number</th>
<th>Email</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Unit Values</th>
<th>Progression</th>
<th>Course Title</th>
<th>Units</th>
<th>Grade</th>
<th>Semester Completed</th>
<th>Trans. Course No. &amp; Title</th>
<th>Credential Analyst Sig.</th>
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<tbody>
<tr>
<td>6 units</td>
<td>Pre-Service</td>
<td>SPE 480 Educating Exceptional Children and Youth</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>SPE 481 Educating Diverse Learners w/Exceptionalities</td>
<td>3</td>
<td></td>
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<tr>
<td>9 units</td>
<td>Semester 1</td>
<td>SPE 558 Managing Learning Environments in SpeEd. and GenEd.</td>
<td>3</td>
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<tr>
<td></td>
<td>Semester 1</td>
<td>SPE 561 Typical/Atypical Development and Assessment in Special Ed. and General Ed.</td>
<td>3</td>
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<tr>
<td></td>
<td>Semester 1</td>
<td>SPE 523S Intern Fieldwork</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>Semester 2</td>
<td>SPE 503 Reading and Language Arts Instruction for K-12 Student</td>
<td>3</td>
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<tr>
<td></td>
<td>Semester 2</td>
<td>SPE 567 Assessment of Students with Mild/Mod Disabilities</td>
<td>3</td>
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<tr>
<td></td>
<td>Semester 2</td>
<td>SPE 525S Mid-Program Supervision for Interns</td>
<td>3</td>
<td></td>
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<tr>
<td>11 units</td>
<td>Semester 3</td>
<td>TED 410 Methods for Teaching Mathematics</td>
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<tr>
<td></td>
<td>Semester 3</td>
<td>SPE 568 Instructional Strategies for Students with Mild/Mod Disabilities</td>
<td>3</td>
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<tr>
<td></td>
<td>Semester 3</td>
<td>SPE 560 Language Disorders and Communications</td>
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<td></td>
<td>Semester 3</td>
<td>SPE 526S Intern Supervision</td>
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<tr>
<td>9 units</td>
<td>Semester 4</td>
<td>SPE 505 Collaborating to Develop Self-Determined Learners</td>
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<tr>
<td></td>
<td>Semester 4</td>
<td>SPE 569S Directed Teaching *</td>
<td>6</td>
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<tr>
<td></td>
<td>*Supervision</td>
<td>For each class you must submit an application</td>
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<td>Deadlines: Fall- April 1st and Spring- November 1st. Late applications may only be approved for compelling reasons.</td>
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</tbody>
</table>

### Additional Requirements
- 2 units Any semester | HEA 300 Health in Public Education (with CPR certification) | 2
- Reading Instruction Competence Assessment (RICA) Completion

**TOTAL UNITS _________**

**Clear Credential Core Requirements (12 units) “Under Development”**
- This plan is the course sequence for the credential only. Please see your advisor regarding requirements for the M.A. degree.
- Refer to the University Catalog and the SPE Program Handbook for requirements and procedures.
Appendix D
Master’s Degree Capstone Alternatives

Comprehensive Exam
The comprehensive examination consists of four (4) essays: two essays selected by the program; two by the candidate.

Examination Requirements
- Candidates must be enrolled in coursework during the semester that they take the comprehensive examination. If all coursework is completed and candidates are not enrolled in any university courses, they must enroll in SPE 600. All candidates submit an application to the Teacher Education Division Office in order to enroll in this course. Applications are available in the SPE Advisory under Organizations on Blackboard.
- Candidates submit an application to the Special Education Program to take the master’s examination. The application is to be submitted at the beginning of the semester when the examination is taken. Applications and instructions are available in the SPE Advisory under Organization on Blackboard.
- Candidates may retake the comprehensive examination one time provided it is within the seven-year limit for coursework. The thesis is not an option for someone who selected the exam option, but did not receive a passing score on all essays.

Thesis Requirements
- See advisor for thesis preparation guidelines. Candidates must have the approval of a faculty advisor prior to enrolling for thesis courses.
- The approval of the Thesis Committee must be secured before beginning work on the thesis. This approval requires the signature of the three faculty members (designate chair) who have agreed to serve on the Thesis Committee. Approval forms are available in the TED Division office.
- Candidates enroll in a thesis course after completing the Course of Study. There is a required minimum of two semesters (3 units each) of thesis coursework.
- During the semester that candidate writes the thesis, they must be enrolled in thesis coursework.