

CHAPTER 12

The Professional Clear Level II Education Specialist Credential

The Professional Clear Level II Education Specialist Credential Program is a professional education program that has been designed to allow credentialed teachers to clear their credential, upgrade their skills, become informed about new ideas in special education, and prepare for leadership roles in public and private schools.

The chapter is organized in the following categories:

- [CA CTC Definition of the Professional Level II Education Specialist Credential Program](#)
- [Admission Process](#)
- [Program Requirement Plan for Professional Clear Level II Education Specialist Credential](#)
- [Student Advisement Policy](#)
- [Student Dispositions](#)
- [Credential Preparation Center](#)

CA CTC Definition of the Professional Level II Education Specialist Credential Program

When the graduate of a Level I Program obtains a special education position, an application will be filed and the *Preliminary Level I Education Specialist Credential* authorizing service in a specific area will be issued. This credential will be valid for five years while the new teacher completes Level II preparation. Level II preparation must be completed within the five-year period.

One major purpose of the Professional Level II Program is to provide a mechanism for the successful induction of a new professional. The Preliminary Level I Program will establish initial direction for each candidate's Professional Level II individual induction plan, for the purpose of articulating Level II instruction with that provided in Level I. The emphasis of the professional preparation program will be to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success. The essential features of Level II programs include:

- **Development and Administration of the Induction Plan:** The employer and the institution will collaboratively design a Professional Induction Plan. This plan will include any academic requirements that apply to all teachers in the program, plus individualized studies and consultations to address the new teacher's needs. The candidate will enroll in an approved program for the *Professional Level II Education Specialist Credential* before the induction plan is completed.
- **Support Activities:** The beginning teacher's Professional Induction Plan will include consultations with an assigned support provider, who will meet periodically with the new special education teacher to review class plans, discuss instructional practices, and decide on ways to apply principles that the teacher learned in Level I preparation.
- **Academic Requirements:** Each holder of the *Preliminary Level I Education Specialist Credential* will, as part of the Level II Professional Induction Plan, complete a sequence of academic coursework developed by the IHE. The content of these courses will be advanced, will build on the knowledge base that was established in the Preliminary Level I Program, and will contribute to effective practice.

- Non-University Activity: The Professional Induction Plan may include other professional development activities sponsored by organizations other than colleges or universities.*

*From [Standards of Quality and Effectiveness for Education Specialist Credentials](#).

Admissions Process

Admission requirements for the Education Specialist Credential Programs are found at the Admissions to Teacher Education Office <http://ed.fullerton.edu/adtep/>. Contact this office for your admissions application needs.

To be eligible for admission to the Professional Level II Education Specialist Credential program, candidates must meet the following criteria:

- Be enrolled and in good standing with both the University and the Education Specialist Credential program.
- Have earned a Preliminary Level I Education Specialist Credential or be enrolled in the CSUF Internship Program.

Program Requirement Plan for Professional Clear Level II Education Specialist Credential

The CSUF Professional Level II Education Specialist Credential Program for Mild/Moderate, Moderate/Severe, and Early Childhood Special Education includes 24 units, 21 of which may apply to the MSE Concentration in Special Education. Two courses support the development and review of the Level II Professional Induction Plan, while others address health and safety issues, use of educational technologies to support teaching and learning, methodologies for research, and current issues and trends in special education.

Additional requirements for recommendation for a Level II credential include certification of CPR (infant through adult) and completion of an Induction Portfolio.

Below are the course requirements in the Program Requirements Plan for the Education Specialist Intern Program. You must meet with your faculty advisor to review your plan. This plan is the same regardless of your specialization (Mild/Moderate, Moderate/Severe, or Early Childhood). The PRP is found in Chapter 13.

Program Plan Requirements

- Students wishing to petition for fulfillment of the requirements for any course listed on the study plan do so during the first semester of their program by submitting a Course Equivalency Form <http://ed.fullerton.edu/sped/documents/SPEDCourseEquivalency.pdf> with appropriate documentation to the Department Chair. Permission is NOT required for the substitution of HESC 358 for HESC 558.
- Courses on the study plan should be completed within a five-year period.
- Candidates must have taught in their area of specialty for two years prior to applying for the Clear Specialist Credential.
- Courses starred with an asterisk (*) may apply to the MSE Concentration in Special Education. Up to 21 units may be applicable to the 30-unit program. Candidates considering a graduate degree must complete a Change of Objective through Admissions and Records during the first semester and also enroll in SPED 501 Introduction to Graduate Studies (1 unit).

- Candidates who are employed full-time should not register for more than two 500-level classes per semester.
- At least 75% (a minimum of six courses [18 of 24 units] of the Level II program) of coursework must be completed at Cal State Fullerton. Course substitutions are not allowed for SPED 529 and 533.

LEVEL II COURSEWORK	
NUMBER	TITLE
SPED 529* (3)	Collaborative and Consultative Seminar
SPED 496 (3)	Senior Education Practicum
SPED 504* (3)	Advanced Proficiency in Educational Technologies
SPED 531/32/35* (3)	Seminar: Individuals with Mild/Moderate Disabilities OR Seminar: Individuals with Moderate/Severe Disabilities OR Seminar in Special Education: Early Intervention *Online Level II students take SPED 532
HESC 558 (3)	Advanced Study of School Health Education
SPED 551* (3)	Bilingual/Multicultural Special Education
SPED 584* (3)	Transition, Vocation, and Careers Over the Lifespan
SPED 533* (3)	Issues/Trends in Collaborative/Consultative Services

Catalog descriptions are found in the Appendix.

Online Education Specialist Level II Program

The Professional Clear Education Specialist Credential is now available online. Only candidates who do not plan to pursue a graduate degree may complete this program. All coursework is the same as the traditional Level II program with the exception of SPED 531/2/5. All candidates in the online program will take SPED 532.

Portfolio

Candidates will develop a working research based Portfolio. This portfolio will include an individualized plan for change and professional growth (Induction plan) and be centered on the specific emphasis chosen for the Level II program. Candidates are expected to include a resource file of materials related to teaching English Learners, identification problems and practices, family attitudes toward special education labels, legal issues in special education, best practice research findings, etc. This portfolio is meant to cover your entire credentialing coursework and experiences, and should be an extension of your Level I portfolio. Read more about the portfolio requirements in Appendix D: Teaching Portfolio Requirements.

Student Advisement Policy

- Special Education students should not self-advise nor should they rely on peer advisement.
- Every student must have an advisor-approved PRP on file in order to apply for a California credential!
- New students admitted to an Education Specialist Credential Program will receive a letter that identifies their assigned faculty advisor. Students should meet with their advisor during the first semester of their credential program, if not before.
- Every student should obtain advisement from their assigned faculty advisor every semester until they fulfill all program requirements.

Student Dispositions

Throughout the program, you are assessed on your dispositions toward the teaching profession. Outcomes of our College of Education programs are to graduate candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. To successfully achieve these outcomes, we believe that candidates must possess particular dispositions toward teaching and learning.

COLLEGE OF EDUCATION DISPOSITIONS TOWARD TEACHING AND LEARNING

KNOWLEDGEABLE & COMPETENT SPECIALISTS

- **Commitment to Learning:** The candidate demonstrates curiosity and interest in learning more about students and content areas. The candidate takes initiative in practicing skills for working with small and large groups. The candidate readily participates in classroom routines.
- **Use of Language:** The candidate is diligent in appropriate and correct use of oral and written language.

REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity:** The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.
- **Self-Reflection:** The candidate reflects on and evaluates his or her own behavior and work. The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.
- **Collaboration:** The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.
- **Feedback:** The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.

COMMITTED & CARING PROFESSIONALS

- **Professional Demeanor & Responsibility:** The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The candidate is poised and professional in his or her demeanor and communication with others.
- **Professional Growth:** The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)

Credential Preparation Center

The Credential Preparation Center ed.fullerton.edu/Credential/index.html at California State University, Fullerton acts as the liaison between the California Commission on Teacher Credentialing and the credential applicant. The Credential Preparation Center provides quality advisement and certification services to all professional educators it serves. Contact the center for your credential preparation needs.