College of Education
Special Education Credential Program

Program Assessment for the
California Commission on Teacher Credentialing
for continuing accreditation for a program leading to the

Education Specialist Preliminary Credential
Specialty Areas
Mild/Moderate
Moderate/Severe
Early Childhood Special Education

Added Authorizations
Autism Spectrum Disorders
Resource Specialist
Early Childhood Special Education

Contact Information:
Dr. Melinda Pierson, Department Chair
mpierson@fullerton.edu
P.O. Box 6868
Fullerton, CA 92834

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Directions for Readers

This document is in PDF format. Use the Bookmarks on the left side bar to help navigate through the various parts of the document. Please note that the reader can easily go back and forth between the narrative and the hyperlinked supporting evidence by using the Previous View feature (in the right mouse click menu) or using the Alt + Left Arrow keys.

This report is comprised of four sections:

Part One is the program’s response to the Program Standards.

Part Two contains the list of syllabi for each course in the program. Each course is linked to the syllabus in the appendix.

Part Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program’s 2010 Biennial Report.

The Appendices provide the syllabi and supporting evidence of how each standard is met.
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Part I. Response to Standards

Program Design Standards

Program Standard 1: Program Design, Rationale and Coordination

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

The Department of Special Education program design reflects the understanding that effective teaching is the key factor in student learning and achievement. The faculty agree that candidates learn best in interactive settings where they can practice and reflect upon new learning in order to consider how new approaches integrate with previous learning and personal philosophies and experience. We are grounded in the belief that the goal of education is to equip students to live and work successfully in a cross-cultural society, which is reflected in attitudes as well as knowledge and skills. The Mission Statement and Marks of the Department of Special Education are reflective of both the University’s Mission Statement and the College of Education Unit Conceptual Framework. These are included in all syllabi and highlighted in all communications with students and the community.

Based on the conceptual framework, the programs in the department stress a logical, scaffolded sequence of the critical components required of teacher education, such as subject matter preparation, pedagogical instruction, classroom observation and participation, and Directed Teaching experiences. This sequence of components is responsive to contemporary educational concerns, and connects theory and practice. Additionally, the program provides an effective coordination of the varied administrative components including admissions, candidate assessment and program evaluation. The philosophy and nature of the program is interdisciplinary and family-centered, including not only schools but the myriad of agencies, organizations and professionals that support families and children with disabilities. It is culturally sensitive, with a focus on how to work with and support families from the numerous cultures living in Southern California who may have differing views of “disability”.

Finally, a strong feature of the California State University, Fullerton, Education Specialist credential program is the collaborative program design. This document was written in collaboration with local school districts and our colleagues in the various disciplines in the College of Education. The Department Chair meets bimonthly with other Education Chairs and the Dean of the College of Education to coordinate all efforts related to teacher training. Department faculty serve on College and University committees and task forces together with colleagues in the Elementary and Bilingual Education, Reading, Secondary, and Educational Leadership departments. For example, one task force is focused on planning and implementing Co-teaching in local districts who have expressed great interest in the project. Finally, each
semester, faculty and the Dean meet with a Community Advisory Board (CAB) which is composed of representatives from our constituent schools, the community, and alumni who provide direct links to the interests of the schools and agencies served by our candidates.

The Department uses performance-based outcomes to measure the fitness of its educators. It is strongly committed to a program built on a framework of both conceptual knowledge and practical skills soundly integrated with the overarching philosophies of the university, school and the department. The Conceptual Framework, University Mission, and the Department of Special Education Mission and Marks all emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry and life-long learning, and the relationship of education to the greater, diverse society. In summary, the Education Specialist Credential Program at California State University, Fullerton is consistent with the stated rationale, has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling.

Program Coordination
The coordination of the Special Education Specialist Credential and Master’s degree programs is multi-faceted, providing for coordination of the components of the program and candidate support in all areas and at all stages: the Department Chair, who provides guidance and oversight, a Directed Teaching Coordinator who oversees placement and supervision, a Department Admissions Coordinator, discipline coordinators for Mild/Moderate, Moderate/Severe, and Early Childhood, all of whom support the Intern Director (Department Chair), a Clear Program Advisor, and Graduate Program Advisor. The embedded chart illustrates this shared leadership model.

Units allotted for program coordination include:
- Department Chair – 6 units per semester
- Admissions Coordinator – 6 units per semester
- M/S Program Coordinator - 3 units per semester
- M/M Program Coordinator – 3 units per semester
- ECSE Program Coordinator - 3 units per semester
- Directed Teaching Coordinator – 3 units per semester
- Clear Program Coordinator – 3 units per year
- Clear Program Coordinator – 3 units per semester
- Graduate Program Advisor – 3 units per semester

![Diagram of program coordination structure](image)
Department Chair has numerous responsibilities, so this list is not exhaustive, but in terms of teacher support, the Chair’s duties include the following:

- Provide leadership for department policies and procedures relating to students.
- Support Coordinators in each discipline with student issues according to College and University policies.
- Provide academic advisement to students if their Coordinator is not available or issue is complex (e.g., out of state credentials).
- Coordinate new student orientations.
- Oversee Department web page and all posted materials relating to students.

Admissions Coordinator is supported by the Admission to Teacher Education Office and responsibilities include the following:

- Communicates with potential candidates through e-mail, phone, and in person
- Advises prospective candidates on the general program, admissions requirements, and prerequisite coursework.
- Meets with candidates at Program Overview meetings.
- Coordinates admissions paperwork and makes recommendations to Discipline Coordinators
- Schedules and participates in interviews of new candidates.
- Works with school districts to establish Directed Teaching placements.
- Assists the Directed Teaching Coordinator in making recommendations for candidate placements and supervisors.
- Keeps Department Chair appraised of candidate admissions concerns and progress.
- Oversees Admissions Procedures

Coordinator for MM/MS/ECSE responsibilities includes:

- Advises potential students with e-mail or in-person inquiries
- Receives Admissions files, interview potential candidates, and make final recommendations for admission
- As appropriate, provides program-specific training for supervisors to enable them to appropriately oversee completion of credential-specific competencies.
- When appropriate, provides Directed Teaching Coordinator recommendations for candidate placements and supervisors.
- Serves as course custodian of special education Directed Teaching course(s) (489A/B/C/D), and conduct seminars for candidates to extend their learning from the field.
- Conducts additional visitations/meetings with candidates if interest warrants.
- Keeps Department Chair appraised of candidates who are not progressing or who have specific concerns.
- Approves Intern Readiness petitions from candidates.
- Supports all interns in the program area.

Directed Teaching Coordinator responsibilities include the following:

- Receives Student Directed Teaching Profiles, approve them, and works with Admissions Coordinator to create a list of candidates, placements, and supervisors.
• Compares list of profiles with list of admitted candidates and provides advisors with periodic updates.
• Works over summer/ intersession and first 5 weeks to assist the Admissions Coordinator to review Directed Teaching placement forms and insure all candidates meet qualifications for Directed Teaching courses.
• Completes database, assigns supervisors, and arranges all supervisor trainings (coordinates with Program Coordinators for additional training as interested).
• Collects and files all forms from the supervisors and coordinates the Exit Survey process.
• Receives communications from district administration/ cooperating teachers.
• Tracks and forwards necessary information and specific concerns to supervisor, discipline Coordinator, and/or Department Chair as appropriate.
• Acts as Course Custodian and coordinator of SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom

Clear Program Coordinator responsibilities include the following:
• Coordinating with Discipline Coordinators to guide candidate completion of Transition Plans.
• Advises candidates on Clear program course sequence.
• Partners with school districts and candidates to draft, design and approve individual induction plans and assessment of induction sequence.

Graduate Advisor responsibilities include the following:
• Responsible for the Master’s degree program, which is partially integrated with credential coursework.
• Interviews and makes admissions decisions.
• Offers introductory course (SPED 501) in which students develop Masters Study Plans.
• Schedules exams for students enrolled in SPED 595 Masters Examination.
• Sets procedures and due dates for projects for students enrolled in SPED 597 Masters Projects and thesis for students enrolled in SPED 598 Masters Thesis.
• Coordinates with faculty who serve on masters committees.
• Completes graduate checks for students and sends memos to graduate studies up on completion of requirements.

Faculty Qualifications
The Department of Special Education is proud of the qualifications, skills, achievements and diversity of its faculty. Full time tenured and tenure track faculty members have doctoral degrees in addition to significant field based experiences. A full-time lecturer also holds a doctorate degree. Faculty qualifications and University support for faculty for attendance at conferences and other professional activities preserve the ability of the program to provide candidates with sound evidence-based practices relevant to the contemporary conditions of schools. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors and retains in the credential programs only those individuals who are consistently effective.
Collaboration. Because the program at CSU Fullerton is designed to meet the interests of the community and the profession, faculty members are actively involved in collaborative efforts with other departments in the College, other Institutions of Higher Education (IHE), school districts, and state and local agencies. Some of the many collaborative efforts are: collaborative grant writing with local school district, participation in California Early Start training for teachers at state and national levels, for example, as Professional Developers for the University of Kansas Strategic Intervention Model, dissemination of research to education faculty, collaborating with school districts and other universities to provide training to parents, collaborating with local districts to offer Co-teaching/Collaboration workshops and in-services, and participation on numerous university, state and local advisory boards.

Course Custodians. Each faculty member is assigned as Course Custodian for several courses in order to insure alignment of courses and standards across multiple sections of a course, especially when taught by part-time faculty. Custodian responsibilities include:

1. Development and revision of course syllabi that meet changes in Accreditation standards and/or University, College, and Department requirements.
2. Design and development of curriculum, instructional, and assessment materials for both face to face and online delivery.
3. Development and revision of online courses that meet University and College requirements for rigor and authentication of student work.
4. Selection and requisition of textbook/course materials.
5. Arrangement for access to supplemental readings, online materials, virtual lab, library resources, etc.
6. Training and support of part-time faculty.
7. Recruitment and recommendation to Chair of qualified potential part-time faculty.
8. Meeting with all instructors as necessary to review syllabi, share ideas, and consider revisions that reflect the changing needs in schools and current research.

Part time Faculty and Supervisors. All part-time teaching and supervision faculty are required to have specific field-based experiences as well as a minimum of a Master’s Degree, although several have Doctorates. Part-time faculty members are first screened through a College of Education personnel process, then interviewed, hired, and evaluated by the Department Chair. Part-time faculty are trained as necessary by full-time faculty Course Custodians, and supported by University services such as the Faculty Development Center, that are available to all faculty.

University Support for Faculty

California State University, Fullerton, offers numerous faculty support systems that allow them to stay on the cutting edge of technology, obtain grants to support Teacher Education, and foster research. Some of those are:

Credential Analyst. The Credential Analyst is housed in the Credential Preparation Center and works with the Department Chair to coordinate between the school district, the Orange County Office of Education, and the University to process Intern credential paperwork. The Credential Analyst also works with the Department Chair/Program Coordinators to coordinate the applications for Education Specialist Credentials to the CTC.
Instructional Technology. All faculty are provided with up to date portable technology, such as laptops and iPads, and in-classroom technology, such as smart boards and student response systems. Faculty use of technology is supported by the Academic Technology Center that provides one-to-one assistance with all aspects of computing. On-line training at no cost through Lynda.com is provided for all faculty in a myriad of programs that support instruction, particularly for courses offered online.

Faculty Development Center. The Faculty Development Center (FDC) is charged with promoting faculty development, vitality, and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, particularly related to teaching and learning.

Online Academic Strategies and Instructional Support. OASIS “provides complete services in the development of online instruction. Experienced professionals in instructional design, media production, courseware programming, online curriculum design, and instructional technology provide consulting and support to produce exemplary online programs.”

Academic Technology Center. The ATC focuses on the development and provision of technology to the faculty. Technicians provide one-to-one assistance in repair, upgrading, and troubleshooting of both hardware and software, including University provided laptops and iPads, and personal smart phones.

1-b. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the interests of students in the specific areas authorized by the credential.

Knowledge and Skills to Meet the Interests of Students in the Specific Areas Authorized by the Credential

The current program of coursework or the Mild/Moderate Education Specialist, Moderate Severe Education Specialist, and Early Childhood Special Education credentials is based on the philosophy that teaching and learning theory and practice should transcend intelligence and behavioral elements; in other words, all students can learn. After completing the prerequisite courses and subject matter preparation, candidates participate in a carefully designed program focusing on (a) characteristics of exceptionalities, (b) instructional methods and materials, (c) testing and assessment, (d) working with parents, families and communities, (e) implementation of positive behavior supports, (f) career, vocational and transitional skills, (g) collaboration with general education colleagues and interagency partners, (h) field experience in a variety of settings, (i) reflective practice, (j) professional development, (k) leadership, and (l) contemporary issues and trends.

The program consists of three phases:

1. A prerequisites phase in which candidates are introduced to the positive behavior support, language and culture for special populations, and an overview of exceptionalities: Candidates are given an opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society and gain an initial
understanding of techniques and strategies for working with ethnically and culturally diverse students with disabilities.

2. A **core-components** phase that focuses on all aspects of the profession, including: (a) an introduction to autism; (2) characteristics of children with various disabilities in the Candidate’s area of emphasis (mild/moderate, moderate/severe, early childhood); (3) knowledge and experience with practices and procedures involved in the day-to-day world of teaching students with and without exceptionalities; (4) knowledge and experience in collaboration and consultation with other professionals, families, and community members; (5) an exploration of how the dynamics of disabilities affect families, and knowledge and experience with building positive relationships with families and care-givers; (6) mastery of effective research-based teaching techniques in content areas such as reading, math and science; (7) experience using basic technology for instruction; (8) knowledge of the history of special education legislation and how current laws and regulations impact the profession, and (9) opportunity to become familiar with the writing requirements of the American Psychological Association (APA). Finally, field experiences are a critical component that allows candidates to apply their learning and receive feedback, and is an important program assessment point. Candidates student teach in general education as co-teaching education specialists which fosters development of skills interested to implement a collaborative general education/special education program. Candidates also experiment with methods and strategies for adapting the core curriculum and supporting students with disabilities in an inclusive environment.

3. An **advanced specialization** phase addresses characteristics and teaching methods related to the specific areas. Candidates learn about issues and concerns related to identification of exceptional individuals, including legal mandates and regulations related to assessment, and basic statistics and measurement, with an emphasis on progress monitoring and program evaluation. Candidates learn and apply advanced techniques for functional behavioral assessment and positive behavior support at the classroom and school-wide levels. Candidates practice determining the effectiveness of research-validated curriculum and instruction through implementation and progress monitoring, demonstrate advanced knowledge of the use of technology for instruction, and learn about managing all aspects of programming for students with disabilities to ensure a continuum of services. This phase culminates with Directed Teaching in special education that includes field support and weekly activities in which candidates demonstrate proficiency in all areas.

**Special Education Field Experiences: Mild/Moderate, Moderate/Severe, and Early Childhood**

Field-based performance assignments that tie into Directed Teaching Dispositions and Competencies are required in all methods courses. For example, a Reading Case Study with a student in the field is required for SPED 433 Reading and Language Arts Instruction and a Unit of lessons for use in the field are required in SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities for Moderate/Severe Disabilities (482B) and Early Childhood Special Education (SPED 482C). In SPED 520 Assessment in Special Education and SPED 514/515 (Assessment for Infants/Toddlers/Preschool), candidates practice administering assessments commonly used in their field for identification and progress monitoring to children and young adults in their field placements. In SPED 522 Positive Behavior Support, candidates conduct a Functional Behavioral Assessment, then develop, implement and evaluate a PBS plan.
a student in their field placement. These field activities meet the requirements of both the coursework and field Competencies. The Cooperating Teacher and the University Supervisor are responsible for determining whether the specific Directed Teaching objectives have been accomplished and the classroom teacher assesses the assignment reports.

1-c. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

Multiple Entry Points and Program Options
The Special Education Specialist credential candidates may choose to attend the program as a daytime student or as an evening student. While most courses are offered online, the Assessment and Methods courses are always face to face.

Daytime Option.
Candidates in the full-time daytime program beginning in Fall only can complete requirements for the Special Education Specialist Credential in two semesters, with the addition of three courses that must be completed in summer or intersession. During the first semester, coursework is front loaded so that candidates spend the first five weeks in class full-time, focusing on learning theory and methods of instruction for reading, math and science. The second five weeks is spent in half-time Directed Teaching and half-time coursework. This allows candidates to focus on the general education co-teaching field experience that continues for the final eight weeks of the semester. This experience is usually five days per week, full time on-site in a general education placement at a participating school or Professional Development Site. During the second semester, coursework is again front loaded, and the candidates spend the first five weeks exploring positive behavior support, methodology, assessment and evaluation. During week six, they begin part-time Directed Teaching in a k-12 special education setting and continue their coursework part-time. During the remaining five weeks, students teach full-time in their special education Directed Teaching assignment, returning to campus for final exams. Therefore, second semester special education Directed Teaching is completed over a 10-week period.

Part-Time Option.
A part-time program is offered in response to the interests of candidates who do not wish (or are unable) to devote the time to full-time study. This option allows candidates to continue their employment and family or other responsibilities while attending the credential program. Part time candidates attend classes from 4:00 to 6:45 p.m. and 7:00 to 9:45 p.m. If they are unemployed as an Education Specialist, they must take a leave of absence to complete the field requirement. Coursework may be taken at a slower pace, but may not be taken out of sequence as prescribed in the candidate’s Study Plan without written permission from their discipline Coordinator.

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

Intern Program Option
The California State University, Fullerton Special Education Intern program is a collaborative program with numerous school districts and County Offices of Education in the Southern California area. Many of the school districts and agencies surrounding California State University, Fullerton are experiencing shortages of special education teachers, and thus this program meets the need by providing prepared Education Specialists to work in classrooms while collaborating with their placement school or site to support the Candidate as he or she completes their credential requirements. Collaborators include the Orange County Office of Education, Los Angeles County Office of Education, Riverside County Office of Education, San Bernardino County Office of Education and over 100 districts throughout Southern California. The Intern instructional program has been carefully designed to assure that interns can extend, apply and refine what they are learning in their credential program while serving as teachers of record. The CSU Fullerton Intern Program assures that 1) intern candidates have adequate preparation relative to Standards 9, 10, 11, 13, and 15 before becoming a teacher of record, 2) the intern’s credential preparation directly links instruction, support, and classroom performance, and 3) the intern’s credential preparation takes advantage of the intern’s experience and builds on these while targeting the intern’s needs.

1) Intern Prerequisite Program
   a) A candidate may file for an Intern credential if he or she has completed three steps:
      i) Complete prerequisite coursework to prepare them in the areas of: Reading/Language Arts and Curriculum and Instruction for M/M, M/S and ECSE (completion of SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional) which includes lesson planning and language/literacy development, and a series of IRIS Modules that focus on literacy development and curriculum and instruction in their discipline).
         (1) English Language Learners (completion of SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional) or hold a Multiple or Single Subject credential) and Service Delivery (completion of SPED 371, SPED 322, SPED 421, and SPED 400/SPED 463/SPED 464).
            (i) Have an offer of employment with a district or agency.
            (ii) Meet with the Program Coordinator in his or her discipline to Complete an Intern Readiness Form that signifies that all prerequisites have been met and interview to assess the candidate’s strengths and weaknesses and develop a draft for support in the field. But the Intern Readiness Form is completed prior to getting the intern credential. . .it is what verifies their eligibility
   2) Intern Credential Program
a) Within the first month of employment, the Program Coordinator meets with the Intern and his or her supervisor to develop a Support Plan that builds on the Intern’s strengths and targets weaknesses. At this time, an on-site Support Provider is assigned, a fellow teacher who can guide the intern as he or she learns district and school policies and procedures. A plan for support is developed in collaboration with the district/agency so that CSUF and district/agency resources are made available for the intern depending on his or her needs and so that he or she feels continually supported. Resources include:

i) In-class observations and feedback from a CSUF Supervisor. Supervisors are assigned each semester and provide on-site support from the University during Directed Teaching. The Field Supervisors make sure Interns are meeting the Standards for the Teaching Profession and are growing as ethical, well informed, and skilled professionals. The Field Supervisors provide necessary feedback on lessons and the practices and procedures of Education Specialists. Additionally, they are available to teach, model demonstration lessons, and bring sample materials and ideas for the candidate to use.

ii) Additional support comes from Discipline Coordinators who consult with and make on-site-visits to interns to support them in curriculum, classroom design, positive behavior support, assessment, assistive technology, or whatever interests may be necessary. If state Intern funding is available, paid substitutes are provided for two days per year for full or half days visit model classrooms to observe excellent teachers, attend a conference, observe other classrooms or meet with experienced teachers to enhance their teaching.

iii) If state Intern funds are available, candidates receive stipends for materials and books.

iv) District sponsored workshops and conferences, and other activities depending the on the specific needs of the Intern.

v) An Intern Seminar, SPED 490, is provided so that interns can meet with fellow interns and their program faculty to share, grow and reflect on issues related to development as an Education Specialist.

Added Authorizations and Certificates
Teachers may return to obtain an added authorization in Mild/Moderate or Moderate/Severe Special Education to their Mild/Moderate or Moderate/Severe credential. Depending on the authorization desired, candidates take SPED 463: Characteristics of Mild/Moderate Disabilities or SPED 464: Characteristics of Moderate/Severe Disabilities, SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities or 482B: Curriculum and Methods for Individuals with Mild/Moderate Disabilities, and 489 A or B Directed Teaching in Mild/Moderate or Moderate/Severe.

In addition, candidates may apply for:

Resource Specialist Certificate Program (RSP).
To accommodate those persons who already have a Learning Handicapped, Severely Handicapped, Physically Handicapped or Communicatively Handicapped Credential and want to improve their skills by adding the Resource Specialist Certificate. This credential will be offered as a service to our community by maintaining this program for as long as the CTC will allow it. Candidates in the Resource Specialist Certificate Program (RSP) take the following courses:
• **SPED 551**: Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction
• **SPED 529**: Collaboration and Consultative Seminar
• **SPED 533**: Advanced Issues and Trends in Collaborative/Consultative Services, and
• **SPED 496**: Professional Development Practicum/Fieldwork competency check

**Autism Authorization Certificate**
Beginning in Fall, 2010 every candidate for the Education Specialist program began receiving training in Autism. Anyone who received an Education Specialist credential in Mild/Moderate prior to Fall 2010 AND who currently works with or is interested in working with children with Autism, holds a Learning Handicapped or credential in other areas of special education can also obtain the new Added Authorization. At CSU Fullerton the Added Authorization consists of the following four classes (at 3 units each):

- **SPED 401**: Introduction to Autism (pre-requisite to 502)
- **SPED 502**: Teaching Strategies for Students with ASD
- **SPED 522**: Positive Behavior Support
- **SPED 533**: Collaboration

**Program Standard 2: Professional, Legal and Ethical Practices**
*Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP/TTP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.*

Candidates receive training concerning appropriate professional, legal and ethical practices in the schools in almost every course in the program; however it is specifically targeted in **SPED 429**: Introduction to Collaboration and Consultation, and demonstrated and evaluated during Directed Teaching.

Issues related to ethical standards, laws and regulations in public schools, child abuse, confidentiality, parent and student rights, discipline and management, and professional practice in special education are first introduced in prerequisite coursework. In **SPED 371** Exceptional Individual, candidates are introduced to basic principles of teaching students with diverse backgrounds, including linguistic, ethnic, cultural, and socioeconomic differences. Issues of diversity including historical, ethnical, legal and pedagogical are also addressed. This class allows candidates to build a professional foundation by fostering a variety experiences and perspectives on issues of diversity and disability. In **SPED 425** Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional), the foundation for the development of professional teachers is begun. The candidate’s assignments and field experiences introduce the constructs of the school as an organization, the classroom as
a learning center, and teaching as a career. The course addresses the historical and legal foundations of education. SPED 322 Introduction to Positive Behavior Support provides candidates with information on laws and regulations as they pertain to promoting teacher behavior toward students and families that is positive and self-regulatory as well as promoting safe educational environments.

The first course in the Preliminary program, SPED 429 Introduction to Collaboration and Consultation, provides heavy emphasis on the ethics and the practices and procedures of the Education Specialist. Candidates learn the philosophy, history and legal requirements for students with disabilities, history of special education law, professional and ethical practices of the Education Specialist, and state and federal mandates regarding special education. Candidates practice writing an Individualized Family Service Program (IFSP) or an Individualized Education Plan (IEP/ITP) based on a case study, and learn about the 6 principles of IDEA with an emphasis on Least Restrictive Environment, Appropriate Education, Parent participation, Parent and student rights, and Due Process, monitoring of the IEP/ITP/IFSP according to State and federal mandates.

Other Coursework. Fundamentals learned in the pre-requisites are continued in the preliminary coursework. In Characteristics of Individuals with Disabilities (SPED 463: Characteristics of Mild/Moderate Disabilities, SPED 464: Characteristics of Moderate/Severe Disabilities or SPED 400 Foundations in Early Childhood Special Education) and the K-8 and Birth-5 Reading/Literacy courses (SPED 433/SPED 436: Literacy for Early Childhood Education Specialists), candidates learn about the implication of the legal and ethical practices related to Diversity, Social Justice, Collaboration and Inclusion and to disseminate knowledge of researched-based practices in these areas to parents and colleagues. In SPED 520 Assessment in Special Education, SPED 514 Infant and Toddler Assessment and Intervention, and SPED 515: Preschool Assessment and Intervention, an emphasis is placed on the legal, ethical and professional standards involved in fair and unbiased assessment practices and the mandates of IDEA Part C and Part B. SPED 522 Positive Behavior Support provides discussion on legal practices related to preventing negative behaviors and interventions for a range of behaviors. Additionally, in the course on working with families (SPED 421: Working with Families of Individuals with Disabilities), candidates are trained to assist students in building self-advocacy skills, and to become a partner with parents during transition processes. In SPED 400 Foundations in Early Childhood Special Education, students are introduced to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and participate in activities to discuss and reflect on the application of ethical practices in the Early Childhood Special Education setting.

2-b. The program provides opportunities for demonstration of ethical standards of teaching, and of evidence-based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Candidates receive several opportunities to learn about and demonstrate the ethical standards of teaching and the evidence-based practices necessary to provide the best service to individuals with disabilities and their families. In SPED 429: Introduction to Collaboration and Consultation, candidates learn about special education law, particularly how to ensure due process. Turnbull, Huerta, and Stowe (2007) recommend that teachers consistently use fair processes and
procedures, because courts generally follow the legal maxim of “fair procedures = fair results”. This learning is reinforced during SPED 489A/B/C/D Directed Teaching with a presentation on SPED Law that emphasizes writing effective IEP/ITP goals, Due Process and the steps in the mediation process. Candidates are taught how to seek support for legal and ethical issues from colleagues and peers in the department as well on the web (e.g., Wrightslaw.com). Evaluation of candidates’ demonstrated knowledge and competencies in professional, legal and ethical practices are incorporated in Directed Teaching Weekly Activities in each credential area. For example, one required Directed Teaching Activity for SPED 489A/B/C/D Directed Teaching in MM/MS/and EC Special Education requires candidates to provide evidence of their knowledge of timelines, parent notification/permission, parent rights, student involvement, written IEP/ITP, IFSP, and/or ITP and then follow-up evaluations. They must also record performance of the students in their classroom by maintaining adequate records of performance sessions, including a final evaluation of student progress and program effectiveness. A presentation on Mandated Reporting is included in SPED 488 Directed Teaching. The ethics and values of the professional educator are covered in all of the above named courses. During SPED 489A/B/C/D Directed Teaching In Special Education each candidate is required to read the CEC Professional Ethical Principles and provide a reflection in his or her portfolio/journal related to their personal attainment of these ethics.

Assuring Self-regulating Ethical and Professional Behavior
Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to adhere to the professional standards from the CSU Fullerton University and College of Education and from the State of California (Standards for the Teaching Profession) and be familiar with the national standards for Education Specialists from the Council for Exceptional Children (cec.sped.org).

University Standards.
Candidates must be aware of and adhere to University standards outlined in the University Catalog, especially the sections on Student Conduct, Admissions and Academic Dishonesty. Students who are accepted for admission to a credential program are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates’ continued admission to Cal State Fullerton is dependent upon their understanding of these standards and their ability to adhere to these standards.

The Catalog contains official policies of the university and states the conditions under which a student will be awarded a degree. Each candidate is asked to read the catalog and become familiar with the contents, and faculty in the College of Education are required to put these policies into their course outlines and cue students to pay attention to them. Student conduct expectations as outlined in the Catalog state: “Students are expected to make themselves aware of and abide by the university community’s standards of behavior as articulated in this section, the Student Handbook, and other regulations of the university. Students accept the rights and responsibilities of membership in the CSUF community when they are admitted to the university. At the university, as elsewhere, ignorance of the standards is not an acceptable justification for violating community standards.” Students accept the rights and responsibilities of membership in the CSUF community when they are admitted to the university. At the university, as
elsewhere, ignorance of the standards is not an acceptable justification for violating community standards. Grounds for Student Discipline include:

- Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
- Willful, material and substantial disruption or obstruction of a university-related activity, or any on-campus activity.
- Failure to comply with directions or interference with any university official or any public safety officer while acting in the performance of his/her duties.

College and Department Standards

A candidate’s continued participation in the credential program at CSU Fullerton is dependent on the candidates adherence to policies and procedures as posted on the College of Education Current Student Resource page, particularly the Standards for Continued Participation in Credential Programs: Policy 1. The College of Education credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to lifelong learning
- Wide constellation of knowledge and skills
- Ethical character demonstrated by having integrity, and being trustworthy, honest, courteous, open minded, and by treating others fairly and impartially

Student Progress Monitored.

Each student’s progress is monitored on a periodic basis by individual faculty members to evaluate the quality of each candidate for continued pursuit of his or her stated credential objective. Students who fail to maintain an adequate grade point average are placed on probation and formally advised regarding the expectations of continued enrollment. Informal review occurs frequently by program coordinators while formal review occurs prior to the field-work placement of each candidate. Candidates deemed to be struggling academically regarding their class activities and participation are asked to meet with their faculty coordinators.

Retention of Qualified Candidates

In order to progress through the program the candidates must satisfactorily complete each phase of the program before entering the next. For example, the candidates must perform adequately in Directed Teaching, receive credit for all coursework and meet all designated competencies prior to advancing to Directed Teaching or directed internship.

Probationary Status

In addition to Department policies regarding informal regulations of academic performance, the Department adheres to the University policy regarding student probationary status for insufficient academic performance. Students placed on probationary status are invited to discuss their academic performance with their coordinator and/or the Department Chair (depending on the circumstances). The meeting is designed to readdress the academic concerns.

Field Experience Monitoring
The critical element of program quality occurs in the field-placement portion of the program. To guarantee the highest professional standards of student growth and development, each student is provided continued and ongoing feedback from their program coordinator and supervisors. Candidates meet with university supervisors on a regular basis. Each meeting is designed to review specific areas of performance and competence with formal and informal feedback being provided. Midterm evaluation forms provide specific evaluation and feedback areas. Candidates who do not display professional and ethical practices in the field are evaluated by their Supervisors given Student Improvement Plans (SIP), dropped from the program, relocated to another site, are asked to postpone placement until the next placement period, or are reinstated and continue with the program. (See Standard 16 for a detailed description of the complete sequence of candidate evaluation and discipline procedures and document links).

In summary, careful attention is given to education of the candidate on issues related to professional, legal, and ethical practices. The Department of Special Education operates from a philosophy that teachers have a responsibility to promote equity and social justice. Candidates are informed about and know how to use practices that promote educational equity; instructors recommend that if candidates find themselves in situations where inequality exists, they should work to reduce or eliminate it.

The following chart provides a quick look at the activities in each course related to Standard 2.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>SPED 421: Working with Families of Individuals with Disabilities</td>
<td>Readings and lecture on parent and student rights, professional practice in collaboration with parents, guardians, and families</td>
<td>Family interview graded on rubric, final exam</td>
</tr>
<tr>
<td>SPED 429: Introduction to Collaboration and Consultation</td>
<td>Philosophy, history and legal requirements for students with disabilities, ethical practices of special education, state and federal mandates, Individualized Family Service Program (IFSP), Individualized Education Program (IEP/ITP) development and monitoring State and federal mandates, state and local regulations, history of special education law, parent and student rights, professional practices, IFSP/IEP/ITP content and process for development and evaluation</td>
<td>IEP/ITP Case Study completed in Directed Teaching, quiz, discussion forums</td>
</tr>
<tr>
<td>SPED 433 Reading and Language Arts Instruction or SPED 436: Literacy for Early Childhood Education Specialists</td>
<td>Ethical practices in keeping families from varied backgrounds informed of reading/language arts growth and development, and problems that impact learning</td>
<td>Reading Case Study</td>
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<tr>
<td>Course</td>
<td>Content</td>
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<tr>
<td><strong>SPED 488</strong>: Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>Laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments through seminar on child abuse and reporting and education code requirements</td>
<td><strong>Dispositions Directed Teaching Competencies</strong></td>
</tr>
<tr>
<td><strong>SPED 514</strong>: Infant Assessment and Intervention and <strong>SPED 515</strong>: Preschool Assessment and Intervention or <strong>SPED 520</strong>: Assessment in Special Education</td>
<td>Legal, ethical and professional standards involved in fair and unbiased assessment practices Legal requirements for assessment, such as the Zero Reject principle of IDEA, Response to Intervention, program evaluation, and progress monitoring.</td>
<td><strong>Lectures, readings, discussions, exams (in Syllabus)</strong></td>
</tr>
<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities or <strong>SPED 482B</strong>: Curriculum and Methods for Moderate/Severe Disabilities or <strong>SPED 482C</strong>: Curriculum, Methods, and Intervention for Early Childhood Special Education</td>
<td>Instruction on ethical standards of teaching and of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.</td>
<td><strong>Lectures, readings, discussions, exams (in Syllabus)</strong></td>
</tr>
<tr>
<td><strong>SPED 522</strong>: Positive Behavior Support</td>
<td>Legal practices related to behavior intervention and prevention for students with disabilities.</td>
<td><strong>Behavior Intervention Plan</strong></td>
</tr>
<tr>
<td><strong>SPED 489A/B</strong>: Directed Teaching in Special Education (M/M or M/S) and <strong>SPED 489C/D</strong>: Directed Teaching in Special Education (ECSE) Birth-3/Preschool) (see 489ABCD syllabus)</td>
<td>Opportunities to demonstrate ethical standards of teaching, of evidence based educational practices in relation to theories and research, of the IFSP/IEP/ITP process, and regulations necessary to the provision of services to individuals with disabilities and their families.</td>
<td><strong>Dispositions Directed Teaching Competencies</strong></td>
</tr>
<tr>
<td><strong>SPED 490</strong>: Intern Support</td>
<td>Interns receive support in the field, at seminars and online as they implement professional and ethical practices and procedures</td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>
Program Standard 3: Educating Diverse Learners

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

Addressing Diversity Through Department Philosophy and Coursework

Our society is extremely diverse. The tremendous growth in the range of diversity represented in contemporary classrooms requires teacher preparation programs to provide teacher candidates with the ability to make assessment and instructional decisions based upon a conceptual framework that recognizes, acknowledges, respects and supports the ethnic, cultural and linguistic differences of the families and the students they teach and whose lives they touch. According to the Language Census Report for California Public School, Orange County has the second largest number of English Learners (N=124,163), behind Los Angeles County (California Department of Education, 2010). Many of these students also have disabilities. The ethnic distribution of students enrolled in special education in Orange County as of 2012 was American Indian/Alaska native 0.3%, Native Hawaiian/Pacific Islander 0.4%, Asian American 8.6%, Hispanic/Latino 52.6%, African American/Black 2.5%, and White 31.3% (kidsdata.org). These statistics have profound implications for the recruitment and retention of qualified teachers who are interested to provide services to students with disabilities from diverse linguistic, cultural, and ethnic backgrounds, as well as children from impoverished homes.

Since issues of differences in physical, social, and cognitive abilities are indicative of special education, teacher training at CSU Fullerton builds on the idea of accommodating diversity for disabilities to include the impact of cultural, ethnic, linguistic and economic diversity in all coursework and field experiences. The special education teacher training at California State University, Fullerton begins with an exploration of a candidate’s examination and evaluation of his or her own culture and values, including personal biases and differences which may affect his or her teaching. Next, candidates begin an examination of how these factors can affect attitudes towards individuals of different cultural, socio-economic and disability groups.

In SPED 371 Exceptional Individual, candidates are introduced to the societal construct of “difference” and “normal”. Prejudice against persons with gender and sexual orientation differences, cultural and linguistic differences, disability, and others outside the construct of society “norms” and the causes are discussed and included in the readings and lectures. Candidates discuss how education can help to lessen it. Candidates examine their personal beliefs and explore their own cultural identities during the prerequisite phase in SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional), paying particular attention to the interest for self-knowledge, student knowledge and community knowledge to become culturally competent. The implication of
cultural knowledge and skills in the lectures, readings, and practice in standard assessment tools for assessing reading, writing, speaking and listening. The implication of cultural knowledge and skills in the referral, assessment and programming processes is an integral strand throughout the course content of SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional). Once admitted to the program, in Characteristics (SPED 400 Foundations in Early Childhood Special Education / SPED 463: Characteristics of Mild/Moderate Disabilities / SPED 464: Characteristics of Moderate/Severe Disabilities), in-depth discussions of differences in characteristics between students who are EL without disabilities and those who are both EL and have disabilities. Exploration of bilingual and cross-cultural programs is also part of the curriculum. This understanding is critical for later diagnosis of the individual interests of students with disabilities who are also English Learners.

During SPED 421: Working with Families of Individuals with Disabilities, candidates learn the history of Native Americans, European Americans, Jewish Americans, African Americans, Mexican Americans, Chinese Americans, Korean Americans, Japanese Americans, Filipino Americans, Vietnamese Americans, Puerto Rican Americans, Cuban Americans, and Native Hawaiians and they discuss family relations to teaching all children about cultural pluralism and to lessen the influence of societal pressures to conform to the “norm” are discussed. Candidates are given examples of how to include parents and community members in the school community.

In SPED 433 Reading and Language Arts Instruction and SPED 436: Literacy for Early Childhood Education Specialists, candidates learn how language and literacy develop from birth, how teachers can assist students who are not native speakers to become literate in a second language, and how to identify difficulties in literacy learning that are related strictly to language issues and language issues that are compounded by disabilities. SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science covers the same information for Science and Math instruction. In the first Directed Teaching experience, SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom, candidates investigate their community and identify resources for the families by taking pictures and writing about the resource.

In SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities, candidates learn hands-on practices and curriculum related directly to meeting the interests of K-12 students with disabilities who are also learning English. In SPED 482B: Curriculum and Methods for Individuals with Moderate/Severe Disabilities, candidates are required to demonstrate an understanding of issues of segregation, discrimination, and equal rights. In SPED 482C: Curriculum and Methods in Early Childhood Special Education, candidates are required to demonstrate an understanding of practices that promote diversity, address the interests of second language learners. They are then required to connect these issues to cultural diversity and moderate/severe disabilities through in-class discussion. Finally, in SPED 514: Infant Assessment and Intervention / SPED 515: Preschool Assessment and Intervention and SPED 520 Assessment in Special Education, candidates learn about assessment issues of students who are EL with disabilities and how to distinguish second language learning issues from those that are caused by disabilities alone. In SPED 522 Positive Behavior Support, candidates must consider cultural differences when planning intervention strategies.
The following chart identifies examples of instructional strategies and assignments used to address diversity in coursework for Standard 3.

<table>
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<tr>
<th>Course</th>
<th>Specific Knowledge, Skills, or Activities</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>SPED 371</strong> Exceptional Individual</td>
<td>Lecture and readings on the range of human development and diversity, what is considered “normal” in our society and how society labels those who are considered “different” including differences in ethnicity, cultural heritage, language, age, religion, social economic status, and gender identity.</td>
<td>Lectures, Readings, Discussions (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 400</strong> Foundations in Early Childhood Special Education</td>
<td>Lectures and text readings (Developing Cross Cultural Competence), Lynch and Hanson (2011) are used to develop an understanding of cross-cultural differences and families. In addition, Project CRAFT is used throughout the course to address the diverse learner and families.</td>
<td>Lectures, Readings, Discussions (in Syllabus) CONNECT Modules</td>
</tr>
<tr>
<td><strong>SPED 421</strong>: Working with Families of Individuals with Disabilities</td>
<td>Lectures and readings on how to support the interests of culturally, socioeconomically, and linguistically diverse families of individuals with disabilities.</td>
<td>Exam, projects such as “Family Interview”, article reflections and Discussions (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 425</strong> Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional)</td>
<td>All coursework focuses on addressing the interests of English learners with disabilities, including cultural and linguistic diversity.</td>
<td>Lectures, Readings, Discussions, Assignments (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 432</strong> Special Education Curriculum and Instruction in General Education Mathematics and Science</td>
<td>Candidates design lessons to include ways to support students who are culturally, socioeconomically, and linguistically diverse. Lecture on how to plan for instruction based on assessment results, how to adapt whole class lessons to meet the interests of this student.</td>
<td>Math Night, Small Group Lesson (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 433</strong> Reading and Language Arts Instruction</td>
<td>Lecture and demonstration on the importance of including reading material in classrooms that reflect the diverse society, including differences in family structure, sexual orientation, and cultural difference</td>
<td>Reading Case Study</td>
</tr>
<tr>
<td>Course</td>
<td>Specific Knowledge, Skills, or Activities</td>
<td>Assessment</td>
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<tr>
<td><strong>SPED 436</strong>: Literacy for Early Childhood Education Specialists</td>
<td>Candidates read, view, and develop lesson plans based on teaching techniques for emergent literacy in reading, emergent language arts for EL very young children, writing and verbal and non-verbal communication for children with disabilities birth to age five.</td>
<td>Lesson plans, discussions, multicultural book box, case study, midterm and final (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 463</strong>: Characteristics of Mild/Moderate Disabilities / SPED 464: Characteristics of Moderate/Severe Disabilities/ SPED 400 Foundations in Early Childhood Special Education</td>
<td>Candidates read, view modules and discuss online. Topics include the culture of diversity, students at risk, English language learners, and inclusion. Students write adapted lessons and observe in schools. Application of knowledge acquired related to issues of ethnic, linguistic, ability, economic and ability diversity through discussion board reflections, observation assignment and research paper</td>
<td>Discussions, quizzes (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 488</strong>: Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>Candidates discuss issues related to communicating with parents and the community, including the translation of documents and notes Text for course details important considerations for working with diverse students and families</td>
<td>Final Competencies Community Mapping project Assessment and interview on ELD practices and available supports ((in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities</td>
<td>Instructional unit is required which enhances and supports diversity, culture, and ethnicity; discussion board reflections and an observation assignment also address diversity issues Use of SDAIE strategy for lesson plans</td>
<td>Discussion, Unit Plan, Observation assignment</td>
</tr>
<tr>
<td><strong>SPED 482B</strong>: Curriculum and Methods for Individuals with Moderate/Severe Disabilities</td>
<td>Candidates are required to demonstrate an understanding of issues of segregation, discrimination, and equal rights protection after they are presented in lecture content on PPT and in the literature. They are then required to connect these issues moderate/severe disabilities through in-class discussion and as reflected through their Inclusion Plan.</td>
<td>Discussion, Inclusion Plan, Literacy Activity, Task analysis</td>
</tr>
<tr>
<td><strong>SPED 482C</strong>: Curriculum and Methods in Early Childhood Special Education</td>
<td>Candidates are required to demonstrate an understanding of practices that promote diversity, address the interests of second language learners.</td>
<td>Lesson plans, Discussions (in Syllabus)</td>
</tr>
<tr>
<td>Course</td>
<td>Specific Knowledge, Skills, or Activities</td>
<td>Assessment</td>
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<td>SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool) (see 489ABCD syllabus)</td>
<td>Candidates must demonstrate an application of the knowledge regarding the connection between issues of segregation and discrimination as they relate to culture, gender, sexual orientation, language, socio-economic and disability factors. Candidates must demonstrate cultural sensitivity when conducting the Significant Other Inventory and the Positive Behavior Support Plan, to pass dispositions and Final Competencies</td>
<td>Significant Other Inventory, Positive Behavior Support Plan, Dispositions, Final Competencies</td>
</tr>
<tr>
<td>SPED 514: Infant Assessment and Intervention</td>
<td>Lectures and readings provide emphasis on adapting assessments to meet the interests of diverse learners; incorporating multiple forms of assessment; use of authentic assessments, and issues of standardized testing for students with special interests and English language learners and their families. Candidates complete observation and assessment assignments requesting focus on family interests and priorities, including cultural, ethnicity or EL interests.</td>
<td>Observation and assessment assignments. (in Syllabus) Online module and course discussions. (in Syllabus)</td>
</tr>
<tr>
<td>SPED 515: Preschool Assessment and Intervention</td>
<td>Lectures and readings provide emphasis on adapting assessments to meet the interests of diverse learners; incorporating multiple forms of assessment; use of authentic assessments, and issues of standardized testing for students with special interests and English language learners. Course includes modules from NASP on assessment of EL Children and Project CRAFT modules are used in the course.</td>
<td>Online module and course discussions. (in Syllabus)</td>
</tr>
<tr>
<td>SPED 520 Assessment in Special Education</td>
<td>Lectures and readings provide emphasis on adapting assessments to meet the interests of diverse learners; incorporating multiple forms of assessment; use of authentic assessments, and issues of standardized testing for students with special interests and English language learners.</td>
<td>Case study</td>
</tr>
<tr>
<td>SPED 522 Positive Behavior Support</td>
<td>The Positive Behavior Support Assessment and Plan requires recognition of cultural diversity.</td>
<td>Behavior Intervention Plan</td>
</tr>
</tbody>
</table>

Program Standard 4: Effective Communication and Collaborative Partnerships
The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2)
general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/ITP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student interests. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Effective Strategies for Communication and Collaboration

It is imperative that Education Specialist learn and apply effective communication and collaboration in order to establish and maintain partnerships with parents and families, other school personnel, and community agencies. This standard is covered in several courses in the program, however, due to the essential nature of this standard to the effectiveness of the Education Specialist, one course, SPED 429: Introduction to Collaboration and Consultation is dedicated specifically to this standard.

In SPED 429: Introduction to Collaboration and Consultation, candidates learn about effective communication and problem solving strategies, and how to build effective collaborative partnerships with other teachers, specialists, and families through readings from the text “Interactions: Collaboration Skills for School Professionals”, online discussions with peers, other readings and videos. Candidates are given the opportunity to discuss and practice effective communication skills in adversarial and/or litigious situations and problematic relationships in their present or future teaching positions.

Candidates also learn about the instructional practice of co-teaching through readings and videos, and are required to implement at least one co-taught lesson in the field. In addition, candidates read about and discuss effective problem solving and negotiation strategies when working with challenging parents, caregivers, and legal advocates. Candidates complete the IRIS Module Collaboration with Families. Candidates also learn about Special Education Law and how it relates to their position as an Education Specialist. They read articles and watch a lecture on the Six Principles of IDEA, Section 504, and detailed information on working with trans-disciplinary teams to write the IEP/ITP/IFSP/ITP. The final project requires candidates to use a case study of a student in the candidate’s discipline area (M/M, M/S, or ECSE) to write a complete IEP/ITP or IFSP.

In SPED 421: Working with Families of Individuals with Disabilities, candidates learn about the importance of communicating, collaborating and consulting effectively with parents and primary caregivers. They conduct a parent/caregiver interview that requires them to use listening and interviewing skills in order to practice building good relationships. In addition, candidates receive instruction on the importance of effective communication with the business community and public and non-public agencies in order to provide a cohesive delivery of services and bridge transitional stages across the lifespan. The complete an IRIS Module on Collaborating with Families.

In SPED 488 Directed Teaching for Special Educators in the K-8 General Education Classroom, candidates practice developing relationships with school personnel. They practice collaboration skills by completing a Co-taught Lesson (a co-requirement for SPED 429 Introduction to Collaboration and Consultation,) by co-planning with a general education teacher, giving
consideration to students with disabilities, English learners, gifted, or other special interests, and planning for both group and individual interests. The lesson co-planning includes the model of co-teaching, strategies for instruction, assessment, roles for each teacher during the lesson, materials and resources. After the lesson, the co-teachers reflect on their participation, student outcomes, challenges and successes, and problem solve ways to improve the lesson in the future. Also as part of SPED 429 Introduction to Collaboration and Consultation, candidates learn to write a legally defensible IEP/ITP, practicing with a case study, then during Directed Teaching, will participate in a student study team and an IEP/ITP/IFSP meeting, and collaborate with the teams at their school site on students in the classroom placement in order to learn the process of referral and intervention. In addition, they complete an IRIS Module on Effective Practices in Collaboration.

In the Methods courses, SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities, SPED 482B: Curriculum and Methods for Individuals with Mild/Moderate Disabilities. SPED 482C: Curriculum, Methods and Intervention in Early Childhood Special Education, candidates learn how to communicate program and lesson plans, goals and objectives to parents, families, and caregivers and to build collaborative relationships with them and with agencies that service Early Childhood and Moderate/Severe students. This is then developed as part of Directed Teaching.

In the Assessment courses, SPED 514: Infant Assessment and Intervention, SPED 515: Preschool Assessment and Intervention, and SPED 520 Assessment in Special Education, candidates learn how to effectively communicate test results to parents and other team members as well as communicating assessment results to other team members. In SPED 522 Positive Behavior Support, candidates learn to enlist the cooperation of parents and caregivers in the creation and implementation of behavior intervention plans.

In the first Directed Teaching experience, SPED 488, candidates are supervised and assessed on the SPED 488 Teaching in GE Competencies in which they must demonstrate their ability to “Communicate, collaborate and consult effectively with individuals with disabilities and their parents, and primary caregivers; general/special education teachers and co-teachers, and with related service personnel and administrators.”

In SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool), candidates are given opportunity to work with families and relevant agencies for the alignment of interested services and for long term planning. Candidates create or obtain a copy of the paraprofessional(s) schedule. If they work with a Cooperating Teacher, they will ask how the schedule was designed and how the duties were assigned. If the candidate is an Intern, he or she is required to interview a veteran Mild/Moderate teacher about how h/she assigns duties for his or her paraprofessional. In addition, candidates interview one or more paraprofessionals to understand, from their own perspectives, their roles, strengths, preferences, interests, and challenges, how these things are communicated to the Education Specialists they work with, and what levels of interaction they have with parents. They are then assessed on the appropriate competencies in their area.
Other activities that are part of SPED Directed Teaching are to investigate and list relevant outside agencies that collaborate with schools to provide services for students with disabilities. These agencies differ according to discipline; candidates must also interview their Cooperating Teachers for how this information is communicated to parents. Candidates attend all staff meetings (general education and special education), SST, school-wide intervention team meetings, and/or parent conferences as scheduled required of the Education Specialist. Candidates also describe the role of nurses or health professionals in the services provided for students with disabilities at their school site and schedule a time to meet with a school psychologist (and other specialists) to ask them about their role and experiences related to students with mild/moderate disabilities.

The following chart identifies examples of instructional strategies and assignments used to address Standard 4.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>SPED 421</strong>: Working with Families of Individuals with Disabilities</td>
<td>Parent-professional partnerships issues, planning and conducting parent meetings</td>
<td>**Family Interview assignment, exam, discussion forums (in Syllabus) IRIS module Collaborating with Families</td>
</tr>
<tr>
<td><strong>SPED 463</strong>: Characteristics of Mild/Moderate Disabilities / <strong>SPED 464</strong>: Characteristics of Moderate/Severe Disabilities and <strong>SPED 400</strong>: Foundations in Early Childhood Special Education</td>
<td>463/4: Candidates complete an IRIS Module- “School nurses: Roles and Responsibilities in the School Setting” to learn about collaborating with school personnel. 400: Course readings in Howard et al (2008) text: Chapters 9 &amp; 10 on building partnerships with the community and public and non-public agencies</td>
<td><strong>IRIS Module activities</strong></td>
</tr>
<tr>
<td><strong>SPED 429</strong>: Introduction to Collaboration and Consultation</td>
<td>Effective communication and problem solving strategies, building effective collaborative partnerships with other teachers, specialists, and families</td>
<td><strong>Discussion forums (in Syllabus), Co-taught Lesson, IRIS modules on Effective School Practices</strong></td>
</tr>
<tr>
<td><strong>SPED 488</strong>: Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>Plan with a general education teacher, giving consideration to students with disabilities, English learners, gifted, or other special interests, and group or individual interests</td>
<td><strong>Co-taught Lesson; Directed Teaching Competencies</strong></td>
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<tr>
<td>Course</td>
<td>Content</td>
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<tr>
<td><strong>SPED 514</strong>: Infant Assessment and Intervention and <strong>SPED 515</strong>: Preschool Assessment and Intervention or <strong>SPED 520</strong> Assessment in Special Education</td>
<td>Communicating assessment results to parents/caregivers. Assessment with Transdisciplinary teams, ECO-mapping and including families in the IFSP/IEP/ITP process</td>
<td>Module, textbook readings (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities</td>
<td>Readings and lectures and demonstration of methods for teaching social skills. Readings and discussion of co-teaching articles. Candidates participate in designing a group Chapter Presentation and learn instructional information on RTI.</td>
<td>Rubric for Chapter presentation, Discussion (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482B</strong>: Curriculum and Methods for Individuals with Moderate/Severe Disabilities</td>
<td>Candidates discuss working with families as part of all assignments. They focus on this in a Discussion activity in which candidates read and analyze and discuss “Elements of Successful Parent/Professional Relationships”. They also discuss collaborating with Paraprofessionals in another Discussion Activity.</td>
<td>Lectures, Discussions, Readings (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482C</strong>: Curriculum and Methods and Intervention in Early Childhood Special Education</td>
<td>Communicating lesson plans to parents/caregivers</td>
<td>Lectures, Discussions, Readings (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 522</strong> Positive Behavior Support</td>
<td>Communicating behavior plans to parents/caregivers and enlisting their cooperation.</td>
<td>Lectures, Discussions, Readings (in Syllabus) ADA Directions and Template BIP Guide</td>
</tr>
<tr>
<td><strong>SPED 489A/B</strong>: Directed Teaching in Special Education (M/M or M/S) and <strong>SPED 489C/D</strong>: Directed Teaching in Special Education (ECSE) Birth-3/Preschool (see 489ABCD syllabus)</td>
<td>Investigate and list relevant outside agencies that collaborate with the school to provide services for students, paraprofessional collaboration. Seminar on how to work effectively with Paraprofessionals in a collaborative relationship.</td>
<td><strong>Directed Teaching Competencies</strong>, Paraprofessional Seminar.</td>
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<tr>
<td>Course</td>
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<td>Assessment</td>
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<tr>
<td>SPED 490: Intern Support</td>
<td>Interns receive support in the field, at seminars, and online, as they implement collaboration and utilize effective communication.</td>
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**Program Standard 5: Assessment of Students**

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

**Assessment and Progress Monitoring**

This standard is met in several courses, and three courses, SPED 520 Assessment in Special Education for Mild/Moderate and Moderate/Severe students, and SPED 514: Infant Assessment and Intervention and SPED 515: Preschool Assessment and Intervention for Early Childhood candidates, are designed specifically to cover all aspects of assessment and monitoring of progress for students with disabilities.

Candidates are provided with opportunities to demonstrate skill in use of multiple sources of information for progress monitoring and decision making regarding eligibility and services in several courses. During the Prerequisite phase, in SPED 371 Exceptional Individual, candidates receive an overview of assessment in readings and lectures. In SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional), candidates learn about the types of assessments used in a typical classroom, both general and special education, and the role of assessment in monitoring student progress and decision making. In SPED 322: Introduction to Positive Behavior Support, candidates learn and practice basic social-emotional and behavioral assessments, particularly through informal, structured observation, and the role of the family and others in the child’s ‘system’ whose interests need to be included in this assessment.

Once enrolled in the first semester courses, candidates take SPED 421: Working with Families of Individuals with Disabilities, where the role of the family in assessment of all aspects of the child’s development is emphasized. In SPED 429: Introduction to Collaboration and Consultation, candidates learn about the Zero Reject Principle of IDEA, how assessment is used to qualify students for special education, how assessment results are presented to parents and families, and how assessment is used for student and program evaluation. Literacy courses SPED 433 Reading and Language Arts Instruction and SPED 436: Literacy for Early Childhood Education Specialists expand candidate knowledge of assessment with a focus on literacy skills. Candidates learn and practice specific literacy assessments appropriate for children birth–grade 12, such as an Individual Reading Inventory, and apply these skills to a case study student. In
SPED 433 Reading and Language Arts Instruction, candidates also complete an IRIS Module: RTI Part 3 Reading Instruction, and another Module: Classroom Assessment Part 2 Evaluating Reading Progress. In SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science candidates learn about and utilize the Frameworks for Mathematics and Science, and curriculum-based measurement of mathematics skills and progress.

In both first and second semester Methods courses for individuals with disabilities, SPED 433 Reading and Language Arts Instruction, SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science, and SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities/ SPED 482A: Curriculum and Methods for Individuals with Moderate/Severe Disabilities / SPED 482C: Curriculum, Methods, and Intervention for Early Childhood Special Education, candidates learn about required statewide Frameworks, including the Reading/Language Arts Framework and the California Preschool Foundations, and practice writing lesson plans that include assessments of this knowledge across the pre-school and in-school experience. Candidates also learn about and local, state, and federal accountability systems in these courses, and the role of formative and summative assessment in the school context. For example, in SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities, during the final unit presentation candidates must show how they will assess using formative and summative evaluation.

Three courses in the program focus directly on Assessment: SPED 520 Assessment in Special Education for students with M/M and M/S disabilities, and SPED 514: Infant Assessment and Intervention and SPED 515: Preschool Assessment and Intervention for Early Childhood candidates. In SPED 520 Assessment in Special Education, candidates learn about federal and state assessment and accountability systems, review STAR testing including CAPA, CMA and CST, review a test variation matrix, and examine samples of reports for parents. Candidates learn about progress monitoring through lectures and readings, and conduct a test critique. They also complete units on Universal Design for Learning and Curriculum Based Measurement. Finally, candidates assess a student in the field and write up the results in a final report. In SPED 514: Infant Assessment and Intervention, course content includes assessments for children birth-5. Candidates, practice using these assessments, then complete an Assessment Report on a child in the field, one infant and one preschool-age. Instruction includes, readings specific to ECSE assessments, family assessments, an online activity using resources from the National Early Childhood Technical Assistance Center and completion of a “Connect” Modules. In SPED 522 Positive Behavior Support, candidates learn to conduct a complete Functional Behavioral Assessment on selected children in the field, and use the assessment data to write a Behavior Intervention Plan.

In SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional), candidates learn about the types of assessments used for students from diverse backgrounds and varying languages and the effects that test bias has on assessment results. Candidates are introduced to ways to minimize or eliminate cultural and linguistic factors that would negatively influence a testing situation or a test itself that would result in biased results. They complete an Assessment Investigation activity in which students interview a English Learner specialist and an Education Specialist to determine
what assessments they use, what their core beliefs about assessment of CLDE students are, how they use the assessment data that they collect to plan instruction, make grouping decisions and plan programs for their CLDE students and how they share assessment results with parents and families of students who are CLDE. In SPED 421: Working with Families of Individuals with Disabilities, candidates learn the important role of the family in assessment which adds to their knowledge of ways to minimize or eliminate testing bias. In SPED 429: Introduction to Collaboration and Consultation, candidates learn about the Zero Reject Principle of IDEA, how assessment is used to qualify students for special education, how assessment results are presented to parents and families, and how assessment is used for student and program evaluation.

Three courses in the program focus directly on Assessment: SPED 520 Assessment in Special Education for students with M/M and M/S disabilities, and SPED 514: Infant Assessment and Intervention and SPED 515: Preschool Assessment and Intervention for Early Childhood candidates. In these courses candidates learn a variety of assessment tools specific to their population and expand their knowledge and skills needed to assess students with varying language, communication, and cognitive abilities.

In the first Directed Teaching experience, SPED 488, candidates are supervised and assessed on the SPED 488 Teaching in GE Competencies which require them to demonstrate competency in using formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, and instructional decisions. In addition, they complete a Reading Language Arts Case Study (RLA Project (part 1 of 3): Assessment & Planning (Weeks 2-5) in which they must choose appropriate assessments, assess a student, plan and deliver instruction (SPED 488 Activities).

In the second Directed Teaching experience, candidates must demonstrate competency in this area. SPED 489A Mild/Moderate Education Specialist Competencies and SPED 489B Moderate/Severe Education Specialist Competencies (see SPED 489ABCD syllabus) require supervisors to verify that the candidate “Uses formal and informal assessments for the purpose of making ongoing program improvements.” SPED 489C Infant/Toddler Education Specialist Competencies require supervisors to verify that the candidate “Uses nonbiased, nondiscriminatory assessment practices appropriate to very young children with disabilities (e.g. Observation, family interview, play-based, ecologically appropriate assessments), including those for English language learners.” and “Systematically collects data on the infant’s or toddler’s progress and implements change based on data.”

In SPED 520 Assessment in Special Education, Mild/Moderate and Moderate/Severe candidates learn about federal and state assessment and accountability systems, review STAR testing including CAPA, CMA and CST, review a test variation matrix, and examine samples of reports for parents.

This standard is covered throughout the program (described below), culminating in Directed Teaching in special education, SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool) in which candidates are supervised and assessed on their knowledge and skills. Throughout the 10-week experience, candidates work on activities, and then are assessed with Competencies in their
credential area. Activities vary by credential area. For example, in 489B Directed Teaching in Moderate/Severe Competencies for example, candidates assess student behavior and skill sets using direct observation (quantitative) and stakeholder interviews (qualitative) to create behavior intervention plans and task analyses. In SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool Activities, candidates conduct a basic assessment with one student and write a report that includes the age, diagnosis and implications of diagnosis, including strength and weaknesses, areas that were assessed (i.e., psychomotor, language/communication, cognitive/academic, social/emotional, self-help), intended methods, strategies, and instruments that were used to assess each area identified, and work samples. In 489A Directed Teaching in Mild/Moderate Activities, candidates are required to “assess one student with learning disabilities, one with intellectual disabilities and one with autism using assessments commonly used for students with Mild/Moderate Disabilities with supervision and guidance from your CT, if applicable. In your report, include student name, chronological age, diagnosis and implications of diagnosis, impressions from initial observation (include strengths and weaknesses), areas to be assessed and rationale (i.e., psychomotor, language/communication, cognitive/academic, social/emotional, self-help, career/vocational), intended methods, strategies, instruments that will be used to assess each area identified, and work samples.”

Candidates demonstrate knowledge of local, state and federal accountability systems in several courses. First, in the prerequisite course SPED 322 (Intro to Positive Behavior) students watch and are assessed on a Module 3 Power Point presentation of local, state, and federal laws tied to accountability and the safety of students with disabilities (Scheuermann & Hall, 2012). During their first semester coursework, candidates learn about local, state, and federal accountability systems in relation to Common Core Standards for Reading and Language Arts in one course and Mathematics and Science in another course, and how these are assessed at various grade levels through local Benchmark assessments and State/Federal Smarter Measure assessments. (See Curriculum Review assignment in SPED 433 Reading and Language Arts Instruction, and Progress Monitoring Inclusive Math/Science Final Project in SPED 432 Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science).

During their second semester coursework, candidates take SPED 520 Assessment in Special Education. During their first few weeks, candidates revisit Special Education Law as it pertains to assessment and accountability to Federal law, State and local regulations, and to families and children with special needs. They read Chapter 1 of Assessment in Education (Pierangelo & Giuliani, 2012), discuss it in class, and then apply it to a task that requires candidates to collaborate with peers to use standardized assessments to write IEP goals for a Case Study student. This prepares them for the Final Case Study assignment which is done individually and assessed by rubric.

Finally, in SPED 489A, Fieldwork in Special Education, candidates participate in a Seminar in which they watch a video lecture on SPED law that includes accountability in terms of Federal SPED Law as it pertains to assessing and writing IEPs, and Due Process for families of children with disabilities.
The following chart illustrates coursework related to Standard 5.

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<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>SPED 371</strong>: Exceptional Individuals</td>
<td>Overview of purpose and use of assessments in readings and class activity</td>
<td>Lectures, Discussions, Readings (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 322</strong>: Introduction to Positive Behavior Support</td>
<td>Lecture, readings and practice on assessment of behavior and social/emotional factors that influence learning and behavior.</td>
<td>Individual Instruction Plan</td>
</tr>
<tr>
<td><strong>SPED 425</strong>: Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional)</td>
<td>Lecture and readings that introduce assessment, progress monitoring, and decision making for students who are bilingual/bicultural. Includes 30 hours of observation in the field and interviews with teachers at the site. They interview an English Learner specialist and an Education Specialist to determine what assessments they use, what their core beliefs about assessment of CLDE students are, how they use the assessment data that they collect to plan instruction, make grouping decisions and plan programs for their CLDE students and how they share assessment results with parents and families of students who are CLDE.</td>
<td>Assessment Investigation activity, Lectures, Discussions, Readings (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 400</strong>: Foundations in Early Childhood Special Education or <strong>SPED 463</strong>: Characteristics of Mild/Moderate Disabilities or <strong>SPED 464</strong>: Characteristics of Moderate/Severe Disabilities</td>
<td>Introduction to assessments of characteristics used for identification and eligibility for special education</td>
<td>Lectures, Discussions, Readings (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 429</strong>: Introduction to Collaboration and Consultation</td>
<td>Overview of the legal history of special education laws, presentation of the 6 Principles of IDEA, including Zero Reject and laws regarding Parent Participation in the assessment, progress monitoring, and decision making process</td>
<td>IEP/ITP Case Study</td>
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<tr>
<td>Course</td>
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<tr>
<td>SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science</td>
<td>In class or online Hypothetical analysis and design of lessons for diverse learners, with individualized support</td>
<td>CBM unit, Lesson Plan based on progress monitoring (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 433</strong> Reading and Language Arts Instruction</td>
<td>Lectures, readings, and practice in standard assessment tools for assessing reading, writing, speaking and listening.</td>
<td>Discussions, final projects, Making Words lesson (in Syllabus)</td>
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<tr>
<td></td>
<td>Utilization of State Framework for Reading/Language Arts and accountability through formal and informal assessment.</td>
<td><strong>Reading Case Study</strong>  IRIS Module <strong>RTI Part III Reading Instruction</strong>,  <strong>Classroom Assessment Part II Evaluating Reading Progress</strong></td>
</tr>
<tr>
<td>SPED 436: Literacy for Early Childhood Special Education</td>
<td>Lectures, readings, and practice in standard assessment tools for assessing reading, writing, speaking and listening.</td>
<td>Language Arts Case Study, Family Assessment Surveys</td>
</tr>
<tr>
<td><strong>SPED 488</strong>: Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>Application in field of both formal and informal assessments to monitor progress and plan instruction.</td>
<td>Final competencies  <strong>Reading Case Study</strong></td>
</tr>
<tr>
<td><strong>SPED 514</strong>: Infant Assessment and Intervention and <strong>SPED 515</strong>: Preschool Assessment and Intervention</td>
<td>514 Assessment Report, online activity (NECTAC), Connect Modules, Course Texts (Mclean et al, 2004; Sparks &amp; Cook, 2009), Course lectures</td>
<td>Assessment Report  Final Case Study</td>
</tr>
<tr>
<td></td>
<td>515 Assessment Report, course readings, Assessment Report; Building Blocks Assignment</td>
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<tr>
<td>Course</td>
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<td>Assessment</td>
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<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Mild/Moderate Disabilities or <strong>SPED 482B</strong>: Curriculum and Methods for Moderate/Severe Disabilities or <strong>SPED 482C</strong>: Curriculum, Methods, and Intervention for Early Childhood Special Education</td>
<td>482C Lesson Plans based on California Preschool Foundations 482A Chapter readings, in class demonstration of how to assess for reading, social-emotional Moreover, they must show how they will assess using formative and summative evaluation.</td>
<td>Lectures, Discussions, Readings (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 522</strong>: Positive Behavior Support</td>
<td>Lecture and reading on Functional Behavioral Assessment Completion of Behavioral and environmental assessments for the final project.</td>
<td>Behavior Intervention Plan</td>
</tr>
<tr>
<td><strong>SPED 520</strong>: Assessment in Special Education</td>
<td>Assessment is embedded throughout course in lectures, all activities, and final written case study;  Lectures and readings on state assessment systems, review of STAR testing including CAPA, CMA, CST, review of test variation matrix, examination of parent report examples In class activities,  Lectures, test critique, and units on UDL and CBM, CBM design activity. Completion of IRIS Module-Classroom Assessment Part I: An Intro to Monitoring Academic Achievement in the Classroom And reading and discussion of IRIS Info Brief- Monitoring Student Progress in Individual Education Programs using Curriculum Based Measurement.</td>
<td>Case study assignment</td>
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### Course Content Assessment

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<thead>
<tr>
<th>Course</th>
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<th>Assessment</th>
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<tbody>
<tr>
<td>SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool (see <a href="#">489ABCD syllabus</a>)</td>
<td>489A Embedded in field competencies; 489B task analysis and behavior plan data collection/analysis 489C Course text; course lectures; NECTAC online activity, Assessment report</td>
<td>Directed Teaching Competencies</td>
</tr>
<tr>
<td>SPED 490: Intern Support</td>
<td>Interns receive support in the field, at seminars, and online.</td>
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### Program Standard 6: Using Educational and Assistive Technology

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

Every course in the Education Specialist program is supported by a Learning Management System, and many courses, SPED 371, 425, 463, 421, 401, and 429 are taught completely online. In these online courses, candidates learn effective online communication, through discussions and e-mail, effective online teaching and learning through online presentations and assessments, and the standards for appropriate behavior in an online environment, all of which can be transferred to their own teaching.

Other technologies are embedded throughout the program. In [SPED 371 Exceptional Individual](#), candidates receive an overview of assistive technologies for each of the disability areas studied, particularly for augmentative communication. In SPED 429, candidates complete an [IRIS online module](#) that includes video, text, and an assessment. They use the online website Powerof2.org to complete activities dealing with co-teaching, such as co-planning and co-evaluating a lesson. These are incorporated into their Co-taught Lesson that is completed during Directed Teaching.

In [SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science](#), candidates must consider using assistive technology hardware and software that facilitate the inclusion of students into math/science throughout course activities and lectures, such as the use of iPads and iPods in math and science instruction, specific accommodations and modifications to a standards-based math and science lesson created by the teacher candidate and the development of a math or science unit along with a system for curriculum based measurement that includes a tool for data collection. Students also complete a detailed learning module on Curriculum Based Measurement (CBM) and Universal Design for Learning (UDL) using resources from IRIS and The [Center for Applied Special Technology (CAST)](#). The IRIS Modules used in this course are “[Is this Child Mislabeled-an IRIS Case Study](#)”.  

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In SPED 433 Reading and Language Arts Instruction, students learn to use several software programs and websites for the instruction of language arts. For example, they learn and practice creating rubrics to evaluate an oral presentation using Rubistar at 4teachers.org, and they use an online tool to evaluate the effectiveness of online games designed to build reading skills. Candidates use the IRIS Reading and Language Arts Info Briefs (such as Connecting Oral Language and Reading Fluency) and Case Studies on Early Reading, Fluency and Word Recognition, Comprehension and Vocabulary, and Written Expression to practice planning instruction for a variety of students and grade-levels (for example, Early Reading). Finally, candidates complete a lesson on Assistive and Augmentative Communication (AAC) and how it can be used to build reading skills.

During their second semester, in SPED 482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities, candidates learn in-depth use of assistive technology, both hardware and software, to facilitate learning, communication, social skills and life skills. They complete a Module on low and high technology materials and equipment in the educational program of students and participate in hands on sharing, led by a district AT Specialist when possible, during a face-to-face lecture. Finally, students complete a module on cyber bullying, copyright, and other legal and ethical issues. In SPED 482B Curriculum and Methods for Individuals with Mild/Moderate Disabilities, candidates learn about augmentative and assistive communication (AAC) and apply it in the field with a Language and Communication Assignment. In SPED 482C Curriculum and Methods for Early Childhood Special Education, candidates read an assistive technology manual (Campbell & Wilcox, 2004) and develop a lesson plan based on the content. The students provide evaluate and provide a rationale for using assistive technology based on various disabilities. In SPED 522 Positive Behavior Support, candidates use Excel to graph and analyze behavior. In SPED 520 Assessment in Special Education, candidates learn progress monitoring by using common word processing and spreadsheet programs to collect, graph, and evaluate student data.

In SPED 488: Directed Teaching Activities during small group math instruction, candidates must use and reflect on the effectiveness of a variety of educational and assistive technology, including the Internet, for at least one lesson. During the second Directed Teaching experience, SPED 489A, Directed Teaching in Mild/Moderate Special Education, SPED 489B: Directed Teaching in Moderate to Severe Special Education and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool (see SPED 489ABCD syllabus) candidates complete several activities involving both instructional and assistive technology. They must inventory both high and low-tech assistive technology in their classrooms, interview their district Assistive Technology Coordinators about the procedures for obtaining AT for students at their site, and based on assessment, plan and implement a series of five lessons that incorporate Assistive Technology.
The following chart illustrates coursework related to Standard 6.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPED 401</strong>: Introduction to Autism</td>
<td>Effective online communication, effective online teaching and learning, standards for appropriate behavior in an online environment</td>
<td>Reflection papers, discussion forums (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 421</strong>: Working with Families of Individuals with Disabilities</td>
<td>Effective online communication, effective online teaching and learning, standards for appropriate behavior in an online environment</td>
<td>Reflection papers, discussion forums (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 429</strong>: Introduction to Collaboration and Consultation</td>
<td>IRIS online module, Effective online communication, effective online teaching and learning, standards for appropriate behavior in an online environment</td>
<td>Discussions (in Syllabus) IRIS module (e.g., Effective School Practices)</td>
</tr>
<tr>
<td><strong>SPED 432</strong> Special Education Curriculum and Instruction in General Education Mathematics and Science</td>
<td>Assistive Technology software and hardware for math and science instruction, IRIS module, lesson which includes Assistive Technology</td>
<td>Lesson evaluation, class discussion, module evaluation (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 433</strong> Reading and Language Arts Instruction</td>
<td>Assistive Technology software and hardware for literacy development, lesson on Assistive and Augmentative Communication, lesson on how to determine effective software for reading instruction</td>
<td>Lecture (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities</td>
<td>Assistive technology resources for students with specific disabilities are shared in a lecture and applied in activities</td>
<td>Module 9 Assistive Technology</td>
</tr>
<tr>
<td><strong>SPED 482B</strong>: Curriculum and Methods for Individuals with Moderate/Severe Disabilities</td>
<td>Readings and activities</td>
<td>Inclusion Plan Inclusion Plan rubric Language and Communication Assignment</td>
</tr>
<tr>
<td><strong>SPED 482C</strong>: Curriculum and Methods and Intervention in Early Childhood Special Education</td>
<td>Readings and activities</td>
<td>Week 13 Lecture (in Syllabus) Lesson Plan Assistive Technology Development (In Syllabus)</td>
</tr>
</tbody>
</table>
Program Standard 7: Transition and Transitional Planning

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

All candidates in the Education Specialist programs at CSUF learn, engage, practice, and implement a variety of strategies related to successfully transitioning students with disabilities, and practice collaboration with personnel from other educational and community agencies to plan for a successful transition of students. Instruction begins in pre-requisite courses and continues into core classes where candidates learn about transition in relation to their area of authorization.

During pre-requisite courses, candidates develop an understanding of the collaborative relationship between educational and community agencies. Specifically, the importance of educational and community agency collaboration is discussed in SPED 421: Working with Families of Individuals with Disabilities. Students role play becoming a parent of an exceptional child in which they “give birth” then journal their ‘experiences’ over the life of their “child.” throughout his or her development. Candidates research agencies and resources that can support families as their exceptional ‘child’ develops. All candidates are educated in the sequential and continuous interest to prepare individuals with disability for adult transition and continuing education in social, behavioral, and career development as well as transitional issues related to students and their families in SPED 421: Working with Families of Individuals with Disabilities where they complete a parent interview and course readings on this topic.

Once enrolled in first semester courses, in SPED 463: Characteristics of Mild/Moderate Disabilities, candidates receive two weeks of lectures, readings, and activities on key transition
points across the lifespan, characteristics of students who are moving in and out of special education, and how to train students over time to self-advocate, especially when moving from high-school to college and employment. Moderate/Severe candidates complete the Characteristics of Moderate/Severe Disabilities course (SPED 464: Characteristics of Moderate/Severe Disabilities) where they engage in two modules on longitudinal transition planning for adulthood and Entering Adulthood: Options for Work and Community Living.

In SPED 429: Introduction to Collaboration and Consultation candidates learn all aspects of collaboration with parents, staff, and the community and the important role of the Education Specialist in the transition of students with disabilities across the lifespan. These skills are implemented in the field during SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) when candidates participate in IEP/ITP meetings where Transition is discussed, serve on Student Study Teams where student transition to special education is discussed and in grade level teams where students transition between grade levels. Also in SPED 429: Introduction to Collaboration and Consultation, candidates learn the laws related to the Individual Transition Plan and write an IEP/ITP on a Case Study student. In addition, SPED 520 Assessment in Special Education has M/M and M/S candidates examine transition tools and complete a MAPS simulation. Mild/Moderate and Moderate/Severe program specialist candidates also receive further education in this area through Directed Teaching (SPED 489A/B). Mild/Moderate candidates have this content embedded in a weekly instructional activity and Moderate/Severe candidates participate in a field trip where vocational training is observed and followed up with a discussion on planning for vocational experiences.

Early Childhood candidates are given the opportunity to practice collaboration with personnel from other educational and community agencies in multiple courses. SPED 514: Infant Assessment and Intervention requires the completion of the Individualized Family Service Plan case study and provides an in-class lecture on this issue. In the IFSP case study, candidates review the transition IFSP with the agencies involved with the child and family, which are typically the Local Education Agency (LEA) or Regional Center. Candidates in SPED 515: Preschool Assessment and Intervention conduct an IEP/ITP case study. Candidates identify agencies to support families through the transition for either Part C to Part B or from preschool to kindergarten. Candidates in Directed Teaching in Early Childhood (SPED 489C/D) complete Directed Teaching competencies related to trans-disciplinary teaming with agencies directly related to infant/toddler services. Furthermore, candidates enrolled in the Early Childhood Education Specialist program receive instruction in transition and transitional planning that is unique to early childhood. Specifically, SPED 514: Infant Assessment and Intervention requires all EC candidates to complete an Individual Family Service Plan case study and readings, in-class discussions, and an in-class activity that focus on this standard topic. SPED 515: Preschool Assessment and Intervention requires candidates to complete a module that targets issues related to the transition to kindergarten. Students in the SPED 489C/D: Directed Teaching in Special Education Birth-3/Preschool complete specific competencies related to this standard.

Candidates gain knowledge and demonstrate understanding of the life of students with disabilities in relation to education and transitional experiences while participating in SPED 421: Working with Families of Individuals with Disabilities where they complete readings and engage in discussion of sample IEP/ITPs for students with disabilities who are also English Learners. In
the Characteristics of Individuals with Mild Moderate and Moderate/Severe Disabilities courses (SPED 463: Characteristics of Mild/Moderate Disabilities / SPED 464: Characteristics of Moderate/Severe Disabilities) candidates complete a module on longitudinal transition planning for adulthood. In the SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional) course, candidates complete a special project titled “Understanding Your Community” where they explore and reflect on their community and the services available to students with disabilities and their families. In SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom, candidates do this project in more depth by identifying specific resources in the community surrounding their school or placement that are available for families and students with disabilities beyond school. In SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool, candidates participate in all aspects of transition for the students in their classroom or placement by participating in IEP/ITP/IFSP and ITP meetings, eligibility meetings, student study team meetings, and parent meetings.

The following chart illustrates coursework related to Standard 7.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 429: Introduction to Collaboration and Consultation</td>
<td>IEP/ITP Case Study</td>
<td>Case Study Rubric</td>
</tr>
<tr>
<td>SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>project</td>
<td>Community Mapping project and rubric</td>
</tr>
<tr>
<td>SPED 514: Infant Assessment and Intervention</td>
<td>IFSP Case Study</td>
<td>Lectures Week 11, 12, 13 (In Syllabus).</td>
</tr>
<tr>
<td>SPED 515: Preschool Assessment and Intervention</td>
<td>IEP/ITP transition group project</td>
<td>Group IEP Presentation, Week 14 CONNECT Module (In Syllabus)</td>
</tr>
<tr>
<td>SPED 520 Assessment in Special Education</td>
<td>Transition tools examined, MAPS simulation</td>
<td>Syllabus Calendar Weeks 12, 13, 15</td>
</tr>
<tr>
<td>SPED 489A: Directed Teaching in Special Education M/M (see SPED 489ABCD syllabus)</td>
<td>Apply learning in the field by collaborating with parents for student progress across the age and grade span</td>
<td>Directed Teaching Weekly Activities Professional, Legal and Ethical Obligations</td>
</tr>
<tr>
<td>SPED 489B: Directed Teaching in Special Education M/S (see SPED 489ABCD syllabus)</td>
<td>Conduct interview with families/ caregivers</td>
<td>Significant Other Interviews Ecological Interviews</td>
</tr>
</tbody>
</table>
Course | Content | Assessment
---|---|---
SPED 489D: Directed Teaching in Special Education (ECSE) Preschool (see SPED 489ABCD syllabus) | Apply learning in the field by collaborating with parents for student progress | Directed Teaching Competencies
SPED 490: Intern Support | Interns receive support in the field, at seminars, and online. | SPED 490: Intern Support

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

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

In SPED 429: Introduction to Collaboration and Consultation, candidates learn several approaches to effective team collaboration. They utilize several resources from literature as well as computer-based technologies to explore and practice using communication strategies in working with an IEP/ITP team. During Directed Teaching (SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom, SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool), candidates practice writing IEP/ITP goals/objectives and are encouraged to attend an IEP/ITP meeting with parent permission.

In SPED 371: Exceptional Individual, Candidates read about IFSP/IEP/ITPs in their textbooks and discuss them during a module. They are encouraged to observe or attend an actual IEP/ITP meeting in their field placement. Candidates read about the importance of planning specifically designed instruction to support access to the core curriculum. Candidates develop and conduct a family interview in SPED 421: Working with Families of Individuals with Disabilities to identify interests, concerns, and priorities for IEP/ITP planning. Candidates view modules and complete activities from IRIS to learn about pre-referral processes.

Candidates learn how to select contemporary evidence-based practices for individuals in several courses. They learn how to implement co-teaching (SPED 429: Introduction to Collaboration and Consultation), direct instruction practices (SPED 433: Reading and Language Arts Instruction, SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities), and supplemental instructional programs such as Lindamood Bell, Project READ, and Read Naturally (SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities).

In SPED 429: Introduction to Collaboration and Consultation, candidates learn how to develop goals for IFSPs/IEPs/ITPs/and transition planning that integrate assessment data and grade level state standards. They complete an IEP/ITP/IFSP case study and receive instructor feedback to strengthen their goal development. During Directed Teaching (SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom, SPED 489A/B: Directed Teaching...
in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool, candidates work closely with their mentor teacher and university supervisor to practice and assist with goal development for students with IEP/ITPs in their assigned setting.

In **SPED 482A**: Curriculum and Methods for Individuals with Mild/Moderate Disabilities, candidates practice writing IEP/ITP goals and objectives in class, with modeling, scaffolding, and feedback from the instructor. Course content includes lectures, readings, and discussion activities related to the alignment of state standards, IEP/ITP goals and objectives, and instruction. Candidates read about IEP/ITP and transition planning process and discuss in class. Their final unit must include an IEP/ITP goal(s). Candidates learn to conduct teacher based assessments, curriculum based assessments and how to give assessments that are aligned to curriculum. Candidates write a lesson plan and a unit (includes at least 5 lesson plans) that demonstrate the process of planning specifically designed instruction to support access to the core curriculum. In **SPED 514**: Infant Assessment and Intervention, candidates develop an IFSP and an assessment report. In **SPED 482C**: Curriculum, Methods, and Intervention for Early Childhood Special Education, candidates review activity-based interventions to implement IFSP/IEP/ITP goals. Students also engage in discussions about the IFSP/IEP/ITP eligibility and placement.

Candidates complete a three-week module in **SPED 429**: Introduction to Collaboration and Consultation that details special education law as it relates to the IFSP/IEP/ITP/transition planning process. They complete a quiz and use the information to guide their IEP/ITP case study assignment. Candidates in **SPED 514**: Infant Assessment and Intervention complete IFSP case studies related to IFSP transition. Candidates in **SPED 515**: Preschool Assessment and Intervention complete a group transition IEP/ITP project. In **SPED 482C**: Curriculum, Methods, and Intervention for Early Childhood Special Education candidates review ISP/IEP/ITP practices and requirements.

The following chart illustrates coursework related to Standard 8.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPED 421</strong>: Working with Families of Individuals with Disabilities</td>
<td>Develop and conduct family interview to identify interests, concerns, and priorities for IEP/ITP planning.</td>
<td><strong>Family Interview</strong> project</td>
</tr>
<tr>
<td>Course</td>
<td>Content</td>
<td>Assessment</td>
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</tbody>
</table>
| **SPED 429**: Introduction to Collaboration and Consultation | IEP/ITP design & implementation  
Evidence-based methods of co-teaching  
Effective use of paraeducator support for program implementation  
Providing strong consultation and collaboration with general educators to support inclusion | **IEP/ITP Case Study**  
Co-Teaching Project |
| SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science | Designs instructional plans aligned with the unique interests of students with IEP/ITPs | Small group math & science lesson (In Syllabus) |
| **SPED 433** Reading and Language Arts Instruction or **SPED 436**: Literacy for Early Childhood Education Specialists | Develop reading instruction and individualized goals based on assessments | **Literature Activity Lesson Plan**  
**Reading Case Study** |
| **SPED 514**: Infant Assessment and Intervention and **SPED 515**: Preschool Assessment and Intervention | Develop IFSP goals and Outcomes  
Develop IEP/ITP goals  
Conduct mock IEP/ITP  
Complete module on writing family outcomes | IFSP assessment, IFSP Case study, IEP/ITP transition group case study, Discussion Forums, Final Exam (In Syllabi) |
<p>| <strong>SPED 520</strong> Assessment in Special Education | Demonstrate competence in the utilization of assessment data in the development of an IEP/ITP | <strong>Case study</strong> |
| <strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities | Choosing and implementing evidence-based strategies to help students meet individualized goals | Unit Planning Project |
| <strong>SPED 482C</strong>: Curriculum and Methods for ECSE Disabilities | Analyzing curriculum for research based strategies | Curriculum analysis (in Syllabus) |
| <strong>SPED 522</strong> Positive Behavior Support | Creating behavioral goals and interventions based on data collection | <strong>Behavior Intervention Plan</strong> |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 489A/B: Directed Teaching in Special</td>
<td>Participation in IEP/ITP/ITP/IFSP meetings in placement</td>
<td>MM Directed Teaching Activities and Competencies, MS Directed Teaching Activities and Competencies, ECSE Directed Teaching Competencies</td>
</tr>
<tr>
<td>Education (M/M or M/S) and SPED 489C/D:</td>
<td></td>
<td></td>
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<tr>
<td>Directed Teaching in Special Education</td>
<td></td>
<td></td>
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<tr>
<td>(ECSE) Birth-3/Preschool)</td>
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<td></td>
</tr>
<tr>
<td>SPED 490: Intern Support</td>
<td>Interns receive support in the field, at seminars, and online.</td>
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</table>

**Preliminary Teaching Credential Standards**

**Program Standard 9: Preparation to Teach Reading/Language Arts**

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

NOTE: This standard is not entirely required for the ECSE authorization since it focuses on school age reading skills. Programs who prepare Early Childhood Special Education candidates to provide literacy programs should be aligned to “The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations.”

The Department of Special Education provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. This process begins in the prerequisite phase with SPED 371 Exceptional Individual where candidates learn that students with Mild/Moderate disabilities are often identified in the area of reading and/or written language. The specific characteristics associated with disabilities in reading are explored in more depth in SPED 463: Characteristics of Mild/Moderate Disabilities and to a more limited extent in SPED 464: Characteristics of Moderate/Severe Disabilities.

The heaviest emphasis on Reading and Language Arts Instruction comes during the first semester. Candidates earning either a Mild/Moderate or Moderate/Severe credential take SPED 433 Reading and Language Arts Instruction and candidates earning an Early Childhood credential take SPED 436: Literacy for Early Childhood Education Specialists where ESCE candidates learn about literacy development from birth through pre-school, how to involve
families in literacy development, and explore effective strategies using *The Infant/Toddler Learning and Development Foundations and Preschool Learning Foundations*.

**SPED 433** Reading and Language Arts Instruction begins with lectures, readings and videos on literacy development from birth through preschool. Candidates learn and practice assessments for Concepts of Print and Phonemic Awareness and learn strategies for building these skills. Emphasis is placed on the critical role of phonemic awareness in decoding, and candidates learn strategies for young children who do not develop or struggle with phonemic awareness and interest intervention. Candidates then review the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework from the California Department of Education website. Candidates refer to these documents as they learn developmentally appropriate assessment and instruction for phonic, word identification, fluency, vocabulary, academic knowledge, comprehension, and written language, speaking, and listening from Kindergarten through Grade 8. Candidates learn the critical role of phonemic awareness in decoding, and how to intervene if a student is struggling. Activities in this course are tied to Directed Teaching, where they apply what they have learned with students in their classroom placement. Instruction covers the full range of learners, including gifted, speakers of non-standard English, and students who have no communication/language system (candidates learn about Alternative and Augmentative Communication devices and strategies for teaching literacy skills using these devices). Candidates are presented video and web-based demonstrations of effective instructional delivery that includes orientation, presentation, structured practice, guided practice and independent practice (structure of the lesson) and then they design several lessons using these components.

Candidates learn to use an interest inventory and a reading inventory to assess a student’s word recognition and comprehension skills, and then apply these skills to a case study student during their first Directed Teaching experience, **SPED 488**: Directed Teaching for Special Educators in the K-8 General Education Classroom. They must assess the student, analyze their strengths and weaknesses, then plan, implement, and reflect on a series of 5 lessons designed to target either weaknesses or strengths or both. Candidates are placed in a general education classroom and are required to demonstrate knowledge of effective instructional delivery in reading and language arts that includes orientation, presentation, structured practice, guided practice, and independent practice. Candidates are assessed on these skills by their field Supervisor and Cooperating Teacher, if they are traditional students. In **SPED 433** Reading and Language Arts Instruction, candidates learn to develop lesson plans for a full range of learners, including gifted and English Learners, and to implement these strategies in their Directed Teaching. Lesson plans, instruction, and assessments are evaluated by their field Supervisors until candidates are able to organize and manage differentiated reading instruction that incorporates the full range of learners in the classroom.

In **SPED 482A**: Curriculum and Methods for Individuals with Mild/Moderate Disabilities, candidates review effective instructional design for reading and language arts for students with mild/moderate disabilities in reading and writing that includes what to teach, when to introduce skills and concepts, how to integrate standards, and how to teach for transference and generalization of skills. Candidates read about and discuss substantive, research-based interventions in reading and language arts that are aligned with State adopted Standards and the RLA Framework. Candidates discuss and participate in class activities designed to review
reading content as described in RICA content specific to grade level abilities for students with special interests. Candidates receive instruction in adapting reading/language arts curriculum and instruction to meet the interests of a full range of learners, including gifted, speakers of non-standard English, and students who have no communication/language system. Candidates participate in activities and class assignments that help them demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the interests of students with mild/moderate reading and writing disabilities. They then participate in a round robin sharing activities where they gain additional knowledge from their peers. Finally they must write several adapted lessons during the course of the semester. In SPED 482B, read about literacy development for persons with moderate to severe disabilities, particularly in terms of communication, both verbal and non-verbal. Candidates apply their learning first with a Language and Communication Assignment, and in the field with a Literacy Activity in which they assess a child, plan a literacy lesson, and teach the lesson to their child along with typical peers in an inclusive setting. This activity reinforces the CSU Fullerton philosophy that children and adolescents with disabilities should be included with their typical peers as much as possible, and that candidates must know how to differentiate teaching to include all students.

During the second Directed Teaching experience in SPED 489A: Directed Teaching in Mild/Moderate Special Education, candidates are given the opportunity to demonstrate ability to strategically select and sequence curricula to be taught as outlined in the RLA Framework and using State Board of Education adopted core instructional materials for both instruction and intervention. Candidates document their abilities to encourage students' speaking and listening proficiency by engaging students in oral language activities such as role-playing, storytelling, informal discussion and formal presentations, teach a phonics lesson, teach a vocabulary lesson, assess and teach a series of four lessons in reading/language arts. Candidates observe an effective Education or Reading Specialist then discuss how instruction was adapted and the grouping strategies used to accommodate a range of student interests. Candidates demonstrate how to use standardized assessments, teacher created assessments, curriculum based assessments and simple behavior assessments to determine the strengths and weaknesses of students with mild/moderate disabilities and demonstrate lesson planning, grouping skills, and understanding of appropriate interventions for these students. They are evaluated by their field Supervisor and Cooperating Teachers, if they are traditional students, (Supervisor only for Interns) and an effective reading/language arts instruction is included in their Final Competency Check List.

**Intern Program Delivery Model:**

*The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts.*

Before becoming the Teacher of Record, Intern candidates must complete 10 hours of instructional Modules in Reading and Language Arts Instruction. Selection of instruction is gleaned from their one-to-one meeting with their Program Advisor and the plan developed at that meeting for RLA Development (Intern Reading/Language Arts Development Plan). In general, most Interns are required to become familiar with the RLA Framework, and to complete activities from IRIS Modules, such as Secondary Reading Instruction, Info Briefs with journal reflections on topics such as Differentiated Reading Instruction, and Case Studies on early reading, comprehension and vocabulary, fluency and word identification, and written expression.
This knowledge plus that learned in **SPED 425**: Foundations of Teaching and Learning for Students who are CLDE help them develop an understanding of Reading and Language Arts Instruction across the age and grade span.

The following chart illustrates coursework related to Standard 9.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>SPED 400</strong>: Foundations in Early Childhood Special Education or SPED 463: Characteristics of Mild/Moderate Disabilities or SPED 464: Characteristics of Moderate/Severe Disabilities</td>
<td>Overview of literacy development from birth through adult.</td>
<td>Lectures, Discussions (In Syllabi)</td>
</tr>
<tr>
<td><strong>SPED 425</strong>: Foundations of Teaching and Learning for Students who are CLDE</td>
<td>Lecture, readings, discussion of literacy development</td>
<td>Week 9: Oral Language Development in Second Language Acquisition: Emergent Literacy: English Learners Beginning to Write and Read (in Syllabus) IRIS Modules Teaching English Language Learners: Effective Instructional Practices, and Cultural and Linguistic Differences: What teachers should know</td>
</tr>
<tr>
<td><strong>SPED 433</strong> Reading and Language Arts Instruction</td>
<td>All aspects of reading and language arts instruction, including reading, listening, speaking, and writing, are covered in this course through text reading, journal articles, video models, online strategies and tools, and field projects. Candidates introduced to Framework for Language Arts, State Recommended Literature, and Common Core Standards for Reading.</td>
<td>Lectures, discussions, quizzes (in Syllabus) RICA practice assessment (in Syllabus) Reading Case Study</td>
</tr>
<tr>
<td>Course</td>
<td>Content</td>
<td>Assessment</td>
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<tr>
<td><strong>SPED 436</strong>: Literacy for Early Childhood Education Specialists</td>
<td>Knowledge of the linguistic and cognitive basis of reading. Knowledge of the skill benchmarks for pre-kindergarten children. Comprehension, application, and analysis of the role of phonemic awareness, concepts of print, and language development in emergent literacy as evidenced by an assessment of these skills and the development of curriculum for students receiving services in Early Childhood Special Education which is communicated to parents and colleagues in a professional manner</td>
<td>Weekly competency assignments, case study, multicultural book box, Midterm and final (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 488</strong>: Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>Reading Case Study</td>
<td>Reading Case Study Rubric</td>
</tr>
<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities</td>
<td>Review of reading development and reading disability, practice of effective instruction strategies for students with disabilities in reading and writing, including use of Assistive Technology for building reading skills.</td>
<td>Lecture, Readings, Discussion (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482B</strong>: Curriculum and Methods for Individuals with Moderate/Severe Disabilities</td>
<td>Lectures and readings on communication development and inclusion.</td>
<td>Literacy Activity, Language and Communication Assignment</td>
</tr>
<tr>
<td><strong>SPED 489A/B</strong>: Directed Teaching in Special Education (M/M or M/S) and <strong>SPED 489C/D</strong>: Directed Teaching in Special Education (ECSE) Birth-3/Preschool) (see 489ABCD syllabus)</td>
<td>Several activities directly related to reading and language arts.</td>
<td>Directed Teaching Competencies (MM), Directed Teaching Competencies (MS) Directed Teaching Competencies (Birth-3) Directed Teaching Competencies (Preschool)</td>
</tr>
</tbody>
</table>
Program Standard 10: Preparation to Teach English Language Learners

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

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.

In the prerequisite course SPED 371 Exceptional Individual candidates are introduced to legal issues, and state and federal laws that have shaped and currently govern programs designed to meet the educational interests of English Learners. Through readings, lecture materials and small group presentations, candidates develop an initial understanding of how these laws affect students. Candidates are also introduced to classroom assessment for all students with disabilities. They also learn principles of second language acquisition and strategies for making instruction accessible to children acquiring English.

The primary responsibility for ensuring that candidates understand the various program designs, school-based structures and their characteristics resides in the course SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional). Through readings, lecture and discussion in this course, candidates develop an in-depth understanding of structured English immersion, various types of bilingual education including early and late exit and dual immersion programs, as well as school structures to deliver ELD instruction. In small groups, candidates engage in analyzing and comparing different program designs in terms of philosophies, goals, student access to state adopted standards, and factors that affect students’ success such as teacher attitudes and expectations for success.
Candidates participate in 30 hours of observation of a CLDE student. The candidate also must interview the teacher(s) for how he or she differentiates instruction for diverse students include grouping, curriculum, and instructional differences.

In SPED 433 Reading and Language Arts Instruction and SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional) candidates develop an understanding of the role of language development in the acquisition of literacy as they learn how ELD and bilingual education programs can help English learners to achieve the English reading/language arts content standards. For example, candidates learn that English learners are limited in their ability to effectively use all of the cueing systems in reading in English and that children in bilingual education programs can transfer literacy skills acquired in the native language to English literacy development. Thus, candidates develop an understanding of how different instructional program models support English learners’ achievement of the state adopted standards. As indicated above, all of the department’s methods courses incorporate Specially Designed Academic Instruction (SDAIE) strategies to address the teaching of grade level content to EL.

SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science serves as a keystone in this process. In this first semester course, candidates are introduced to a variety of lesson plan formats that require them to include appropriate adaptations for EL. Beginning in the foundations course and continuing through all the methods courses, candidates must prepare lessons and units that specifically include comprehensible subject matter instruction for EL. Planning for core curriculum subject matter instruction using lesson plan formats with specified considerations for EL therefore becomes a habit of mind for candidates, just as writing an objective, providing lesson closure, or any other key element of instruction.

SPED 433 Reading and Language Arts Instruction, through lecture and reading material and via small group presentations of lessons, candidates learn about and discuss phonemic awareness and phonics instruction for English speakers and EL. They discuss some elements of contrastive analysis, noting where some ELs may have difficulty discerning and consequently distinguishing sounds, based on the primary language. Candidates are required to develop lesson plans linked to state adopted content standards and include modifications for EL.

SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities, 482B Curriculum and Methods for Individuals with Mild/Moderate Disabilities, SPED 436: Literacy for Early Childhood Education Specialists, and SPED 433 Reading and Language Arts Instruction require the development of lesson plans that address state reading/language arts content standards and include instructional considerations for the interests of English learners. In Directed Teaching and Directed Teaching candidates observe, plan and deliver instruction in schools with different organizational structures such as pull-out ELD programs, structured English immersion and alternative bilingual programs. These courses further expand upon the literacy interests of EL and develop understanding of materials, methods, and strategies for different stages of English language development. Candidates learn to use spelling patterns, patterned writing, storyboards, readers’ theatre, vocabulary activities, and other instructional strategies to facilitate English language and literacy development.
Intern Program Delivery Model:
The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

In the prerequisite course SPED 425: Foundations of Teaching and Learning for Students who are CLDE, candidates complete a special project titled “Understanding Your Community” where they explore and reflect on their community and the services available to students with disabilities and their families. Candidates are required to spend 30 hours observing and assessing the practices of teachers who serve CLDE students. Candidates are also required to survey the community as well as the literature for purposes of identifying resources and best practices for this population of students, regardless of where they are served (e.g., general education, special day class). SPED 425: Foundations of Teaching and Learning for Students who are CLDE provides instruction in initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify students’ language proficiencies. This learning is reinforced in a field activity, the Assessment Investigation. In this activity, students interview an English Learner specialist and an Education Specialist to determine what assessments they use, what their core beliefs are about assessment of CLDE students, how they use the assessment data that they collect to plan instruction, make grouping decisions and plan programs for their CLDE students and finally, how they share assessment results with parents and families of students who are CLDE. They watch a Podcast on Testing Culturally and Linguistically Diverse Students. Candidates gain knowledge of effective practices from readings and by completing IRIS Modules Teaching English Language Learners: Effective Instructional Practices, and Cultural and Linguistic Differences: What teachers should know.

The following chart illustrates coursework related to Standard 10.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>SPED 371 Exceptional Individual</strong></td>
<td>Introduction to bilingual/bicultural special education.</td>
<td>Discussion, class activities (in Syllabus).</td>
</tr>
<tr>
<td><strong>SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional)</strong></td>
<td>Readings, lecture and discussion, 30 hours of observation of a CLDE student and interview of teachers at the site, literature search on grouping practices and differentiated instruction for CLDE students, Final lesson presentation to peers.</td>
<td>Response journals, online discussions, literature search paper, final lesson presentation to peers (in Syllabus).</td>
</tr>
<tr>
<td><strong>SPED 421: Working with Families of Individuals with Disabilities</strong></td>
<td>Collaboration and communication with families who are culturally and linguistically diverse</td>
<td>Interviews with families, discussion forum posting, paper (in Syllabus)</td>
</tr>
<tr>
<td>Course</td>
<td>Content</td>
<td>Assessment</td>
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</table>
| **SPED 432**         | Special Education Curriculum and Instruction in General Education Mathematics and Science  
Math and science lesson planning and curriculum content with adaptations for English Learners | Lesson plans (in Syllabus)                      |
| **SPED 433**         | Reading and Language Arts Instruction  
Lectures, readings, videos and classroom demonstrations on different instructional program models which support English learners’ achievement of the state adopted reading standards, literacy development for English Learners, use of SDAIE strategy for lesson plans  
Candidates will be able to interrelate the elements of language arts instruction to support the reading development of English language learners  
The candidate will demonstrate general ways in which the writing systems of other languages may differ from English. Candidates will understand factors and processes involved in transferring literacy competencies from one language to another (e.g., positive and negative transfer) and use knowledge of language similarities and differences to promote transfer of language skills (e.g., through scaffolding strategies, modeling, and explicit instruction). | **Reading Case Study**  
Literature Based Reading Activity, Final RICA practice exam (in Syllabus) |
| **SPED 436**         | Literacy for Early Childhood Education Specialists  
Cultural considerations for beginning readers | Lesson plans, case study and class discussions (in Syllabus) |
| **SPED 488**         | Directed Teaching for Special Educators in the K-8 General Education Classroom  
Content and curriculum implementation for students who are English Learners | Lesson plans with adaptations, IEP/ITP meeting evidence (Directed Teaching Competencies) |
<table>
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<tr>
<th>Course</th>
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<tr>
<td><strong>SPED 514</strong>: Infant Assessment and Intervention and <strong>SPED 515</strong>: Preschool Assessment and Intervention or <strong>SPED 520</strong> Assessment in Special Education</td>
<td>Cultural bias in assessment, assessment of students who are English Learners</td>
<td>Assessment critiques (in Syllabi) Assessing English Learners (in 515 Syllabus Week 7)</td>
</tr>
<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities</td>
<td>Adaptations for students who are English Learners, content and curriculum development for English Learners</td>
<td><strong>Teaching Case Study Using SIOP</strong></td>
</tr>
<tr>
<td><strong>SPED 482B</strong>: Curriculum and Methods for Individuals with Moderate/Severe Disabilities</td>
<td>Working with families of children who are English learners</td>
<td><strong>Literacy Assignment</strong></td>
</tr>
<tr>
<td><strong>SPED 482C</strong>: Curriculum and Methods and Intervention in Early Childhood Special Education</td>
<td>Working with families of children who are English learners, lesson development for EL</td>
<td><strong>Lesson Plan Activity for Science and ELL (Syllabus)</strong></td>
</tr>
<tr>
<td><strong>SPED 489A/B</strong>: Directed Teaching in Special Education (M/M or M/S) and <strong>SPED 489C/D</strong>: Directed Teaching in Special Education (ECSE) Birth-3/Preschool (see 489ABCD syllabus)</td>
<td>Lesson plan adaptations for English Learners, application of strategies and methods for teaching English Learners</td>
<td>Lesson plans (part of Weekly Activities)</td>
</tr>
<tr>
<td><strong>SPED 490</strong>: Intern Support</td>
<td>Interns receive support in the field, at seminars, and online.</td>
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**Program Standard 11: Typical and Atypical Development**

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family.
members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs and interests.

Throughout the program candidates learn about typical and atypical development and how to adjust developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions. They also receive instruction on the role of the family system with the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development. A few courses in the program focus more heavily on development, particularly the Characteristics courses (SPED 463: Characteristics of Mild/Moderate Disabilities / SPED 464: Characteristics of Moderate/Severe Disabilities and SPED 400: Foundations in Early Childhood Special Education, and SPED 401: Introduction to Autism), the Reading/Language Arts and Math Science courses (SPED 433 Reading and Language Arts Instruction/SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science), the Positive Behavior courses (SPED 322: Introduction to Positive Behavior Support and SPED 522 Positive Behavior Support) and SPED 520 Assessment in Special Education.

The SPED 371 Exceptional Individual course is a basic introductory course designed to provide an overview of the wide spectrum of disabilities. The course provides for a comprehensive review of the specific disabilities established under Public Law 94-142 and re-enacted under the jurisdiction of The Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. A special feature of the course is participation in simulation activities that can be used as diversity awareness activities to enhance inclusion/collaboration in public schools. Candidates must spend 30 hours of Directed Teaching in schools working with students with disabilities. They observe and journal about teachers who demonstrate instructional interventions related to the environment and children’s ages/developmental abilities and understand how to adjust developmental expectations to account for varying cultural perspectives and preferences. In SPED 322: Introduction to Positive Behavior Support, candidates learn about atypical behavior and social-emotional development.

In SPED 401: Introduction to Autism, candidates create a Brochure by gathering factual information on the early signs and symptoms of ASD as well as local supports and resources. The SPED 421: Working with Families of Individuals with Disabilities requires candidates to role play and practice providing information to parents and other family members regarding typical developmental experiences as well as the impact of the disability on developmental progress. This is accomplished with the Exceptional Child assignment.

The Characteristics courses (SPED 463: Characteristics of Mild/Moderate Disabilities/ SPED 464: Characteristics of Moderate/Severe Disabilities / SPED 400: Foundations in Early Childhood Special Education) train candidates to differentiate among disability characteristics and learn about typical and atypical academic, social, emotional, and behavioral growth and development. In SPED 433 Reading and Language Arts Instruction and SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science,
candidates learn how to recognize and assess typical and atypical academic development in the areas of reading, math and science through both formal and informal assessments.

In the ECSE Assessment courses (SPED 514: Infant Assessment and Intervention and SPED 515: Preschool Assessment and Intervention) the candidates plan, conduct and interpret assessments for very young children who are at risk for developmental delays using screening tools to determine if further diagnostic testing is interests. This requires that ECSE candidates understand typical and atypical development. Candidates demonstrate knowledge of how a disability impacts development through the assessment assignment, developing an IFSP and conducting family assessments.

In SPED 520 Assessment in Special Education the candidates plan, conduct and interpret assessment findings for typical and atypical children successfully. This course has also been designed for the candidates focus on applying their typical and atypical knowledge specifically to school age children ages 6 through 21. The candidates learn and apply assessment practices such as warm up strategies, culturally sensitive approaches, trans-disciplinary practices and family-centered strategies via a comprehensive case study. They also learn how to interpret the data by comparing it to developmental norms and program plan for the child's individual differences and family’s priorities by developing an Individualized Educational Plan (IEP/ITP).

In SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities and SPED 482B: Curriculum and Methods for Individuals with Moderate/Severe Disabilities, candidates participate in a case study approach to determining that the intervention or instructional environment is appropriate to the student's chronological age and developmental differences. Candidates also participate in a class discussion of how to adjust developmental expectations to account for varying cultural perspectives and preferences.

In the SPED 522 Positive Behavior Support course the candidates perform a functional assessment (i.e., Scatter Plot) of a challenging behavior and design behavior strategies based on the interpretation of this data. Typically SPED 522 and SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) are taken during the same semester. Performance objectives in general education Directed Teaching (SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom) or special education (SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool)) are demonstrated by the candidate in the public school classroom and/or community. The field experiences are coordinated to allow each candidate the opportunity to apply theoretical knowledge in an actual school setting. It also requires the candidates use culturally competent, family-centered approaches in all components of intervention and education for typical and atypical children.

Candidates learn about typical and atypical human development throughout their programs, beginning with two pre-requisite courses, SPED 371 Exceptional Individual and SPED 401 Introduction to Autism, then two program courses, SPED 463/464 Characteristics of Mild/Moderate and Moderate/Severe Disabilities and SPED 421 Working with Families. Intern candidates must take all of these courses as introductory preparation courses in their intern pre-
service component. Finally, all candidates take SPED 433 Reading and Language Arts Instruction as part of their first semester coursework.

Candidates learn typical and atypical social and communication development SPED 401, particularly as it relates to the module on Autism Diagnosis (Week 2: Topic 2: Screening and Early Diagnosis and Week 4: Topic 4: History of Autism Intervention and Education, Early Intervention and Inclusion). Candidates are expected to demonstrate their knowledge on this information via discussion forums and quizzes.

In SPED 371, candidates receive an overview of a broad range of disabilities and gifted and talented in relation to typically developing children at all ages. They demonstrate their knowledge as part of the Observation Assignment. Candidates must observe children in multiple environments and relate the child’s characteristics to those of typically developing peers. A primary goal is for the candidate to observe instruction interventions related to the environment and child’s age and developmental abilities and understand about how to adjust developmental expectations to account for varying cultural perspectives and preferences. Adult based programs (e.g. sheltered workshops) may be included.

In SPED 421, candidates learn about typical and atypical development in relation to helping parents understand a child who is not developing appropriately. Candidates participate in an activity called the “Exceptional Child Activity” in which they role-play “adopting or giving birth to a hypothetical child with a disability.” As part of this activity, each candidate is given a different disability or gifted and talented “child” and they must research normal growth and development, and then compare it with what will be expected of their child with a disability over his or her lifetime. They then share this knowledge with their peers: “you will educate your colleagues about the impact of your child’s disability on his/her growth and development and your family.” For Module 6 Learning Your Child Has a Disability, candidates complete an IRIS Module, Collaborating with Families and participate in discussion of their learning with peers.

In SPED 464, candidates complete a Final Exam that includes a case study of a student and a family description. Candidates address major components of transition planning (i.e., general information and person-centered) for the student and family. General information includes those components that are critical for consideration when developing a transition plan (i.e., self-determination, family needs and concerns, transition challenges, facilitating transitions, employment options and preferences, job training and support, residential options). Person-centered information includes the necessary components for implementing a transition plan (i.e., methods that encourage/develop self-determination, needs/concerns specific to families, ways to address transition challenges, factors that ensure successful transitions, employment based on student/family preferences, needed job skills, residential options based on student and family preference).

In SPED 464 Characteristics of Persons with Moderate/Severe Disabilities, candidates submit a Disability Characteristics Topic Paper and Peer Handout. They prepare a written paper that focuses on a student with a particular moderate-severe disability. The paper emphasizes the characteristics of a disability, typical and atypical human development for the child-stressors at specific points throughout the life cycle, birth through adulthood, how the disability affects
learning and participation in life across the lifespan, strategies for supporting learning and inclusion for students with the disability, and finding/sharing resources about the disability. The paper is worth 230 points. Candidates prepare a peer handout for classmates that outlines/summarizes the main components of the paper. Through this activity, candidates learn about a variety of moderate to severe disabilities across the lifespan birth through adult.

In **SPED 463**, candidates learn about the developmental differences between children and adults with and without learning disabilities and other mild to moderate disabilities. They read chapters from the text by *Lerner and Johns (2012)* *(See Table of contents)* that explores mild/moderate disabilities in terms of cognitive, behavioral, social, and learning differences. Specifically, Part II of the text covers *The Assessment IEP Process* which describes characteristics and behaviors that would be considered part of normal development and which are signs of abnormal development. Part III of the text covers Theories of Learning: Implications for Teaching, Social, Emotional, and Behavioral Challenges, Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorders, and children, adolescents, and adults with and without Learning Disabilities and Related Mild Disabilities. The text is supported by lecture that includes how to use this information in a Response to Intervention model to identify which children have true disabilities and which are not achieving for other reasons such as poor teaching, second language issues, frequent moving by families, etc. This reinforces the concepts for the candidates so that they can use this information during their Observation Assignment which requires them to “Describe the lesson you observed as well as the student’s behavior, attitude, and performance during the lesson and relate what you observed to what a typical child at this grade level would be expected to do cognitively, socially, and behaviorally” and to interview the classroom teacher as to “how do the children in your class compare to typically developing students at this age/grade level?” so that they understand the differences.

In **SPED 463 Characteristics of Persons with Mild/Moderate Disabilities**, each candidate is required to write a 7-10 page APA research paper that illustrates the major categories of Mild to Moderate Disabilities and how development for these students differ from typical students across the lifespan. The paper must include detailed comparisons of the atypical development of a child with a mild to moderate disability to children without disabilities across the lifespan in five stages: Birth to preschool, early elementary school (K-3), late elementary (4-6), Adolescence (7-12), and Adulthood.

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

Candidates learn about typical and atypical human development throughout their programs, beginning with two pre-requisite courses, **SPED 371 Exceptional Individual** and **SPED 401 Introduction to Autism**, then two program courses, **SPED 463/464 Characteristics of Mild/Moderate and Moderate/Severe Disabilities** and **SPED 421 Working with Families**. Intern candidates must take all of these courses as introductory preparation courses in their intern pre-service component.
The following chart illustrates coursework related to Standard 11.

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<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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<tr>
<td><strong>SPED 400:</strong> Foundations in Early Childhood Special Education or SPED 463: Characteristics of Mild/Moderate Disabilities or SPED 464: Characteristics of Moderate/Severe Disabilities</td>
<td>Developmental stages and implications of learning, specific disabilities</td>
<td>Discussion forum postings, exam (in Syllabi)</td>
</tr>
<tr>
<td><strong>SPED 401:</strong> Introduction to Autism</td>
<td>Candidates create a “brochure” on the early signs and symptoms of ASD as well as local supports and resources. Lectures and readings on Typical and atypical development as it relates to autism spectrum disorder.</td>
<td><strong>Brochure</strong> assignment</td>
</tr>
<tr>
<td><strong>SPED 421:</strong> Working with Families of Individuals with Disabilities</td>
<td>Communication of typical development and atypical development to parents and families, Exceptional Child assignment</td>
<td>Readings, Lecture, Exam (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 436:</strong> Literacy for Early Childhood Education Specialists</td>
<td>Adaptation of lessons based on disability and needs of ELL students</td>
<td>Discussions, weekly competencies, midterm and final (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 488:</strong> Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>Differentiate lessons for typical and atypical students</td>
<td><strong>Directed Teaching Competencies</strong></td>
</tr>
<tr>
<td><strong>SPED 514:</strong> Infant Assessment and Intervention</td>
<td>Assessments to determine typical or atypical development</td>
<td>Assessment report, Group report, Instructional Strategies assignment (in 514 Syllabus) Assessment Report, Group IEP Presentation, and Teaching Strategies Assignment (in 515 Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 515:</strong> Preschool Assessment and Intervention</td>
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<tr>
<td><strong>SPED 520</strong> Assessment in Special Education</td>
<td>Assessments to determine typical or atypical development</td>
<td><strong>Case Study assignment and rubric</strong></td>
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<td>Course</td>
<td>Content</td>
<td>Assessment</td>
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<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities</td>
<td>Strategies and methods for working with students with specific disabilities</td>
<td>Unit plan (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482B</strong>: Curriculum and Methods for Individuals with Moderate/Severe Disabilities</td>
<td>Task Analysis, Inclusion Plan, Literacy Activity, discussions</td>
<td><strong>Task Analysis</strong> (in Syllabus) <strong>Inclusion Plan</strong> <strong>Literacy Activity</strong></td>
</tr>
<tr>
<td><strong>SPED 482C</strong>: Curriculum and Methods and Intervention in Early Childhood Special Education</td>
<td>All readings and assignments are based on a child development framework</td>
<td>Student Learning Goals, Curriculum Analysis (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 489A/B</strong>: Directed Teaching in Special Education (M/M or M/S) and <strong>SPED 489C/D</strong>: Directed Teaching in Special Education (ECSE) Birth-3/Preschool (see 489ABCD syllabus)</td>
<td>Intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific interests</td>
<td>Lesson plans, unit, all <strong>Directed Teaching competencies</strong></td>
</tr>
<tr>
<td><strong>SPED 490</strong>: Intern Support</td>
<td>Interns receive support in the field, at seminars, and online.</td>
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**Program Standard 12: Behavioral, Social, and Environmental Supports for Learning**

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

The CSU Fullerton Education Specialist program ensures candidates demonstrate knowledge and the ability to implement systems that assess, plan and provide academic and social skill instruction to support positive behavior support by introducing these concepts initially in a prerequisite behavior course. The **SPED 322**: Introduction to Positive Behavior Support is required by all Education Specialist candidates. This course helps candidates demonstrate the understanding that applied behavior analysis is the theoretical foundation for positive behavior support. During SPED 322 candidates describe and recognize the application of basic technology of operant principles and learn to employ basic operant principles to change or generate positive behavior. The **SPED 371**: Exceptional Individual prerequisite course and Characteristics (**SPED 463**: Characteristics of Mild/Moderate Disabilities / **SPED 464**: Characteristics of Moderate/Severe Disabilities / **SPED 400**: Foundations in Early Childhood Special Education) courses provide candidates opportunities...
to observe classroom management. SPED 322 prepares candidates for implementing basic tools of observation and recording of behavior (e.g., ABC, frequency counts, interval, duration), as the research literature indicates good solid classroom structure and effective teaching are the keys to many behavior challenges. Candidates design their management system as a component of the methods course competencies (SPED 482) and are provided with an overview of the Full Functional Assessment and the Positive Behavior Support Model in their advanced SPED 522 Positive Behavior Support.

In SPED 322: Introduction to Positive Behavior Support candidates are introduced to legal guidelines for positive behavior support and utilization of non-aversive techniques when presented with challenging classroom behaviors. General classroom behavior management strategies are explored and developed, with full consideration of socio-cultural and linguistic contexts. Implementation of the Hughes Bill is also introduced. Basic principles of positive, proactive, preventive strategies are introduced at this level to be further developed in SPED 522 Positive Behavior Support. The candidates develop a Functional Analysis Assessment in addition to other behavior related assignments in SPED 522 Positive Behavior Support. This sequence has been carefully designed to be proactive in working with candidates who may have challenging student behaviors in their classrooms. Candidates are prepared to complete a Behavior Intervention Plan and upon completion of this course with a grade of A, receive a Special Education Department certificate of completion as a Behavior Intervention Case Manager (BICM).

Research from the literature on positive behavior support and non-aversive teaching technology is required reading. Candidates are prepared to conduct a functional analysis of challenging behavior and to develop an intervention based on non-aversive, proactive, best-practice strategies taken directly from the current research in this area. Ethics and quality of life standards are emphasized. Collaboration with families, other personnel and external agencies is addressed. Texts include Alberto & Troutman (2013), O’Neill, Horner, Albin, Srague, Storey, Newton (1997), and Janney & Snell (2008). Specifically candidates are prepared to develop the following (Behavior Intervention Plan) Assessment:

- Systematic observation and definition of the target behavior (frequency, duration, topography intensity)
- Identify immediate antecedents to the target behavior
- Consequential analysis for determining the function and the communicative intent of the target behavior
- Ecological analysis and identification of "quality of life" variables
- Review of the student's health record
- History of the behavior and effectiveness of previously used strategies/interventions

- Assessment Report:
  - Description of the challenging behavior, operationally defined
  - Baseline data/SRC (ABC) analysis of the behavior across settings in which it occurs
  - Rate of alternative behavior and antecedent-consequential (S-C) analyses of those
alternatives
  • Proposed Behavior Intervention Plan

  • Behavior Intervention Plan:
    o Summary of data collected
    o Operational definition of target behavior and functionally equivalent replacement behavior
    o Goals and objectives for the intervention plan
    o Behavior interventions used and the contexts/settings in which they are used
    o Schedules for the collection of data, success and failure criteria, criteria for program modifications, criteria for fading program components and for thinning schedule of reinforcement
    o Extent to which the plan will be implemented at home and other environments
    o Date for periodic review by the IEP/ITP team

  • Samples of student work are archived electronically
    o Candidates are fully prepared and trained in Positive Behavior Support. They demonstrate knowledge and the ability to implement a plan that supports positive behavior. Candidates promote a safe classroom environment that is free from coercion and punishment, one that is positive, safe, and respectful of all students.

During the Directed Teaching course SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool, candidates must identify types of student motivators used by the classroom teacher or the motivators they use as Interns and document these in their field notebook. Second, they are to identify types of behavior management techniques used in the classroom. Next, candidates must record 5-minute anecdotal data (A-B-C) for one student, noting challenging behavior, in each of the following settings: small group instruction, large group instruction, structured and unstructured settings, non-school settings, and non-academic settings such as recess and hallways.

Two courses in the program are dedicated to training candidates to promote behavior that is positive and self-regulatory and to promote safe schools. They complete readings in SPED 322 Introduction to Positive Behavior Support from the texts (Scheuermann and Hall, 2012, Positive behavior supports for the classroom and Janney and Snell, 2008, Behavior support: Teachers’ guides to inclusive practices) and from the IRIS Center Web Resource Center on Positive Behavior interventions: SWPBS Primary Prevention, He Just Needs a Little Discipline, SWPBS Secondary Prevention, SWPBS Tertiary Prevention, and Case Study, He Just Needs A Little Discipline and complete two observations of a general education classroom. Candidates write an evaluative summary (using the Class-wide System Evaluation forms) and a Class-wide System Proposal (See SPED 322 syllabus) to support positive behavior. In SPED 522 Positive Behavior Support candidates complete two written assignments (ADA, BIP, see 522 syllabus) that demonstrate their knowledge of the laws and regulations that promote positive behavior. Procedural alternatives for behavior reduction and consequences that increase positive behavior are embedded into the curriculum. Candidates complete case studies, modules, quizzes, and
learning activities geared toward positive behavioral approaches (IRIS Center: *Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan, Encouraging Appropriate Behavior Addressing Disruptive and Non Compliant Behaviors (Part 1): Understanding the Acting Out Cycle*). In SPED 522 candidates complete assigned readings that promote students learning to self-manage their behaviors (see syllabus text *Alberto & Troutman, 2013*, peer reviewed journal articles) and create measurable goals linked to the skill.
The following chart illustrates coursework related to Standard 12.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>SPED 322: Introduction to Positive Behavior Support</strong></td>
<td>Classwide System Proposal: Candidates conduct a class-wide system observation, complete the instructor-provided observation form, and write up an evaluative summary including an interpretation of the data that requires the candidate to synthesize, integrate, and detail how the design of the classroom is contributing to/maintaining positive behavior and/or challenging behavior.</td>
<td><strong>Classwide System Proposal</strong></td>
</tr>
<tr>
<td><strong>SPED 400: Foundations in Early Childhood Special Education or SPED 463: Characteristics of Mild/Moderate Disabilities or SPED 464: Characteristics of Moderate/Severe Disabilities</strong></td>
<td>Exploration of characteristics of a variety of behavioral disorders and disabilities, including observations in the field.</td>
<td>Lectures, Readings, Discussions (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 401: Introduction to Autism</strong></td>
<td>Behavioral characteristics in students with autism</td>
<td>Lectures, Readings, Discussions (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 482C: Curriculum Methods for ECSE</strong></td>
<td>Exploration of behavioral strategies to support students in preschool settings</td>
<td>Weeks 11 and 12 Lectures, Readings, Discussions (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom</strong></td>
<td>Positive behavior support strategies</td>
<td><strong>Functional Behavioral Analysis</strong></td>
</tr>
<tr>
<td><strong>SPED 522 Positive Behavior Support</strong></td>
<td>Full functional assessment, Positive behavior support model</td>
<td><strong>Behavior Intervention Plan</strong> assignment and rubric</td>
</tr>
<tr>
<td><strong>SPED 489A/B: Directed Teaching in Special Education (M/M or M/S)</strong> (see 489ABCD syllabus)</td>
<td>Positive behavior support strategies</td>
<td>Behavior Intervention Plan assignment and rubric</td>
</tr>
<tr>
<td>Course</td>
<td>Content</td>
<td>Assessment</td>
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<tr>
<td>SPED 489C/D: Directed</td>
<td>Application in the field</td>
<td>Directed Teaching in Special Education (ECSE)</td>
</tr>
<tr>
<td>Direct Teaching in</td>
<td></td>
<td>Birth-3/Preschool</td>
</tr>
<tr>
<td>SPED 489C/D: Directed</td>
<td></td>
<td>Competencies</td>
</tr>
<tr>
<td>Teaching in Special</td>
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<tr>
<td>Education (ECSE) Birth-3/</td>
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<tr>
<td>Preschool)</td>
<td></td>
<td></td>
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<tr>
<td>(see 489ABCD syllabus)</td>
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<tr>
<td>SPED 490: Intern Support</td>
<td>Interns receive support in the field, at seminars,</td>
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<td></td>
<td>and online.</td>
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Program Standard 13: Curriculum and Instruction of Students with Disabilities

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

Candidates have numerous opportunities to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.

In the Characteristics courses, SPED 463: Characteristics of Mild/Moderate Disabilities / SPED 464: Characteristics of Moderate/Severe Disabilities and SPED 400: Foundations in Early Childhood Special Education, candidates learn about the concepts of effective pedagogy and adaptations and modifications for students with a variety of disabilities. Candidates also observe classrooms and reflect on the experiences in relation to state and national standards. For example, in SPED 400: Foundations in Early Childhood Special Education, Early Childhood candidates observe a general preschool or Infant/toddler program serving young children between the ages of 0 to 5 years old (e.g., private preschool center, CSUF Child Development Center, religious preschool, community preschool, etc.) for at least 2 hours during instructional time to observe effective practices. In addition, they visit a program serving young children between the ages of 0 to 5 years old who are at risk, developmentally delayed, or with disabilities (e.g., special education preschools, Headstart, infant/toddler program, regular classroom serving children with disabilities, etc.), also for 2 hours. In both situations, candidates observe whether the programs meet State and National standards for the education of young children with disabilities.

In SPED 401: Introduction to Autism, candidates will research specific autism interventions by gathering information from web sources and journal articles and present an overview of the
interventions and their focus, claims, and limitations. Candidates are introduced to and utilize the State Frameworks and Content Standards in SPED 432 Special Education Curriculum and Instruction in General Education Mathematics and Science and SPED 433 Reading and Language Arts Instruction, and practice writing and implementing differentiated instruction lessons and units in the field in SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom. In this general education placement, candidates practice co-teaching and collaboration/consultation, and work in instructional teams, particularly grade-level teams and the site Student Study Team, to enhance curriculum and instruction of students at-risk and those with disabilities.

Then in the Methods courses, SPED 482A: Curriculum and Methods for Individuals with Mild/Moderate Disabilities / SPED 482B: Curriculum and Methods for Students with Moderate/Severe Disabilities / SPED 482C: Curriculum, Methods and Intervention in Early Childhood Special Education, candidates learn strategies and best practices for their field of authorization. They apply these using differentiated lessons, units, and instructional sequences that are appropriate for individuals with diverse strengths and interests in a variety of educational environments. In SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/ Preschool), Early Childhood candidates implement differentiated instruction in with both infants and toddlers, and with preschool-age children. In SPED 489A/B: Directed Teaching in Special Education (M/M or M/S), Mild-Moderate and Moderate-Severe candidates again practice collaboration and co-teaching from the perspective of the Education Specialist and curriculum and instruction in the special education classroom. These lessons are assessed formatively through observation by supervisors and summatively on final competencies. Some of the activities that must be completed by candidates during their field experience include teaching and describing at least one lesson that integrates art and/or music, writing of instructional performance objectives and differentiated lessons and units, teaching of a series of at least three math or science lessons over the course of two weeks, read aloud to students at least twice a week, use of background experiences from students to implement a lesson, incorporate multicultural activities into a lesson, teaching a series of five lessons in an area of their choice that includes modifications, accommodations and adaptations for specific students. Finally, candidates must document their use of a variety of educational media such as graphic organizers, graphs, charts, maps, and globes and reflect on the effectiveness of their use in the chose lesson.

**Intern Program Delivery Model:**

*The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.*

During the Prerequisite phase, Interns complete five courses that will prepare them with general and specific pedagogy: SPED 371 Exceptional Individual, SPED 425 Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional), SPED 322 Positive Behavior Support, SPED 401: Introduction to Autism, SPED 421 Working with Families, and SPED 463/464/400 Characteristics of Mild/Moderate/Moderate/Severe, and Early Childhood. In addition, Intern candidates meet with their Program Coordinator and District
Support Provider to develop a plan for professional development to support the needs of the students in their classroom.

The following chart illustrates coursework related to Standard 13.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>SPED 401</strong>: Introduction to Autism</td>
<td>Adaptations and modifications for students with autism, strategies and best practices</td>
<td>Intervention review (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 429</strong>: Introduction to Collaboration and Consultation</td>
<td>Co-teaching, collaboration, and consultation instruction for working in instructional teams to enhance the curriculum and instruction of students with disabilities</td>
<td>Co-taught Lesson Modules and application activities (in Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 432</strong> Special Education Curriculum and Instruction in General Education Mathematics and Science</td>
<td>Development, implementation, adaptations, modifications, and evaluation of math and science lessons</td>
<td>Small group math/science lesson (Syllabus) Inclusive math/science project (Syllabus) Standards review (Syllabus)</td>
</tr>
<tr>
<td><strong>SPED 433</strong> Reading and Language Arts Instruction or <strong>SPED 436</strong>: Literacy for Early Childhood Education Specialists</td>
<td>Strategies and best practices in reading instruction including differentiated instruction</td>
<td>Curriculum review (Syllabus) Reading Case Study (Syllabus, and in SPED 488 Assignments)</td>
</tr>
<tr>
<td><strong>SPED 488</strong>: Directed Teaching for Special Educators in the K-8 General Education Classroom</td>
<td>All instructional areas implemented in a general education classroom using Frameworks and Standards lessons created based on Universal Design.</td>
<td>Lesson plan creation and implementation (Weekly Activities) Directed Teaching Competencies</td>
</tr>
<tr>
<td><strong>SPED 482A</strong>: Curriculum and Methods for Individuals with Mild/Moderate Disabilities</td>
<td>Strategies and best practices in curriculum and instruction for students with disabilities, developing a sequence of lessons that are differentiated and have modifications and adaptations for students with disabilities.</td>
<td>Lesson plan development and unit completion, (Syllabus) Curriculum analysis (Syllabus)</td>
</tr>
<tr>
<td>Course</td>
<td>Content</td>
<td>Assessment</td>
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</tbody>
</table>
| **SPED 482B**: Curriculum and Methods for Students with Moderate/Severe Disabilities | Strategies and best practices in curriculum and instruction for students with disabilities, developing a sequence of lessons that are differentiated and have modifications and adaptations for students with disabilities. | Inclusion Plan  
Task Analysis Program  
Language & Communication  
Assignment  
Literacy Project  
Quizzes & Final Exam (Syllabus) |
| **SPED 482C**: Curriculum, Methods and Intervention in Early Childhood Special Education | Explore the theoretical foundations of early childhood curriculum and lesson planning, including parents and families in child development. | Curriculum Analysis (Syllabus)  
Lesson Planning (Syllabus) |
| SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool) (see 489ABCD syllabus) | All instructional areas implemented in Special Education using lessons and units that are adapted and modified to meet the interests of all learners.. | Directed Teaching Competencies |
| **SPED 490**: Intern Support | Interns receive support in the field, at seminars, and online. |  |

**Program Standard 14: Creating Healthy Learning Environments**

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

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.
In both SPED 371 Exceptional Individual a review of disabling conditions is conducted. One of those would be a chronic and communicable disease such as AIDS, so students learn how to use Universal Precautions designed to protect the student and teacher. Another disability area is FAS, fetal alcohol syndrome, and other drug effects that cause disabilities are presented. In SPED 421 Working with Families of Individuals with Disabilities, every week is devoted to learning about diverse family structures, community cultures, and diverse child rearing practices. In addition, candidates complete an IRIS Module Collaborating with Families. In SPED 429 Introduction to Collaboration and Consultation, candidates complete a health module that includes the following activities:

- Describing California’s content areas of comprehensive health education.
- Describing how the Health Education Content Standards for California Public Schools should be used to guide health instruction.
- Completing a chart listing specific examples in each box of activities the candidates do to improve the physical, social, and mental-emotional aspects of their own classroom, if the candidate is an intern, or their classroom placement.
- Locating a copy of your school district’s policy for reporting child abuse, write a brief paragraph describing the legal requirements for teachers regarding child abuse, and how the candidate will comply with this policy and/or list of procedures.
- Selecting a potential health crises from the following lists (one from List A and one from List B) and collaborating with their school’s health personnel (preferably a nurse) and consulting the district’s Crisis Response Plan in order to describe the procedures a teacher at that school site or district must follow if confronted with these situations:

List A: Health-Related Crises in Students
- Seizure
- Asthma episode
- Hypoglycemia
- Major injury
- Unconscious

List B: School-Wide Crises
- Bomb threat
- Terrorist threat
- Shooting
- Hostage
- Suicide

In SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom candidates attend a Directed Teaching seminar that includes child abuse reporting and communication with parents. They also complete a Community Mapping project assignment. In SPED 522, Positive Behavior Support, candidates observe and analyze the environment of a case study child for environmental supports to ensure health and safety of a child with a disability then plan interventions to improve them.
Finally, candidates must complete the CPR requirement prior to applying for their credential. CPR workshops are scheduled each semester for all students (the alternative certification state grant pays for the interns to attend).

In the first semester of the program candidates take **SPED 488 Fieldwork for Special Educators in the K-8 General Education Classroom**. Before entering the classroom, as part of their Seminars and Activities, candidates complete a module on healthy nutrition and the physiological and sociological effects of narcotics, drugs and tobacco. Candidates must go to the [CA Healthy Kids](#) project, review the [Supplemental Modules](#) on building healthy communities, nutrition, and tobacco and drug use, read the [Fact Sheet on Health Risks and effects on Student Achievement](#), then using the Report search engine, find the school where they will be teaching and read that report. They then write a summary of their findings, and suggest ways that teachers can intervene to keep children healthy and drug/tobacco free. Once at their school site, they are encouraged to add to their knowledge by finding out the school and district efforts to keep students healthy and drug free.

The following chart illustrates coursework related to Standard 14.

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>SPED 421</strong>: Working with Families of Individuals with Disabilities</td>
<td>Learn about diverse family structures, community cultures, and child rearing practices</td>
<td><strong>IRIS Module Collaborating with Families</strong></td>
</tr>
<tr>
<td><strong>SPED 429</strong>: Introduction to Collaboration and Consultation</td>
<td>Legal responsibilities of teachers, health content standards, things you currently do and wish to do to improve the student’s overall well-being, how to handle a crisis situation at a school site</td>
<td>Module 7 (in Syllabus)</td>
</tr>
</tbody>
</table>
| **SPED 488**: Directed Teaching for Special Educators in the K-8 General Education Classroom | Factors affecting a student’s overall well-being, child abuse reporting and communication | **Community Mapping project**  
Weekly Activities  
Week 10 “Environmental Supports” |
<p>| <strong>SPED 482C</strong>: Curriculum, Methods and Intervention in Early Childhood Special Education | Candidates explore appropriate environmental settings through readings and lecture | Week 10: Designing environment activity (in Syllabus) |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **SPED 514**: Infant Assessment and Intervention and **SPED 515**: Preschool Assessment and Intervention | Assessment of environments for health and safety | 514: Group presentation Chapter 8 Assessing Environment (in Syllabus)  
515: Week 5 (in Syllabus): Environmental assessments activity |
| **SPED 522** Positive Behavior Support | Observation of case study student and plan for intervention to improve environment | BIP Rubric (in syllabus)  
ADA Rubric |
| **SPED 489A/B**: Directed Teaching in Special Education (M/M or M/S) and **SPED 489C/D**: Directed Teaching in Special Education (ECSE) Birth-3/Preschool) (see 489ABCD syllabus) | Factors affecting student’s overall well-being | CPR certification required for credential application |
| **SPED 490**: Intern Support | Interns receive support in the field, at seminars, and online. | |

**Program Standard 15: Field Experience in a Broad Range of Service Delivery Options**

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

CSU Fullerton recently updated the Education Specialist field experiences and the related activities and evaluations to facilitate Candidate development within the full-range of service delivery systems with providers of such services, across age/grades, disability category, contexts including general education and stakeholders including parents and families. These experiences enable candidates to observe, apply, and reflect upon practices that effectively serve students in
multiple service delivery options, to take full-responsibility for the provision of services, and to collaborate with professionals, paraprofessionals, and families. Program Standard 15 is addressed in the following ways:

The pre-requisites of our education specialist programs enable Candidates to observe and reflect upon the practices within a variety of service delivery options including General Education, Resource Specialist programs, and Special Day Class programs.

In **SPED 371**: Exceptional Individual, Candidates are required to spend 30 of hours observing children with a focus on understanding different disability categories and different service delivery models.

In **SPED 322**: Introduction to Positive Behavior Support, Candidates are required to spend 5 hours observing, identifying, and assessing classroom behavior management strategies utilized in a general education environment and the impact of these strategies on students’ social, behavioral, and academic functioning and development. Students also interview the school site’s administrator and general educator about the behavioral expectations and policies in place. Using the course content, along with the data they collected via the PBIS observation assessment tools and the interviews, candidates complete an evaluation and proposal related to the extension or improvement of school-wide and class-wide positive behavior support systems. This plan includes prevention, direct instruction, and reinforcement. Lastly, Candidates identify one target behavior and create a brief individualized instructional PBS plan.

In **SPED 425**: Foundations of Teaching and Learning for Students who are CLDE (Culturally/Linguistically Diverse and Exceptional), Candidates are required to spend 30 hours observing and assessing the practices of teachers who serve CLDE students. Candidates are also required to survey the community as well as the literature for purposes of identifying resources and best practices for this population of students, regardless of where they are served (e.g., general education, special day class).

In sum, these pre-requisites enable Candidates to participate in early observations and activities within the full range of the service delivery system. These experiences help Candidates learn about ways in which populations with disabilities and other diverse interests and backgrounds are served, as well as ways in which appropriate contexts can and should be established for these learners.

As Candidates continue in their respective programs, their field experiences become more involved. During their first semester, traditional Candidates (i.e., non-interns) within the Mild/Moderate and Moderate/Severe Education Specialist programs spend 225 hours across 10 weeks within the general education classroom. The intention of this experience is to teach Candidates to become collaborative education specialist co-teachers with an emphasis on inclusive and push-in models of service delivery. Related Directed Teaching activities include assignments such as a Reading Case Study (in alignment with **SPED 433**: Reading and Language Arts Instruction), a class-wide Positive Behavior Support plan (related to **SPED 322**: Introduction to Positive Behavior Support), co-planning and co-teaching content lessons (in alignment with **SPED 429**: Introduction to Collaboration and Consultation and **SPED 432**: Special Education Curriculum and Instruction in General Education Mathematics and Science),
interview Bilingual Education teachers and identify EL programs available in the school and District (related to SPED 425), identification and use of educational and assistive technology, and a variety of assessments. Further, Candidates are encouraged to gain specific experience assessing, planning for, and serving students with an IEP/ITP, 504 Plan, or otherwise at-risk and in interest to more intensive (e.g., tier 2 and 3) intervention.

During the second semester of the Mild/Moderate and Moderate/Severe program, Candidates spend 105 hours across 10 weeks within a special education program (RSP or SDC) within which Candidates work toward assuming full responsibility for the provision of services for a case load of students with disabilities. Highlighted Directed Teaching assignments for Mild/Moderate Education Specialist Candidates include the assessment of an individual student, writing an IEP/ITP based on assessment and presenting the findings at an IEP/ITP meeting; reading IEP/ITPs of students in the placement classroom and organizing daily instruction designed to meet each student’s goals and objectives. Highlighted Directed Teaching assignments for Moderate/Severe Education Specialist Candidates include an individualized Positive Behavior Support plan, an inclusion plan and a focused inclusive lesson in collaboration with a general education teacher, authentic assessments and family collaboration for program planning, and task analyses focused on critical domains of functioning. These activities allow Candidates to demonstrate the teacher performance expectations for special educators.

Candidates within the Early Childhood Special Education program spend 90 hours across 10 weeks of their Fall semester in an infant toddler (489C) or preschool (489D) program, depending on when they began the program (489C is offered Fall only and 489D is offered only in the Spring). The intention of this experience is for Candidates to work closely with families, focusing on collaboration with multidisciplinary, interdisciplinary, and transdisciplinary teams; implementation of the IFSP, transitions to Part B, assessment and intervention, and social-emotional development. Highlighted Directed Teaching activities include detailed analysis of home visiting and center-based services, self-assessment, and activity/curriculum analysis.

During the Spring semester of the ECSE program spend 250 hours across 10 weeks in an infant/toddler (489C) or preschool program (489D). The intention of this experience is for Candidates to work with children with special interests ages 3-5 with an emphasis on positive behavior support, developmentally appropriate interventions, partnering with families and related service personnel, transitions, and assessment. Related Directed Teaching activities include assignments such as assessing community interests, developing social competence for young children, California Preschool Learning Foundations, California Preschool Instructional Network modules, assessment, and implementing inclusive practices.

**Intern Program Delivery Model:**

*This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard. For interns, this standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.*
In the Prerequisite course, **SPED 371 Exceptional Individual**, students are required to observe children with disabilities and to gain information on the primary California Education Specialist credential areas. As the course progresses, they learn about the variety of disabilities and characteristics of children with disabilities. The observation component is designed to provide an opportunity to observe characteristics of children and observe student/teacher/para-educator interactions and learn about accommodations/modifications by observing in the classroom at all levels (pre-K to 12). A primary goal is for the candidates to observe instruction interventions related to the environment and child’s age and developmental abilities and understand about how to adjust developmental expectations to account for varying cultural perspectives and preferences. As a prerequisite course, they must view a large range of classrooms as required in the intern standards; they all go to an early childhood, an elementary and a secondary program to observe. Additionally they must observe the various disability areas (for example low incidence, mild/moderate, etc.). They use the **SPED 371 observation form** to document these observations.

In **SPED 463 Characteristics of Individuals with Mild/Moderate Disabilities**, as part of their **Observation Report**, candidates must “observe for a minimum of 1-1/2 hours in an educational setting in which a child with a disability is receiving services (SDC, RSP, full inclusion, etc.)… in a classroom DIFFERENT from one in which they teach or currently work”. Candidates are then required to submit a written report discussing their observation experience. In **SPED 464, Characteristics of Individuals with Moderate/Severe Disabilities**, candidates do a similar assignment with their **Student Profile**.

If Interns are traditional students during their first semester, which is encouraged but not required, **SPED 488 Fieldwork for Special Educators in the K-8 General Education Classroom** requires placement of all candidates in a General Education Classroom at the Elementary level where they learn and practice instruction using K-6 Curriculum, but also co-teach with a general educator so that they experience what an Education Specialist would do using a consultation format for assisting General educators. This is critically important experience for Interns who subsequently gain employment in segregated settings.

**Program Standard 16: Assessment of Candidate Performance**

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

Prior to recommending each candidate for a teaching credential, at least two people determine eligibility. For traditional candidates, the University Supervisor and Cooperating Teacher evaluate the candidate. For Intern teachers, the University Supervisor and the Site Administrator
and/or Support Provider evaluate the candidate based on thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the competencies outlined in their field (Mild/Moderate Education Specialist, Moderate/Severe Education Specialist, or Early Childhood Special Education).

Candidates are guided and coached on their performance throughout the preliminary program, with several key assessment points where faculty note candidate progress and decide whether or not they will continue in the program or need additional support. Throughout these multiple points of assessment and transition, candidates must demonstrate competency in both coursework and Directed Teaching that the program has aligned with the TPE domains and objectives. In order to pass Directed Teaching competencies, candidates are evaluated in multiple settings and by multiple raters (both cooperating teacher and university supervisor, and in some cases, Directed Teaching and Program Coordinator).

**Assessment Point 1.** At the prerequisite phase, candidates must successfully complete 3 program courses (SPED 322, SPED 425, and SPED 371). Additionally all candidates must pass a program interview, must submit 3 recommendations, must have an appropriate GPA for program entrance (minimum 2.75), and must pass state approved assessments (for ECSE, the CBEST only; and for M/M and M/S, the CBEST and Multiple (K-6) or Single Subject (7-12) CSET). After completion of these requirements, the Program Coordinator in each Discipline area (ESCE, MM, and MS) evaluates the candidate for admission to the University. Failure to meet any of the requirements, or a grade below C- in any course, may result in denial of admission to the program.

**Assessment Point 2.** During the 1st semester of coursework, candidates must maintain a 2.75 GPA with no grade lower than a C-. Candidates may only enter the formal Directed Teaching course (SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom for Mild/Moderate and Moderate/Severe or Directed Teaching (see 489ABCD) in either Preschool (489D) or Infant/Toddler (489C) for Early Childhood) after completion of or co-requisite enrollment in all courses on the first semester Program Plan. All candidate coursework is audited by the discipline Program or Directed Teaching Coordinator to ensure that each candidate has the appropriate coursework completed for enrollment in Directed Teaching. Candidates fill out a Directed Teaching Fieldwork Profile Form before the beginning of the semester to trigger this process. Traditional candidates are then placed in a classroom with a Cooperating Teacher who holds a professional credential in the area they teach. Each candidate is assigned to a University Supervisor who is credentialed in the area which the candidate is earning. Interns are assigned a University Supervisor and a Support Provider by the District and these two collaborate to assess the Intern in their own classroom.

During the Directed Teaching experience, candidates complete SPED 488 Directed Teaching Activities or the Preschool or Infant/Toddler Competencies tied to the Standards. Throughout the candidate’s Directed Teaching experience, they are asked to keep a binder recording his/her work towards meeting the standards so that it includes both formative and summative work towards the Standards.
At the end of 3 weeks, the candidate’s Directed Teaching Candidate Dispositions is rated (online) by both the Cooperating Teacher and the University Supervisor. Only the University Supervisor assesses Interns. If at any time before the completion of 3 weeks the Supervisor feels that the candidate is at-risk for failure, or if he or she does not pass the Dispositions, a Candidate Improvement Plan is created with Cooperating Teacher input. The CIP is then sent to the Directed Teaching and Program Coordinators for feedback and support. Once approved, the CIP is shared with the candidate, who is expected to meet the goals set for them by the end of the 5 week preliminary period.

Candidates who do not pass this assessment point are either given a CIP, if none has yet been created, and allowed to remain in the placement, or if a CIP is not fulfilled or the candidate’s dispositions are poor, the candidate is pulled from the placement and will not transition to full time Directed Teaching for the last 5 weeks. The candidate is given No Credit (NC) for Directed Teaching. Rarely, if it is determined during the first few weeks of Directed Teaching that there is a true mismatch between the Cooperating Teacher and the Candidate, another placement may be found, but this is very uncommon.

Over the course of the semester, candidates participate in weekly seminars with their Directed Teaching Coordinator where they discuss the coursework activities tied to Directed Teaching: the Co-taught Lesson from SPED 429 Introduction to Collaboration and Consultation and the Reading Instruction Case Study from SPED 433 Reading and Language Arts Instruction (Mild/Moderate or Moderate/Severe only). At the end of those 5 weeks, following completion of the course expectations for the first Directed Teaching experience, candidates rate themselves on the Directed Teaching Competencies. At the end of 10 weeks, the candidate is evaluated online on the Directed Teaching Competencies by both the university supervisor and the cooperating teacher (2 raters per candidate) and on their participation in the seminars and other course requirements such as Critical Incident Report. Any candidate not receiving a passing rating on either Directed Teaching Dispositions or the final Directed Teaching Competencies receives a grade of NO CREDIT and must repeat the course and may not transition to 2nd semester coursework. A Candidate Improvement Plan is written and the candidate must re-enroll in SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom and pass the Directed Teaching course expectations in order to move on in the program. Additionally even if a candidate does not repeat other course expectations (weekly activities, Directed Teaching seminar requirements, attendance, etc.), the candidate may receive a no credit and be asked, with a Candidate Improvement Plan, to repeat the course and complete all course expectations in a new placement.

The candidate may only enroll in a Directed Teaching course twice by university policy, and if he/she does not receive credit in the course during the 2nd enrollment period, he or she is formally dismissed from the credential program. Therefore, passage of disposition and competency assessments along with credit in the Directed Teaching course is required for candidate’s to transition to the 2nd full semester of coursework and final Directed Teaching.

Assessment of Intern competence is similar but different in many aspects. Because there is no Cooperating Teacher, the Supervisor consults with the intern-teacher’s evaluating administrator or their Support Provider on the Intern’s progress when completing the Directed Teaching
Candidate Dispositions assessment. In addition, although candidates are responsible for completing Directed Teaching weekly activities, the weekly activities are modified to reflect the realities of the Intern-teacher’s classroom and school/district responsibilities and duties. In short, SPED 488: Directed Teaching for Special Educators in the K-8 General Education Classroom is modified to fit the Intern’s job so that the required activities flow smoothly with the candidate’s day-to-day responsibilities while still meeting the required competencies and standards.

Assessment Point 3. When enrolling in the 2nd semester of coursework, candidates may only enter the final formal Directed Teaching course (i.e., SPED 489A/B: Directed Teaching in Special Education (M/M or M/S) and SPED 489C/D: Directed Teaching in Special Education (ECSE) Birth-3/Preschool) after completion of or co-requisite enrollment in all courses on the 2nd semester program plan, which is monitored by the Program Coordinator. The Coordinator again audits candidate transcripts and checks to make sure that the candidate’s GPA is acceptable and no grade earned is lower than C-. Each candidate is placed with a Cooperating Teacher (birth-12) who holds a Clear credential in the discipline area in which the candidate is earning and is assigned to University Supervisor who holds or held a similar credential.

Candidates evaluate themselves on the Directed Teaching Competencies at the midpoint (5 weeks), In addition, their University Supervisor evaluates them on the Directed Teaching Candidate Dispositions after the first 5 weeks in the field in this 2nd placement. As before, candidates who do not pass this evaluation point will either have a Candidate Improvement Plan (CIP) created and then will be allowed to continue or they are immediately pulled from their placement and assigned a no credit for the course. If it is the first NC they have received in the class, a CIP is created and the student is required to enroll in the class during the subsequent semester.

Any candidate not receiving a passing rating on either Directed Teaching dispositions or the Directed Teaching Competencies will receive a grade of NC and must repeat the course. Additionally, even if a candidate does not repeat other course requirements (e.g., TPE weekly activities, Directed Teaching seminar attendance requirements) may also receive a NC and be asked, with a student improvement plan, to repeat the course and complete all course expectations in a new placement. The candidate may only enroll in a Directed Teaching course twice by university policy, and if he or she does not receive credit in the course during the 2nd enrollment period he or she is formally dismissed from the credential program. Successful passage of the Directed Teaching course is the final course requirement of the education specialist credential.

At the end of the Directed Teaching experience (10 weeks) candidates are formally evaluated online by their University Supervisor (with input from their Cooperating Teacher) on the Directed Teaching Competencies for their Program (Mild/Moderate DT Competencies, Moderate/ Severe Competencies, Early Childhood Preschool Competencies or Infant/Toddler Competencies).

Assessment Point 4. Once a candidate has successfully completed the prerequisite, semester 1 and semester 2 requirements, along with the SPED 489 BRIDGE Individual Transition Plan, they can be recommended for the preliminary credential by the program. Once candidates
request university recommendation for the preliminary credential, an additional evaluation of candidate performance/program completion is completed by the campus Credential Preparation Center. This college-based center is the final evaluative measure of candidate program completion and is the unit that files the university recommendation for preliminary credential. Therefore, candidates in the education specialist credential are recommended for the preliminary credential only after multiple experiences and opportunities to demonstrate successful competency and development of a plan for induction that includes both summative and formative assessment.

An additional requirement of the culminating program Directed Teaching course (SPED 489ABCD Syllabus) is the completion of a SPED 489 BRIDGE Individual Transition Plan. This document requires candidates to document a plan that aligns with the TPE domains A-F. Completion of this document is required for all candidates during the final course in the preliminary program. It is signed by the candidate and approved by the program coordinator and is on file prior to the program recommending the candidate for the preliminary credential. With the help of their Supervisor and Cooperating Teacher (or Support Provider if they are an employed Intern), candidates are required to assess their strengths, based upon course and field experiences, in terms of each of the TPE domains. This document is kept by the candidate and on file with the program. Once granted a preliminary credential, this BRIDGE document is used by the candidate who is enrolled in Clear Education Specialist Program to write their Individual Induction Plan.

During Student Teaching (SPED 488 and SPED 489A/B), candidates conduct a self-assessment at the midpoint of each semester, using the directed teaching competencies evaluation (which is taken directly from the standards). Additionally, University supervisors conduct formal and informal observations, provide verbal and written feedback, review candidate self-reflections, and complete the directed teaching competencies evaluation.

At this time we do not use TPEs as they were just adopted for Education Specialists. We will be integrating them into our program beginning Fall 2015.

**Specialty Area Credential Standards**

**Mild to Moderate Disabilities (M/M)**

*(M/M) Standard 1: Characteristics of Students with Mild to moderate Disabilities*

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild to moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

Characteristics of students with MM disabilities are covered in almost every course in the Preliminary MM program. One course is specifically designed to meet this standard;
SPED 463: Characteristics of Students with Mild to Moderate Disabilities
One course, taken during the First Semester of the program, is dedicated specifically to this standard. In this course, candidates learn to define and describe the social/emotional, academic, learning, and behavioral characteristics of students identified with specific learning disabilities, mild to moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and their implications for service delivery through IRIS activities, and discussions. Candidates are assessed through a research paper, exams, and discussion board rubrics. IRIS Activities included in this course include learning about Person First language when referring to students with disabilities, the Pre-referral Process for supporting students with academic and behavioral concerns, and Activities such as a Website Simulation on Learning Disabilities and ADHD.

A. Course Goals and Objectives include:
1. Articulate the characteristics of individuals with mild to moderate disabilities
2. Articulate the basic issues related to eligibility for special education services
3. Understand how Mild to moderate disabilities affects learning
4. Understand the interaction between students with special needs and cultural/linguistic difference
5. Explain the process of planning appropriate services for students with mild to moderate disabilities.
6. Describe service delivery systems provided for individuals with mild to moderate disabilities.
7. Identify instructional methods used to enhance the learning of students with mild to moderate disabilities.
8. Identify the major contributions to the development of the field of learning disabilities.
9. Explain how the definition and identification of mild to moderate disabilities impact individuals with cultural/linguistic differences.
10. Explain the importance of curriculum modification for individuals with mild to moderate disabilities.
11. Describe the impact having a child with a mild to moderate disability has on the family.
12. Explain how teachers can support students’ understanding of content subject matter.

Candidates take three courses prior to admission to the program which introduce them to the academic, behavioral, and social/emotional characteristics of the entire spectrum of mild to moderate disabilities:

SPED 371: Exceptional Individual, introduces candidates to the range of disabilities covered under IDEA and their general characteristics. Candidates demonstrate knowledge of the characteristics of students with mild to moderate disabilities and the possible resultant social/emotional/learning problems through readings, participation in class discussions, and essay examination. This course is a prerequisite to all credential programs. In the class future candidates learn basic characteristics of students with mild to moderate disabilities and in their Observation Journal Assignment they are required to go into the field to observe persons with mild/moderate disabilities and write a 300 word response about a person.
SPED 322: Introduction to Positive Behavior Support, candidates learn to determine behavioral, social and emotional characteristics of students with specific learning disabilities and other mild to moderate disabilities and the possible resultant social/emotional/learning problems and provides instruction on how to intervene in positive ways through course readings, lecture, and Power Point presentations.

SPED 425: Foundations of Teaching and Learning for Students who are CLDE, candidates read about assessment of students with mild to moderate disabilities then apply this understanding to those who are also English Learners. Candidates complete an IRIS Module on the characteristics of English learners with disabilities, Classroom Diversity: Introduction to Student Differences. Candidates also complete an IRIS Module on Inclusion and Accessing the General Education Curriculum.

Once admitted, in addition to the course dedicated to characteristics, candidates take courses preparing them for application of this knowledge in the field.

SPED 401: Introduction to Autism. Candidates demonstrate knowledge of the behavioral characteristics of students with mild to moderate autism spectrum disorders and determine the implications of these characteristics for service delivery through readings, class or online discussion. Candidates demonstrate their learning in a variety of ways, one of which is an assignment to create an Autism Brochure for parents, pediatricians, and others explaining the characteristics of Autism in order to help people identify ASD as early as possible and to access local supports and resources.

SPED 429: Introduction to Collaboration. Candidates gain the knowledge to articulate the historical trends in defining and providing educational services to students with mild to moderate disabilities through readings, lecture on Special Education Law that covers the history of special services, the importance of adhering to IDEA in regard to providing students and families with due process, writing legally defensible IEPs, Due Process, and providing Appropriate Education in the Least Restrictive environment. In addition, candidates complete an IEP Case Study in which they observe an IEP in their Directed Teaching (SPED 488) placement and record what they observe. Without revealing confidential information, candidates prepare a 3 to 5 page Word document about the experience. Candidates learn how to provide services to students with Mild to Moderate Disabilities in the context of the general education classroom by reading about co-teaching and practicing a differentiated co-taught lesson in the field. Candidates are assessed on their knowledge of characteristics through quizzes and discussions, the Co-taught Lesson assignment and the paper on the observed IEP session. Candidates learn how to provide services to students with Mild to Moderate Disabilities in the context of the general education classroom by reading about co-teaching and practicing a differentiated co-taught lesson in the field.

SPED 432: Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science. Candidates learn the characteristics of students with Mild to Moderate Disabilities in math/science and those who are Gifted/LD in the area of math/science through readings, lecture, and discussion. Candidates must design a Small Group Math/Science Lesson in which they plan to meet the individual needs of a diverse group of students, include the grade level standards, and a description of how the lesson is adapted, modified, or accommodated for
students with disabilities. Candidates also complete a Progress Monitoring final project in which they track progress for diverse student groups.

**SPED 433**: Reading and Language Arts Instruction. Candidates learn the characteristics of students with Mild to Moderate Disabilities in reading and those who are Gifted/LD in the area of reading through readings, lecture, videos and discussion. Candidates must practice and interpret reading assessments that might indicate learning disabilities in reading and plan lessons differentiated for all reading levels. They complete an IRIS Module **Classroom Assessment Part 2: Evaluating Reading Progress** which teaches them how to use Curriculum Based Measurement to assess student progress and the assessment characteristics of students who are not making progress.

**SPED 482A**: Curriculum and Methods for Individuals with Disabilities (M/M) Candidates learn how to apply research-validated programming and methods to meet the characteristics of students with mild to moderate disabilities and apply this knowledge to activities through the course. **Module Two** on Memory research and cognition provides detailed information in a Power Point and readings on the characteristics of persons with memory/cognition challenges. **Module Three** covers Instructional Teaching Strategies for accommodating learners, presented with specific examples of how to actively engage learners. **Module Six** covers Response to Intervention and the various tiers associated with RTI, with a case study, *Dee Dee*, activity that highlights specific characteristics of a child with a significant learning disability.

**SPED 520**: Assessment in Special Education. Candidates demonstrate knowledge of approaches and methods for determining eligibility for services for students with specific learning disabilities and other mild to moderate disabilities through lectures, activities, and course readings that cover a variety of assessment methods and instruments. Lectures and IRIS Modules include addressing Response to Intervention as a model for qualifying students as having learning disabilities. Candidates are assessed through exams and completion of an Assessment Observation, a Test Critique, and a case study in which the candidate must make recommendations for services based on assessment.

**SPED 489A**: Directed Teaching in Special Education M/M Candidates apply their learning of characteristics and service delivery in a field placement. Over 10 weeks, candidates complete **Directed Teaching Weekly Activities** that require in-depth knowledge of characteristics and service delivery in order to assess student characteristics for planning and delivering curriculum and instruction, implement services, track student progress toward IEP objectives, and implement behavior supports. Candidates are assessed on the **Mild/Moderate Directed Teaching Competencies** by the University Supervisor and the Cooperating Teacher, or Supervisor, site administrator and/or Support Provider for Interns.
(M/M) Standard 2: Assessment and Evaluation of Students with Mild to moderate Disabilities

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild to moderate disabilities covered under the authorization.

One course is dedicated to this standard, **SPED 520**: Assessment in Special Education. In this course, taken during the second semester of the program, candidates demonstrate knowledge of approaches and methods for determining eligibility for services for students with specific learning disabilities and other mild to moderate disabilities by learning about a variety of formal and informal assessments and applying this knowledge in the field. Course readings, lectures and activities regarding informal and formal assessments including a formal test critique, test score activities and final case study where assessment results are interpreted. Goals and Objectives in **SPED 520**: Assessment in Special Education are:

Students will understand:
- The various aspects of assessment as a process.
- Testing and measurement as very essential components of the ongoing assessment process.
- The role of the educator in the appropriate utilization of assessment data.
- Issues of appropriate and inappropriate selection and utilization of assessment tools and data.
- Interpretation of assessment data to plan instruction based on student needs.
- Issues related to testing, measurement and considerations of contextual, cultural and linguistic diversity.

Students will be able to:
- Demonstrate competence in the administration, scoring and interpretation of specific tests.
- Demonstrate competence in the utilization of assessment data in the development of an IEP.
- Demonstrate competence in the selection, utilization and analysis of assessment data for the planning of preventive, remedial and/or compensatory instruction.
- Describe technical, administrative and normalization facets of assessment instruments.
- Demonstrate comprehension of specific terms and concepts related to testing and assessment.
- Interpret and communicate assessment data to others in oral and written form.

The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students.

**SPED 520**: Assessment in Special Education. Candidates read about and view a lecture on the requirements for qualification of students for eligibility for mild to moderate disability services, including RTI and LD qualification. Candidates read about and participate in class activities designed to support the development and implementation of individuals’ academic and behavioral assessment plans in varied learning environments, including general education. Lectures and readings provide emphasis on using multiple assessment techniques and adapting assessments to meet the inserts of diverse learners, incorporating multiple forms of assessment.
into special education programs, how to use authentic assessments, and issues of standardized
testing for students with special needs and English language learners.

During the first semester of the program, candidates take SPED 429 Introduction to
Collaboration. In this course, candidates complete an IEP Case Study in their first semester
Directed Teaching placement in which the attend an IEP meeting then discuss how placement
was in terms of student characteristics, needs, and assessment results.

Candidates also take SPED 432 Special Education Curriculum and Instruction in the General
Education Classroom—Mathematics and Science and SPED 433 Reading and Language Arts
Instruction in which they candidates practice a variety of formal and informal assessments to
measure achievement and progress in reading and math and discuss how to communicate this
progress to parents and colleagues. For example, in SPED 433 Reading and Language Arts
Instruction, candidates administer and interpret an Individual Reading Inventory and
Curriculum-based measures to a case study student, write up the results, and plan instruction
based on the assessments. They also complete two IRIS Modules, RTI Part 3: Reading
Instruction and Classroom Assessment Part 2: Evaluating Reading Progress.

In SPED 482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities,
candidates have the opportunity to review writing goals for IEP’s and are required to use IEP
information to write standards-based lessons in a Teaching Case Study.

During the final semester, Candidates participate in 10 weeks of supervised Directed Teaching in
SPED 489A: Directed Teaching in Special Education M/M where they demonstrate knowledge
and skills related to using and communicating the results of assessments and making educational
decisions on the basis of a variety of non-biased standardized and non-standardized techniques,
instrumets and processes that are standards-based, curriculum-based, and appropriate. For
example, as listed in the 489A Directed Teaching Activities, during Week 5, candidates write up
the results of a standards-based assessment for a single student then collaboratively write a
curriculum-based instructional plan that includes specific IEP goals and benchmarks in each area
of assessed need. During Week 4 (or other week, depending on the classroom situation)
candidates conduct assessments of strengths and needs in the area of psychomotor,
language/communication, cognitive/academic, social emotional, self-help and career/vocational
needs for a student with Autism, one with LD, and one with an intellectual disability.

The program prepares candidates to utilize these approaches to assess the developmental,
academic, behavioral, social, communication, career and community life skill needs of students,
and monitor students’ progress.

In SPED 520: Assessment in Special Education, in addition to learning and practicing common
assessment tools, candidates are provided with readings, lectures and activities regarding
informal and formal assessments for adaptive and maladaptive behavior. Candidates must also
completion an IRIS Module: Classroom Assessment (Part 1): An Intro to Monitoring Academic
Achievement in the Classroom and read and discuss of IRIS Info Brief- Monitoring Student
Progress in Individual Education Programs using Curriculum Based Measurement. Course
readings also include emphasis on multiple data sources for progress monitoring and program
evaluation.
During the second semester of the program, candidates take **SPED 482A**: Curriculum and Methods for Individuals with Disabilities. In this course, they read, discuss, view examples, and actively plan in groups and individually how to assess and determine curricular and instructional, career and community life skill needs of students with MM disabilities. Each candidate participates in a chapter presentation where they sign up for a chapter in either the Carnine (2010) or the Vaughn and Boss (2012) textbook and then work with a small group of classmates to present BIG ideas from the chapter to the class.

During the second semester of the program, candidates take **SPED 522**: Positive Behavior Support candidates complete a Behavior Intervention Plan using the SPED 522 BPS Guide that requires them to conduct a functional behavioral assessment of a case study student that include behavioral, social, and communication needs. These build on skills learned in SPED 322, Introduction to Positive Behavior Support, and SPED 401 Introduction to Autism.

**SPED 489A**: Directed Teaching in Special Education M/M candidates assess both formatively and summatively throughout the experience. Activities for each week include specific assessment requirements. For example, during Week 7, candidates track student progress including modifications and assistive technology, teach and write an assessment of student learning toward grade-level standards in reading/language arts, and assess students for use of low and high assistive or augmentative technology. If needed, the results are used to provide appropriate assistive technology for students who need it. Demonstration of monitoring progress takes place in Week 4 when candidates teach a series of math or science lessons over two weeks, evaluate student learning, and track progress on a data sheet. These activities culminate in Week 10 when candidates conduct an informal or formal assessment of overall student learning over the previous 10 weeks and reflect on the implications for their own teaching of this assessment data, and record this on their Bridge Transition Plan.

The program prepares candidates to plan for and participate in state-mandated accountability measures.

In **SPED 520**: Assessment in Special Education provides candidates with preparation for state-mandated accountability measures through readings, lectures and activities on the STAR assessment system, CAPA, CMA and CST, and assure that candidates are familiar with the State provided assessment modification and accommodation matrix for these measures. Students are assessed through exams.

In **SPED 432** Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science and SPED 433 Reading and Language Arts Instruction all activities and lessons (reading, writing, listening and speaking, and math and science) are standard/core aligned (based on state Frameworks and Standards) so candidates understand what is assessed with state-mandated assessments. In both courses, candidates review the general education state mandated curriculum and how students are prepared for state assessments.

*(M/M) Standard 3: Planning and Implementing Mild to moderate Curriculum and Instruction Content, Activities And Assessments*
The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild to moderate disabilities across an array of environments and activities.

Every course in the Mild to moderate program provides instruction that ensures that candidates demonstrate a variety of evidence-base and effective teaching practices that promote the achievement of student outcomes across an array of environments and activities. One course is specifically designed to meet this standard: SPED 482A: Curriculum and Methods for Individuals with Disabilities (M/M).

In this course, Candidates read, view examples, and discuss evidence-based curricula and instructional methods and then design an Instructional Unit Plan to demonstrate competency. Candidates design a set of lessons using outcome data to adapt and modify instructional environments to promote maximum learning and academic achievement. The course outline provides examples of evidence-based instructional strategies (listed in the weekly topics). For example, candidates receive a copy of 25 research based effective teaching strategies; each of these strategies is either demonstrated or discussed in detail in class. Modules Three and Four provide research that supports the critical role that evidence based instructional strategies are for students with Mild to Moderate Disabilities and gives details of the 25 strategies.

In Module Three and Four, candidates learn to teach using a variety of grouping structures, such as peer-mediated, small and whole group, and independent, to facilitate active participation and learning of diverse groups of learners. Candidates participate in class case studies, (for example, Dee Dee in Module Four), partner sharing (e.g., think write pair share, and numbered heads) and web lessons to demonstrate the ability to use a variety of grouping structures to facilitate active participation and learning in special and general education settings. Additionally candidates view a variety of Assistive Technology devices and have opportunity to use them and brainstorm where assistive technology might be effective for individualization in Module Nine. Candidates practice their skills through a Teaching Case Study using SIOP and Instructional Unit Plan.

Course goals are:
The participant will:

1.0 Review structure of the lesson by participating in lecture, video and web-based demonstrations of effective instructional delivery that includes orientation, presentation, structured practice, guided practice and independent practice and then design a lesson using all components

2.0 Design, modify, supplement, or adapt instructional sequences for all students (including diversity and disability); all participants will be able to demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including using flexible grouping, selections from the State Recommended Literature and using all components of the CA SBE-adopted core instructional materials.

3.0 Formulate long- and short-term instructional objectives and demonstrate the ability to participate in process of developing appropriate planning goals based on standards following all legal requirements

4.0 Design instructional lessons and units that provide academic engagement strategies for students with mild to moderate disabilities in general education classrooms;
5.0 Demonstrate the ability to participate in process of planning specifically designed instruction to support access to the core curriculum
6.0 Be knowledgeable about collaboration and co-teaching strategies
7.0 Learn to measure student progress via curriculum based assessments
8.0 Learn strategies for modifying the instructional program based on student performance.
9.0 Read and review substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts, writing, mathematics, science etc.
10.0 Describe factors influencing motivation in learners who have been diagnosed with mild to moderate disabilities.
11.0 Describe how curriculum characteristics and environmental characteristics influence the learning process.
12.0 Receive instruction in instructional design that includes what to teach, when to introduce skills and concepts, how to integrate standards, and how to teach for transference and generalization of skills.
13.0 Use standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans responsive to the needs of the student and the requirements of the core curriculum.

Other courses in the program contribute to the knowledge of evidence-based practices. During the Pre-requisite phase, in SPED 371, Exceptional Individual, candidates are introduced to evidence-based instructional practices that promote achievement of students with diverse learning needs in a variety of environments in readings and discussions.

In SPED 322, Introduction to Positive Behavior Support, candidates access the IRIS Center and PBIS website and research evidence-based strategies to promote achievement of all learners, specifically the IRIS Assessments: Case Study: Effective Room Arrangement; the Behavior Game, Wrap-around Supports, Primary Prevention; Secondary Prevention; and Tertiary Prevention.

In SPED 425: Foundations of Teaching and Learning for Students who are CLDE, candidates gain knowledge of effective practices for students with disabilities who are English Learners from readings and by completing an IRIS Module Teaching English Language Learners: Effective Instructional Practices, and IRIS Module- Cultural and Linguistic Differences: What teachers should know.

During the first semester, in SPED 429 Introduction to Collaboration, candidates explore the research-base for co-teaching and practice co-teaching with their Cooperating Teacher in their General Education classroom field placement.

In SPED 432 Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science, all candidate assignments are differentiated for diverse students in inclusive and pull-out math/science settings.

In SPED 433 Reading and Language Arts Instruction, effective practices in reading/language arts development from birth to grade 12 are read about, discussed and practiced. Candidates apply their knowledge with a Lesson Plan presentation based on Standards and the Reading, Language
Arts Framework that includes adaptations and modifications for Gifted and Talented, English Learners, and students with Disabilities and a Reading Case Study in which candidates assess, plan and teach a series of RLA lessons to a student in their field placement.

Candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings through the activities that are part of their Directed Teaching placements during the first semester, SPED 488: Directed Teaching in General Education and second semester, SPED 489A: Directed Teaching in Special Education M/M. For example, in SPED 488, assigned Sped 488 Directed Teaching Activities for Week 3 require candidates identify one Focus Student for a fieldwork “Differentiation Case Study” (a student who is at-risk, has a disability, and/or has a primary language other than English), then interview the CT (and/or other teacher/service provider) for their ideas, strategies, perspectives, and goals related to this individual student. Also discuss their curricular and instructional plans for including this student in various activities/lessons (e.g., modifications, specific strategies), their ideas for meeting the needs of all students, and ways in which they reflect on and evaluate this process. In SPED 489A Directed Teaching Activities, during Week 2, candidates must begin working with a small group of students on a basic concept or skill, and conduct an opening activity (i.e. greet students, do calendar, or whatever opening activity your master teacher has implemented) with the whole class, and they must record anecdotal data on one students in several groupings.

The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.

In SPED 429 Introduction to Collaboration, candidates learn about and practice collaboration skills, and practice their understanding of the IEP/IFSP with an IEP/IFSP Case Study Assignment. Based upon their reading of the selected material and observation of an actual IEP, students will prepare a 3 to 5 page paper analyzing the IEP observed.

In SPED 488, Directed Teaching in General Education, candidates practice collaboration with their Cooperating Teacher through the Co-taught Lesson.

In SPED 482A: Curriculum and Methods for Individuals with Disabilities (M/M), candidates read about and participate in case studies during in class activities designed to demonstrate how to use standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the needs of the student and the requirements of the core curriculum; they demonstrate their knowledge through an Instructional Unit Plan.

SPED 520: Assessment in Special Education
Candidates read about and discuss the role of assessment in the IEP/SST process, as well as RTI for students who are not responding to instruction, and how to share this information with members of the IEP team in order to collaboratively develop goals and objectives.
In addition, candidates learn to take and use student data in order to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions in the Positive Support courses, SPED 322, Introduction to Positive Behavior Support, and SPED 522 Positive Behavior Support, in the Assessment course, SPED 520: Assessment in Special Education, and learn to apply this knowledge in the field in SPED 489A: Directed Teaching Activities. For example, in Week 2, candidates complete a Functional Behavioral Assessment, beginning by collecting anecdotal (A-B-C) data on a student, noting challenging behaviors, then plan, implement and evaluate a positive behavior support plan for this student, modifying it as needed over the weeks of student teaching. In Week 3, candidates must begin to develop methods for tracking student performance in all areas, again, adjusting instruction as needed over the weeks.

The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild to moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild to moderate reading disorders.

Candidates are prepared to use evidence-based practices in reading/language arts, SPED 482A: Curriculum and Methods for Individuals with Disabilities (M/M). Demonstrate knowledge of evidence-based curricula and instructional methods for reading/language arts instruction for students with MM reading disorders by participation in numerous in class activities and then finally writing their Instructional Unit Plan.

In SPED 433 Reading and Language Arts Instruction, candidates watch videos of classrooms in which teachers use a variety of grouping structures and demonstrate active participation and engagement strategies. Candidates read about effective strategies for reading/language arts instruction and how to identify weaknesses and possible disabilities in these areas. Candidates practice these skills by conducting an assessment, analyzing the data, and planning instruction that addresses student weaknesses and strengths. Candidates watch both in-class and video demonstrations of strategies and instructional methods for reading/language arts that are effective for students with mild to moderate disabilities, including a video of an entire class with intellectual disabilities, and a video with an entire class of children with learning disabilities. Candidates complete an IRIS Case Study- Fluency and Word Identification Grades 3-5 and read the Info Brief- Improving Word Identification Using the Strategic Instruction Model (SIM).

The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment SPED 482A: Curriculum and Methods for Individuals with Disabilities (M/M) Candidates demonstrate during class case studies and group planning of their knowledge of strategies and interventions for students who are not responding to the current instructional environment. Module Four highlights an example of Air Force mission planning – the steps taken to fly a mission and provides the analogy to lesson planning and highlights the importance of planning and really looking at the individual student to discover why they are not responding and what can be done to support them.

During first semester coursework, in SPED 433 Reading and Language Arts Instruction, candidates watch several videos of real classrooms in which students are achieving at a variety of
levels, and read the textbook which includes information on expected development birth-grade 12 how to identify and provide interventions for students who do not respond to the instructional environment. Candidates complete IRIS Modules on tracking student progress in order to identify those who are not responding: IRIS Modules, RTI Part 3: Reading Instruction and Classroom Assessment Part 2: Evaluating Reading Progress.

In **SPED 432** Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science candidates complete several activities that require candidates to demonstrate effective strategies and to monitor student progress, including Math and Science Content Standards Review and Progress Monitoring Inclusive Math/Science Final Project.

During **SPED 488** Directed Teaching in General Education, candidates attend staff meetings, Student Study Team meetings, school-wide intervention team meetings, and/or parent conferences as scheduled.

Both the prerequisite **SPED 322**, Introduction to Positive Behavior Support, and second semester **SPED 522**, Positive Behavior Support train candidates to recognize behaviors that are interfering with learning and to provide appropriate interventions, modifying as needed.

In **SPED 489A**, Directed Teaching in Special Education M/M, candidates complete an IRIS Module on RTI: Putting It All Together to demonstrate knowledge of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

The first semester course, **SPED 421** Working with Families of Individuals with Disabilities is a class solely devoted to training candidates to work successfully with parents. For example, Module 10 is entitled Families as Partners in the IEP Meeting. In Module 8 candidates read about Communicating and Collaborating Among Partners: Creating a Collaborative Environment, using Positive Interpersonal Communication Skills and in Module 7, Partnerships as Archways: Communication, Professional Competence, Respect, Commitment, Equality, and Advocacy. In **SPED 432** Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science, candidates create a Math Night Activity for parents to use. In **SPED 433** Reading and Language Arts Instruction, partnerships with parents are discussed almost weekly for their engagement at all stages of reading development.

During their second semester coursework, candidates take **SPED 482A**, Curriculum and Methods for Individuals with Mild/Moderate Disabilities. The AIMS Scholar program (a federally funded grant in our department) used the mentors (veteran teachers from local school districts) to design a SAIS account for all the students in the CSU Fullerton Education Specialist program that is utilized in **SPED 482A** to practice using standards-based assessment data to collaboratively develop IEP goals and then how to use the SAIS program (used in many of our local school districts) to align the goals.
In **SPED 520 Assessment in Special Education**, candidates must collaborate with peers to use standardized assessments to write IEP goals for a Case Study student. This prepares them for the **Final Case Study assignment** which is done individually and assessed by rubric.

**M/M) Standard 4: Positive Behavior Support**

*The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students.*

Two courses in the program are designed to meet this standard. The first is **SPED 322**, Introduction to Positive Behavior Support. This course is a **prerequisite** for admission to the program. The learning goals for this course are:

1.0 Basic Concepts of Applied Behavior Analysis
   1.1 Demonstrate the understanding that ABA is the theoretical foundation for PBS.
   1.2 Describe and recognize the application of basic technology of operant principles: reinforcement (positive and negative), punishment, stimulus control, and stimulus discrimination
   1.3 Employ basic operant principles to change or generate one positive behavior, make recommendations for maintaining and generalizing this behavior, and write a related IEP goal.
   1.4 Identify one problem behavior & prepare an operational definition of this behavior.
   1.5 Implement basic tools of observing and recording behavior (ABC chart, frequency counts, interval recording). Describe and recognize group contingencies.
   1.6 Define basic aversive procedures typically implemented to decrease challenging behavior (time-out, response cost, overcorrection, verbal reprimands), describe problems related with a punishment paradigm, and describe ways of changing a punitive management system into a positive reinforcement system.
   1.7 Describe the current laws that mandate against the use of aversive intervention and require implementation of PBS.

2.0 Quality of Life & Class-wide/School-wide Positive Behavior Support
   2.1 From understanding of the 3-tiered model of School-wide Positive Behavior Support, assess quality of life, setting events and antecedent variables in a real setting.
   2.2 Demonstrate an understanding of how these indicators affect classroom support at the individual, class-wide & school-wide level.
   2.3 Based on results of assessment, design ecological or environmental modifications that will prevent challenging behavior from occurring.

**SPED 522** Positive Behavior Support expands on the knowledge and skills learned in the first course. It is taken during the **second semester of the Preliminary program**. The learning goals are:

1. Describe basic technology of operant principles: reinforcement (positive and negative), and punishment, stimulus control, stimulus discrimination, and stimulus generalization.
2. Demonstrate an understanding of these basic principles by describing application of these principles in the literature
3. Describe difficult or challenging behaviors and identify them as they occur in the classroom or community.

Applied Behavior Analysis & Classroom/School Management

4. Prepare an operational definition of a difficult or challenging behavior,

5. Implement basic tools of observing and recording behavior (ABC chart, frequency counts, interval recording, and Scatter Plot),

6. Describe basic applied procedures typically implemented to decrease challenging behavior (Differential Reinforcement of Other Behavior-DRO, DRA, DRL)

7. Apply these basic principles to Classroom/School Management

8. Describe basic aversive procedures typically implemented to decrease challenging behavior (Time-out, response costing, overcorrection, verbal reprimands)

9. Review the literature and consolidate to demonstrate discrimination between aversive and non-aversive interventions implemented to decrease challenging behavior

10. Review the current literature that demonstrates effects of Positive Behavior Support

11. Describe the current laws that mandate against the use of aversive intervention.

Quality of Life Indicators

12. Assess quality of life, setting events and antecedent variables for your target student.

13. Based on results of assessment, design modifications in ecological or environmental factors that will reduce the likelihood of the challenging behavior, or prevent the challenging behavior from occurring.

14. Demonstrate an understanding of how these indicators affect classroom support.

Functional Assessment

15. Describe the four main motivations underlying challenging behaviors and how challenging behavior serves a communicative function

16. Administer the following instruments to perform a functional assessment of challenging behaviors: Scatter Plot, ABC, Significant Other Interview, Behavior Map, Communicative Functions Analysis, Motivation Assessment Scale, quantitative data collection, ecological and learning style inventories.

Hypothesis Testing

17. Based on results of data collection, summarize data in written form,

18. Generate hypotheses based on data results

19. Test hypothesis with your target student

Positive Behavior Support Plan

20. Design and implement a Positive Behavior Support strategy for reducing challenging behavior in all of the five following areas: (1) Life style enhancement, stimulus changes, or setting modifications, (2) new, efficient, functionally equivalent replacement behavior, (3) positive consequences, (4) emergency management.

21. Demonstrate an understanding of the application of a Positive Behavior Support approach in contexts of the general education classroom, campus and community settings.

22. Demonstrate an understanding of the application of Positive Behavior Support to students with mild to moderate disabilities, students with moderate to severe disabilities, and students with no known disability or students who are "at risk" who are of all ages (infants to adults). The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.
Requirements for **SPED 322**, Introduction to Positive Behavior Support, include activities that require candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments:

**Class-wide System Evaluation (CSE)**
This assignment requires access to a classroom (or birth-22 setting) for a minimum of 5 hours spread across a minimum of 2 observations. The instructor will provide specific details to assist you in gaining this access. All sites will require instructor approval. Once you have identified an available site, you will conduct a class-wide system observation, complete the instructor-provided observation form, and write up an evaluative summary including an interpretation of the data. In the interpretation of the data, you will need to synthesize, integrate, and detail how the design of the classroom is contributing to/maintaining positive behavior and/or challenging behavior. Note: The instructor will not distribute the CSEs to school staff. Specific assignment guidelines, samples, and a grading rubric will be provided.

**Class-wide System Proposal (CSP)**
Based on the results of the CSE, and using categories from the observation form, write up a proposal for how the design of the class-wide system could be improved in order to support positive behavior and eliminate challenging behavior. Note: The instructor will not distribute the CSPs to school staff. Specific assignment guidelines, samples, and a grading rubric will be provided.

**Individual Instructional Plan (IIP)**
This assignment requires access to an individual student (or neighbor, friend, own child, etc.). Once you have identified an available individual, determine a goal (i.e., an appropriate behavior) to be achieved, format the goal using Mages “Condition, Behavior, Criterion” components, and write up an instructional plan for how the goal will be met using applied behavior analytic technology (based on what you have learned in class). Then, attempt to implement your instructional plan and record data on the appropriate behavior. You will submit the IEP goal, the instructional plan, and the collected data. Specific assignment guidelines, samples, and a grading rubric will be provided.

Candidates must implement these activities in their Directed Teaching placement **SPED 489A**: Directed Teaching in Special Education M/M. It is included in the **Activities** for this course. This assignment requires candidates have access to individuals with degrees of challenging behavior. “The individual does not necessarily have to be identified for special education services, however keep in mind that the knowledge you gain working with this individual should be generalizable to other individuals with challenging behavior. It is highly recommended that this individual exhibit high-frequency behaviors. Select a target individual to conduct your Positive Behavior Support Intervention Project. Once you have received your Directed Teaching assignment, you will begin collecting data as soon you have received approval (cooperating teacher, parent). You will complete the instructor provided ADA forms, write up an evaluative summary including an interpretation of all raw data, develop a hypothesis, and present the results of your data in the template provided that can be downloaded from TITANium. All documents
(e.g., SPED 522 BPS Guide and ADA Template, hypothesis chart) must be submitted electronically."

The program prepares candidates to participate effectively in school wide behavior support processes.

Candidates are trained to work across programs with the IEP teams, general education teachers, and other professionals to provide effective positive behavior support in a variety of educational settings beginning in the prerequisite phase of the program with SPED 322, Introduction to Positive Behavior Support,. CWPBS is learned in several activities: introduced in the text and lecture in Week 3, through IRIS Modules and materials on Effective Room Arrangement, Fostering Student Accountability for Classroom Work and Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management, and by reading Norms and Expectations; the Behavior Game, Wrap-around Supports, Primary Prevention; Secondary Prevention; and Tertiary Prevention.

They practice their learning in the first field experience, SPED 488. For example, during Week 3, candidates complete a PBS Teacher Curriculum and Instruction Inventory and create a classroom management checklist. During Week 4, “based on the results of your PBS assessments, develop a class-wide PBS proposal that addresses environment, instruction, prevention, and reinforcement.”

In SPED 522 Positive Behavior Support a course goal is to: Demonstrate an understanding of the application of a Positive Behavior Support approach in contexts of the general education classroom, campus and community settings. They do this by learning about how to generalize positive behaviors to a variety of settings outside of the classroom. This is practiced with a case study student during the second field placement SPED 489A: Directed Teaching in Special Education M/M Weeks 6-10.

The program ensures candidates demonstrate an understanding of the legal requirements for the discipline of students with disabilities (i.e., IDEA 1997, manifestation determination, FBA, BIP, stay put provision, discipline, interim alternative setting). In SPED 322 Intro Positive Behavior Support this information is presented to candidates in the form of a Power Point presentation (See Topic 3 on syllabus) and in assigned readings (text, PBIS website).

In SPED 429 Introduction to Collaboration and Consultation, candidates learn about special education law, including manifestation determination meetings. Candidates complete an online module that using materials such as LDOnline and a Manifestation Determination Worksheet, complete a quiz and participate in a discussion with peers.

(M/M) Standard 5: Specific Instructional Strategies for Students with Mild to moderate Disabilities

The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how mild to
Candidates learn skills related to the teaching of evidence-based methods for teaching developmental reading, writing, speaking, and language development and subject-specific reading skills to students with mild to moderate disabilities in several courses, however one course is dedicated to this standard: **SPED 482A**: Curriculum and Methods for Individuals with Disabilities (M/M).

During **SPED 482A** the candidates learn to understand the operational definition of the disabilities in the mild/moderate category (according to California Department of Education) and they see that the language used here in this standard (reading, speaking, listening, written language, and mathematics) is the operational definition of a learning disability (Module 10). With this knowledge they are able to use the tools and techniques obtained in the course to design lessons for these areas. Candidates learn a wide variety of evidence-based practices for the teaching of reading/language arts, mathematics, and content area reading. Candidates participate in reading and discussion lessons and hands-on lesson writing sessions designed to demonstrate knowledge and skill in teaching reading, speaking, listening, and written language and mathematics to insure access to the general education curriculum across settings. For example, one of the online assignments (**Online D**) asks the candidate to read “Framing Essential Questions”. Research projects framed by essential questions remove students and teachers from simply being information gatherers to actual consumers of information. Essential questions require K-12 students to make meaning from the information they have gathered by analyzing, synthesizing, or evaluating the information based on specific criteria they have set up through subsequent questions. The answers to essential questions cannot be found in a book or on a website. Students must construct their own answers and create new meaning from the information they have gathered. This is a key strategy for Common Core implementation. Candidates must create a Common Core lesson using the concepts of essential questions and post on the form for all classmates to view; thus allowing them to view many different grade levels and lesson scenarios. Candidates review early literacy concepts, including the science of reading research and the development steps of early literacy. The candidates are also exposed to many supplemental programs used in the schools by participating in a walk around activity during class to view the programs – these include but are not limited to Language!, Success for All, LindamoodBell, English 3D etc. in Module 8.

Candidates participate in sample lessons designed to support demonstration of knowledge and skill at applying effective methods for teaching conventions and composition skills necessary for writing. Candidates participate in a focus activity designed to critically review samples of lessons for demonstration of the ability to adapt curriculum to ensure access to all content area standards. Candidates complete an Observation of reading/language arts lessons at different grade levels and compare them. They also complete a Teaching Case Study using SIOP and Unit Plan using effective content-area strategies such as SIM (Strategic Instruction Model) learned in Module 5.
During the prerequisite phase, in SPED 425, Foundations of Teaching and Learning for Students who are CLDE are introduced to effective teaching models for English Learners, including SIOP.

During the first semester, candidates learn to co-teach and collaborate with general education professionals regarding students with IEPs in general education settings in SPED 429 Introduction to Collaboration through quizzes on readings and lectures on co-teaching and collaboration. Candidates demonstrate the ability to use these skills in SPED 488 in which they plan, implement and reflect on a co-taught lesson that is differentiated for students with disabilities, those who are gifted and talented, and English Learners. This experience is reinforced in the second semester in SPED 482A: Curriculum and Methods for Individuals with Disabilities (M/M) when candidates view examples of co-teaching and collaboration with GE professionals regarding students with IEPs in GE settings. Module 7 assists the candidates in reviewing what was learned in SPED 429 and extends their learning related to collaboration with rationale as to why collaborate, and data from schools where successful collaboration took place. Additionally a class period is dedicated to looking at data from sites where successful programs are in place and analyzing why these programs have been able to show individualized student progress for students with mild/moderate disabilities that are fully included or those who spend time in cotaught classrooms.

During the first semester, SPED 433 Reading and Language Arts Instruction trains candidates in all aspects of teaching of reading, speaking, listening, written language through lectures, readings, class discussions, videos of methods and materials and application in the field through a case study in the field in which candidates assess, plan instruction, and evaluate instruction for a child in the general education environment. Candidates create literature-based lessons based on the California Framework and include adaptations for a range of learners in general education.

SPED 432 Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science, candidates learn in-depth knowledge of mathematics instruction through lectures, creation of standard aligned instructional activities, and standard aligned lessons in math and science that include adaptations. Candidates review the content standards in Math and Science and become familiar with the frameworks. Candidates demonstrate knowledge and skill in teaching mathematical skills, applications and problem-solving methods by participating in a round robin sharing of mathematics lessons and viewing samples of research based lessons.

SPED 489A Directed Teaching in Special Education M/M Activities provide opportunities to practice these skills. For example, in Week 6 under Planning Instruction and Designing Learning Experiences for Students by requiring candidates to “Document your ability to encourage students' speaking and listening proficiency by engaging students in oral language activities such as role-playing, storytelling, informal discussion and formal presentations.” Week 9, under Planning Instruction and Designing Learning Experiences for Students, candidates must plan an Inclusive Lesson that you will teach to a small or large group of same-aged typically developing students and at least 3-4 students with disabilities or on 504 Plans. This lesson should be approximately 30-50 minutes and include the following components: differentiated
instruction, universal design, social communication (between students with and without disabilities), and Assistive Technology as needed for the student(s) with disabilities. In addition, they must use and reflect on the effectiveness of a variety of AT and AAC, if applicable. For mathematics, in Week 4, under Assessing Student Learning, candidates must teach a series of at least three math or science lessons over the next two weeks – write performance objectives using the model from the Foundations and Methods courses. Evaluate student learning and revise daily lessons accordingly. Record student progress on a data sheet.

The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

**SPED 433** Reading and Language Arts Instruction trains candidates to teach students the conventions and composition skills that enable them to communicate through writing, and in **SPED 432** Special Education Curriculum and Instruction in the General Education Classroom—Mathematics and Science, how to teach mathematical skills, applications and problem-solving methods. In **SPED 482A**: Curriculum and Methods for Individuals with Disabilities (M/M) candidates learn in Module 5 about strategies and teaching routines from the Strategic Instruction Model that can be used to select and adapt standards-based curricula and supplementary materials. These skills are applied in **SPED 488** Directed Teaching and SPED 489A, Directed Teaching in Special Education M/M.

**(M/M) Standard 6: Case Management**

The program prepares candidates in case management practices and strategies for students with mild to moderate disabilities and for those referred for special education services.

Candidates develop skills in case management including legal & instructional requirements for students with mild to moderate disabilities in their first semester in the program and are reinforced during the second semester of the program.

In **SPED 429** Introduction to Collaboration, candidates receive information through lectures and readings on special education law in Module 4 Case Management and SPED law and Module 5 Writing a Legally Defensible IEP. Candidates learn skills for collaboration, communication and documentation of student needs, services and progress for identified students with mild to moderate disabilities. They read about conflict resolution and are assessed through exams. In addition, in Module 1, The Roles of an Education Specialist as Collaborator and Case Manager candidates learn about the roles of a special educator and effective collaboration and conflict resolution which are necessary skills in case management. They are assessed through quizzes and practice their understanding of the IEP/IFSP based upon their reading of the selected material and observation of an actual IEP.

**During the second semester**, In **SPED 520**: Assessment in Special Education, candidates read about utilization of assessment data for the IEP goals and progress. The final activity is a Case Study and Presentation in which candidates examine a fictional student’s case history and testing profile and discuss the results in terms of identification for special education, placement, and
programming. Candidates learn and practice skills of monitoring of student progress on a regular basis, participation in the review and revision of IEP’s as appropriate, and referral of pupils who do not demonstrate appropriate progress to the IEP team in several courses.

Candidates demonstrate skills in providing consultation, resource information, and materials regarding individuals with exceptional needs to their parents and to staff members beginning in the first semester with SPED 401 Introduction to Autism Brochure assignment.

In the final Directed Teaching experience, SPED 489A: Directed Teaching in Special Education M/M, candidates are reminded of their role in case management and providing due process with a narrated presentation on Due Process and Paperwork must provide evidence of their knowledge of timelines, parent notification/permission, parent rights, student involvement, written IEP, IFSP, and/or ITP and then follow-up evaluations. They must also record performance of students by maintaining adequate records of performance sessions, and participate in a final evaluation of student progress and program effectiveness with their University supervisor. For example, Week 2 under Professional, Legal, and Ethical Obligations candidates are required to review IEPs for all students, either ask the Cooperating Teacher, or for Interns, their Support Provider, for how he or she charts student progress toward the goals, or develop and chart their own system for tracking IEP goals in order to monitor progress. Under the same category Week 3, candidates must explore and record relevant outside agencies that collaborate with the school to provide services for students with MM disabilities and how these are communicated to parents. Candidates must watch a video lecture on “What every Special Education teacher should know about SPED Law” that focuses on Due Process and other legal responsibilities related to Case Management.

**Moderate to Severe Disabilities (M/S)**

**(M/S) Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities**

_The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery._

The program ensures that candidates demonstrate knowledge and understanding of the full range of intellectual, behavioral, social/emotional, communication, neurological, sensory and/or motor impairments in students with moderate/severe disabilities by presenting this content in several courses throughout the program, beginning with the program’s three pre-requisite courses:

**SPED 371**: Exceptional Individual introduces candidates to the range of disabilities covered under IDEA and their general characteristics. Candidates demonstrate knowledge of the characteristics of students with mild to severe disabilities and the possible resultant
social/emotional/learning problems through readings, participation in class discussions, and essay examination.

In **SPED 322**: Introduction to Positive Behavior Support, candidates learn to determine behavioral, social and emotional characteristics of students with mild to severe disabilities and the possible resultant social/emotional/learning problems, and provides instruction on how to prevent and intervene in positive ways through course readings, lecture, and PowerPoint presentations.

In **SPED 425**: Foundations of Teaching and Learning for Students who are CLDE, candidates demonstrate knowledge of the characteristics, instruction, and assessment of students with mild to severe disabilities who are also English Learners. Students complete an Assessment Investigation activity.

Once admitted, candidates take courses to prepare them for application of this knowledge in the field. In these courses, candidates learn about typical and atypical behaviors, social emotional effects and the implication of these characteristics for services and behavior intervention.

In **SPED 401**: Introduction Autism, Candidates demonstrate knowledge of the symptoms (as they compare to typical developmental milestones and behaviors) and learning characteristics of students with autism spectrum disorders and determine the implications for service delivery through readings, online discussion, and case study and exam assessment.

**SPED 464**: Characteristics of Students with Moderate to Severe Disabilities is the primary course designed specifically to meet this standard. Candidates learn to identify the need for and provide the appropriate support to address the unique learning needs of students with moderate/severe disabilities. Candidates demonstrate this learning with the Disability Characteristics Topic Paper and handout in which they study a disability area in depth and present it to their peers. This assignment also requires candidates to research how the disability affects learning in the classroom, community, and workplace, and develop strategies for supporting interactions between students with m/s disabilities and their typical peers. In addition, they complete a Student Profile Paper that requires them to (a) become familiar with a student with a moderate/severe disability, (b) gather information about his/her life and educational program, and (c) reflect on the student’s present and future educational program goals. Candidates use the knowledge acquired throughout the course to identify best practices for the student with moderate/severe disabilities. Finally, candidates complete a Longitudinal Transition Plan Final Exam that includes developing a transition plan across the lifespan for a case study student with moderate/severe disabilities.

**SPED 464 Course Objectives**

1. Students will define the learning, personal-social, sensory and physical characteristics of persons with moderate/severe disabilities
2. Students will define the history, research, legislation, and philosophy of services for persons with moderate/severe disabilities.
3. Students will apply their knowledge of the history of normalization and social role valorization to best or most promising practices for students with moderate/severe
disabilities.

4. Students will understand the contemporary research-based best or most promising practices for students with moderate/severe disabilities.

5. Students will understand the connection between research and effective practices within all aspects of individuals’ environments (e.g., school, home, community, workplace) emphasizing participation in general education curriculum, activities, and settings.

6. Students will understand the connection between learning characteristics (e.g., cognitive, language & communication, generalization, etc.) and the planning and development of programs for students with moderate/severe disabilities, with consideration of cultural or linguistic diversity.

7. Students will understand how inclusion positively impacts the culture of schools and individuals.

This content is reinforced in SPED 482B: Curriculum and Methods for Individuals with M/S Disabilities through lecture, task analysis assignment, inclusive lesson assignment, inclusion plan, literacy assignment, and language and communication assignment. Through these requirements, candidates demonstrate knowledge of appropriate strategies to develop skills such as independent living skills and receptive and expressive communication skills.

SPED 489B: Directed Teaching in Special Education (M/S) requires candidates to apply their knowledge of disability characteristics and service delivery within their field placements through observed and evaluated daily classroom instruction and management, weekly teaching activities and case study projects such as task analyses for the following domains: self-help, functional academics, or movement/mobility/sensory/ specialized health care (see 489B Weekly Teaching Activities & Case Study Projects). Furthermore, in conjunction with SPED 522: Positive Behavior Support, candidates identify their case study students’ needs and strengths, and related goals and strategies.

(M/S) Standard 2: Communication Skills

The program provides opportunities for each candidate to demonstrate the ability to assess their students’ verbal and non-verbal communication abilities. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge.

Candidates demonstrate the ability to assess their students’ verbal and non-verbal communication abilities, address their communicative needs, and promote choice making, independence, and self-advocacy in SPED 401: Introduction to Autism, SPED 482B: Curriculum and Methods for Individuals with M/S Disabilities, SPED 489B: Directed Teaching in Special Education (M/S), and SPED 522: Positive Behavior Support.

In SPED 401, candidates learn language and communication assessment, verbal and non-verbal communication interventions and strategies, social communication facilitation strategies, and
social communication goal writing. Concepts such as student choice and motivation, natural and inclusive environments, age-appropriateness, and typical peer interaction are emphasized. Learning is assessed through online discussions, exams, and case studies.

**SPED 482B** serves as the primary course that addresses this standard. The course goals include:

5.0 The candidate will apply the appropriate instructional strategies needed to assist students with moderate/severe disabilities in developing their repertoire of skills in inclusive settings with their typical peers,

5.1 use of natural cues in the environment to generate responses,

5.2 discrete & massed trial format; shaping, fading, & prompt hierarchies; chains of behavior,

5.3 incidental teaching of communication skills, use of choice-making opportunities,

5.4 positive behavior support,

5.5 principles and schedules of reinforcement, and

5.6 generalized and maintained responding.

6.0 Given the research background on typical language acquisition and acquisition of individuals with significant disabilities, the candidate will assess and develop functional, age-appropriate language programs based on assessment results that

6.1 address language needs of the student with moderate/severe disabilities,

6.2 take into consideration English Language learners, and

6.3 make use of augmentative and alternative communication systems.

Candidates demonstrate their learning through the Language and Communication Assignment and the Inclusion Lesson Plan. Candidates also receive a demonstration of a variety of assistive and augmentative devices for communicating and demonstrating student academic knowledge.

In **SPED 522**: Positive Behavior Support, candidates use resources provided to assess verbal and non-verbal communication skills across contexts. Candidate learning in the assessment of skills and the use of assessment data is demonstrated in the Assessment Data Analysis (ADA) assignment. Further, candidates learn to develop instructional plans (consisting of goals, materials, prompting strategies, and environmental variables) for teaching functional communication skills across a variety of settings. This learning is demonstrated in the Behavior Intervention Plan assignment, in which candidates use the ADA to design environmental, antecedent, and consequence. The concepts of self-advocacy, quality of life, and participation in school and community settings with typical peers are emphasized and included in these assignments.

In **SPED 489B**: Directed Teaching in Special Education (M/S), candidates demonstrate their abilities to assess and implement strategies, techniques, and technology that enhance effective communication in a variety of educational environments. Early in their field placements, candidates get to know students’ names, methods for communication, likes/dislikes, strengths and needs. They also assess their students’ verbal and non-verbal communication abilities using the Quality of Life Assessments. Moreover, candidates create a map of the classroom and note the effects of the environmental stimuli (or lack thereof) on student communication and socialization. While candidates have opportunities to work one-on-one with students with M/S disabilities across domains of learning (communication, socialization, self-help, self-
determination, functional academics, vocational training, and transition), they also conduct inclusive lessons with small or large groups consisting of same-aged typically developing students and one or more students with M/S. The Inclusive Lesson and Inclusion Plan Assignments incorporate differentiated instruction, universal design, partial participation, and social communication (between students with and without disabilities), and AAC. In the middle and end of their field experience, candidates assess students for use of low and high assistive or augmentative technology and use the results of this assessment along with student goals to plan for/develop/implement AT (489B Weekly Teaching Activities & Case Study Projects).

Candidates conduct communication assessments on students across age levels. In SPED 522 Positive Behavior Support, candidates design communication methods (e.g., PECS, visual) to support student academic knowledge and behavior students conduct single subject research (see syllabus for Assessment Data Analysis, Behavior Intervention Plan), develop a plan for instruction, and implement intervention. Pre-post data are gathered across environmental settings and data are evaluated for student’s acquisition of the functional equivalent communicative response.

In SPED 401 Introduction to Autism, candidates receive video examples of teaching communication using evidence-based practices, and they respond to a vignette by identifying best practices for assessment and intervention as a means of addressing communication skills. Candidates also review model examples with specific research-based strategies for facilitating social communication.

SPED 401 Introduction to Autism includes lectures during Weeks 8 and 9 with presentations on Picture Exchange Communication Systems (PECS) and Assessing and Selecting Language Goals, and assessment of communication methods for expressing academic knowledge through a Case Study assignment. The Communication Case Study consists of four vignettes of student descriptions for candidates to analyze then answer questions related to IEP goals, assessment, and evidence based intervention strategies (e.g., prompts and reinforcement).

In SPED 482B Curriculum and Methods for Students with Moderate/Severe Disabilities, candidates learn about pathways to successful inclusion that include accommodating and modifying lessons so that all students learn together (PowerPoint lecture) and they complete an inclusive literacy lesson assignment. They also learn about UDL and complete a discussion board posting reflecting on their perspectives of inclusion and UDL.

While enrolled in SPED 482B, candidates participate in assignments related to a variety of standards. In relation to Standard 2, the inclusive literacy lesson allows teacher candidates to directly implement instruction of communication methods to demonstrate academic knowledge. This assignment requires that candidates plan an inclusive literacy lesson for students with moderate severe disabilities and their typical peers using principles of UDL to plan the lesson. During the lesson, teacher candidates are required to include several aspects to the lesson, including opportunities for learners with disabilities to utilize the natural classroom cues to respond during the lesson. During instruction, teacher candidates are required to embed choice making opportunities and utilize reinforcement in addition to other positive behavior support
strategies to increase student learning behavior. The assignment requires that teachers reflect upon their experience of teaching an inclusive lesson, including how the students can generalize and maintain their knowledge.

Also as part of SPED 482B, candidates receive information on AT/AAC. A specialist working in the field of AT/AAC provides in-class lecture in addition to a compilation document of AT/AAC examples that can be used in the classroom. After learning the information during lecture, candidates must identify a student and their age, academic level, social development, and current language skills, including identifying if they are an ELL. Based upon this information, the teacher candidate must provide a reasonable recommendation for how the student would benefit from an AT/AAC device. This assignment allows teacher candidates to plan for implementation of instruction of communication methods to for students to demonstrate academic knowledge.

Finally, as part of SPED 482B, candidates participate in a Forum on Universal Design that requires them to consider the classroom in which they are placed for Fieldwork 489B, then “provide information on how Universal Design for Learning can positively impact Inclusion for students with disabilities and how UDL would support a student in your placement/classroom in an Inclusive setting.”

In SPED 489B Directed Teaching in Special Education, candidates identify a case study student with communication and social needs and are expected to complete tasks such as functional communication training (BIP), use of AAC/AT, and inclusive lessons.


*Each candidate collaborates with others to facilitate each student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.*

Candidates learn to collaborate with parents, professionals, and others to enhance the social-educational experiences for students with moderate-severe disabilities. Inclusive education and the importance of social interaction with same-aged typically developing peers are emphasized throughout the program for the purposes of fostering students’ social development and overall quality of life.

To help Candidates learn to collaborate with general educators and to include students with moderate-severe disabilities with typically developing peers, Candidates spend time during their pre-requisite term and first semester observing, assessing, and evaluating general education environments and curricula (SPED 322: Introduction to Positive Behavior Support and SPED 432: Math/Science). Further, Candidates learn to re-design general education environments and curricula (i.e., universal design for learning, accommodations/modifications) for the benefit of all learners.

Also during this part of their program, Candidates learn to collaborate and co-teach with general education teachers (SPED 429: Collaboration and SPED 488: Directed Teaching for Education
Specialists in the K-8 General Education Setting). Specifically, Candidates practice working with general educators to co-develop and co-deliver differentiated lessons, using accommodations/modifications where needed. As a follow-up, the pair co-reflects on the strengths and weaknesses of these lessons. This process better informs Candidates of ways to facilitate inclusive education, social integration, and social interaction.

In **SPED 464**: Characteristics of Students with Moderate/Severe Disabilities, candidates complete the Student Profile and Disability Characteristics Topic Assignments (both described in the syllabus), which involve interviews with stakeholders of students with moderate-severe disabilities. Through these assignments, candidates learn about the ways in which disability impacts students’ socialization (among other areas); they reflect on and evaluate the quality of life and educational programming for this population of students; and they identify evidence-based practices and contexts for improving their social-educational experience.

In **SPED 401**: Introduction to Autism, a knowledge base of current social techniques and methodologies that address the unique social communication needs of students in this category are covered. Candidates learn multiple strategies and programs for facilitating reciprocal social communicative interactions with typical peers and enhancing students’ meaningful relationships at school. Learning is assessed via online discussion posts that include a reflection of the importance of social development, a description of their proposed use of one best practice social skill/facilitation strategy, and IEP goal writing related to social skills. This material is also assessed in the final exam.

In **SPED 488**: Directed Teaching for Education Specialists in the K-8 General Education Setting, candidates are required to “get to know your school” by meeting, observing, and interviewing a variety of school site staff and participating in school events as well as staff meetings. For example, candidates interview school administrators about school-wide rules, concerns, supports, and consequences, familiarize themselves with the behavior support systems (e.g., expectations/rules, positive and punitive consequences, preventative strategies), and make note of the impact on individual students as well as whole classroom functioning. They then work with their Cooperating Teachers to develop and implement a class-wide positive behavior support plan that will facilitate the social and academic functioning of all students.

During the second semester, candidates are required to create and implement Task Analyses and Behavior Intervention Plan to improve students’ social and self-determination skills (**SPED 482B**: Curriculum and Methods for Individuals with M/S Disabilities, **SPED 489B**: Directed Teaching in Special Education M/S, and **SPED 522**: Positive Behavior Support); design and implement Inclusion Plans in collaboration with general educators (**SPED 482B** and **SPED 489B**); collaborate with parents and professionals to assess, identify, maintain, and generalize socially-appropriate behaviors (**SPED 489B** and **SPED 522**); and participate in team planning sessions and IFSP/IEP/ITP meetings (**SPED 489B**). Candidates work with their Cooperating Teachers to examine goals and objectives as well as present levels of functioning to determine supports needed for inclusion and interaction with typical peers in age-appropriate natural settings (**SPED 489B**).
In sum, Candidates are given multiple opportunities throughout their program to interact and collaborate with families and professionals of students with moderate-severe disabilities (in addition to the students themselves). Candidates have multiple course and fieldwork assignments to learn about current social methodologies, to understand the importance of social relationships and the impact disability has on socialization, and to facilitate students’ social development across natural environments.

(M/S) Standard 4: Assessment, Program Planning and Instruction

*Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students’ meaningful participation in core, standards based curriculum life skills and wellness curriculum, and progress toward IEP goals and objectives.*

In **SPED 520**: Assessment in Special Education, candidates learn to conduct assessments such as the Vineland Adaptive Behavior Scales and MAPS, and to use assessment results for program planning. Candidate learning is demonstrated by the test observation, test critique, and case study assignments.

In **SPED 522**: Positive Behavior Support, candidates conduct multiple person-centered and strength-based assessments (e.g., Reinforcer Inventory, Modality Strength, Communication Questionnaire) that require both interviews and direct observations to complete. To demonstrate their ability to understand assessment results and use them for program planning, candidates complete an [Assessment Data Analysis (ADA) assignment](http://www.example.com) and develop a thorough [Behavior Intervention Plan (BIP)](http://www.example.com), which includes functional skills for use across multiple settings (classroom and non-classroom contexts), IEP goals/objectives, instruction and data collection, and collaboration across stakeholders.

In **SPED 401**: Introduction to Autism, candidates specifically learn about student motivation and strategies for motivating students to engage in learning and social communicative interactions. Instructional strategies such as the use of functionally related reinforcements (and reinforcer assessments), providing choices, embedding interests/preferences, and more are highlighted with respect to teaching communication, socialization, and other domains of functioning. Candidates demonstrate their understanding of this material via case studies, online discussions, and exams.

In **SPED 322**: Introduction to Positive Behavior Support, candidates are required to demonstrate their understanding of these instructional techniques, particularly with respect to motivation for active participation and learning of diverse groups of learners, by observing and evaluating a current classroom program ([Class-wide System Evaluation](http://www.example.com)) and developing a proposal ([Class-wide System Proposal](http://www.example.com)) for improving these techniques within the classroom for the benefit of all students.

In **SPED 482B**: Curriculum and Methodology for Students with M/S Disabilities, candidates acquire systematic instructional techniques across the domains of functioning (daily living, affective and cognitive) and demonstrate their knowledge via discussions and reflections, in-
class activities such as role-plays, and assignments such as the inclusion project, the literacy project, and the task analysis assignment.

In SPED 522: Positive Behavior Support, candidates gain greater knowledge of this content and demonstrate their knowledge of the content through the Behavior Intervention Plan assignment.

In SPED 488 and SPED 489B, while in their Directed Teaching placements, candidates assess and evaluate the instructional techniques in place, propose plans for improved practice, and implement and re-evaluate their plans. Further, candidates are required to include a self-reflection following each formal lesson plan and task analysis as well as complete a weekly reflection log covering their overall experience/practice.

The program ensures that candidates demonstrate the ability to provide appropriate support to each student through the effective coordination and supervision of classroom assistants who present instructional materials and care for the physical needs of students with moderate/severe disabilities by applying their knowledge of coordination and collaboration in the field (489B Weekly Teaching Activities & Case Study Projects).

In SPED 429: Introduction to Collaboration, staff coordination and collaboration is introduced and candidates demonstrate their learning by an applied co-teaching assignment in SPED 488 in which candidates are guided in co-planning, co-teaching, and co-reflecting on whole group/small group instruction and management.

In SPED 482B and SPED 489B, candidates receive knowledge on working with paraprofessionals, both in class and in a specific seminar dedicated to this content. To follow, candidates are required to coordinate and train paraprofessionals in the field, specifically teaching them to carryout developed task analyses including the collection of data on student performance, as outlined in their 489B Weekly Teaching Activities & Case Study Projects.

In SPED 522: Positive Behavior Support, candidates are required to include a collaboration and coordination plan in their Behavior Intervention Plan to ensure multiple stakeholders are supporting the student in learning, maintaining, and generalizing appropriate behaviors.

The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.

As described in other sections, candidates demonstrate their abilities in this area via individualized instruction, such as the Behavior Intervention Plan assignment in SPED 522, the Task Analyses in SPED 482B, and the weekly teaching activities and case study projects in SPED 488 and 489B. When candidates design an instructional plan, the plan must be data-based and specific to the assessed needs of the student, must consider contributing environmental factors, and involve progress monitoring. These plans also must be functional, meaningful, and related to the core curriculum.
Each candidate is able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.

Candidates learn to identify and implement systematic, evidence-based instruction for a wide variety of behaviors across contexts, and to assess student progress using multiple assessments.

In **SPED 401**: Introduction to Autism, candidates are introduced to systematic evidence based instructional strategies via videos, readings, online discussions, and the Intervention Review assignment. Candidates are required to demonstrate understanding and planning of evidence-based practices and the generalizability of these practices across contexts in their discussion posts, the Intervention Review assignment, case studies, and exams.

In **SPED 322**: Introduction to Positive Behavior Support, and **SPED 522**: Positive Behavior Support, candidates learn to evaluate and implement evidence-based practices at the school, classroom, and individual level. Candidates also collect data via direct behavioral observation, interviews, and other informal assessments. Candidate learning is demonstrated by the PBS Class-wide System Evaluation and Class-wide System Proposal assignments, the Assessment Data Analysis, and the Behavior Intervention Plan.

In **SPED 464**: Characteristics of Students with Moderate to Severe Disabilities and **SPED 482B**, candidates learn best practice strategies for teaching and supporting students across settings and across the lifespan. Candidates evaluate current practices, plan for discrepancies between current practice and best practice in the school, home, and community settings; and develop and implement systematic, evidence-based instructional strategies. This learning is demonstrated by the student profile assignment, the disability topic paper, and the longitudinal transition plan assignment (see **SPED 464** syllabus), as well as 482B’s inclusion project and task analyses. Many of these assignments are applied during their field placements in **SPED 489B**.

In **SPED 520**: Assessment in Special Education, candidates learn assessment sources that integrate alternative statewide assessments as well as formal and informal formative and summative assessments. A wide range of areas for assessment (e.g., language, cognitive, adaptive behavior) are covered and candidates demonstrate their learning by the course’s key assignments, such as the case study and presentation assignment.

In **SPED 488** and **SPED 489B**, candidates observe, apply, and practice the use of these assessments and are required to follow up the assessments by communicating the results to families and professionals as well as using the results to develop and implement evidence-based instructional plans (refer to the Weekly Teaching Activities & Projects for each course).

Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

In **SPED 322**: Introduction to Positive Behavior Support, and **SPED 522**: Positive Behavior Support, candidates use their PBS assessment data to evaluate and design program plans for classrooms, small groups, and individuals.
In **SPED 401**: Introduction to Autism, candidates demonstrate their understanding to use assessment results and student information to develop goals and plans via case studies and the final exam.

In both **SPED 488** and **SPED 489B**, candidates demonstrate their abilities to utilize data from a variety of sources to develop effective programs and instructional lessons via their weekly teaching activities & projects.

Candidates develop and learn to implement systematic, evidence based instructional strategies for teaching skills in the work setting through activities such as the longitudinal transition plan assignment (**SPED 464 Characteristics of Students with Moderate/Severe Disabilities**), transition project (**SPED 489B Directed Teaching in Special Education**), the community mapping assignment (**SPED 488 Fieldwork for Special Educators in the K-8 General Education Classroom**), and a fieldtrip to local agencies that model best practices in vocational training and supported employment (**SPED 489B**).

In **SPED 488**, one of the Activities that spans several weeks is the **Community Mapping Project** in which candidates begin the process of identifying work settings. Although not directly connected to developing and implementing strategies to teach skills in the work settings, this activity encourages candidates to systematically explore the community surrounding a school by interacting with the people who work and live in the area and to identify important resources for students with disabilities. In this way, teachers can develop the critical knowledge necessary to address the needs and build upon the strengths of their students, which includes finding appropriate work settings for them.

In **SPED 464 Characteristics of Moderate/Severe Disabilities**, Module 12 covers the topics of *Entering Adulthood: Options for Work and Community Living, Developing and Implementing Systematic Evidence Based Instructional Strategies within School, Community and Work Settings*. To assess their understanding, candidates are given a Case Study: *Transition Mini Assignment* in which they read about a fictional adult, Janet, a 19-year old woman with significant cognitive disabilities. Candidates take the information given to prepare ‘Janet's’ transition plan for exit from high school at the end of the year. The plan must include a systematic action plan that includes evidence-based instructional strategies that can be taught within Janet’s school day, community, and work environment. Candidates are also assessed in their **464 Final Exam** with another Case Study in which they must outline *Employment Instruction & Support* by “Listing the evidence-based instructional strategies & supports needed to ensure employment success for individuals with moderate/severe disabilities.”

Candidates enrolled in **SPED 482B Curriculum and Methods for Students with Moderate/Severe Disabilities** learn about teaching skills in work settings through: 1) Power Points presentation lectures about developing successful employment opportunities for people with disabilities and the ADA employment provisions, 2) a course video on supported employment, and 3) reading a large volume of material that includes the Department of Justice’s guide for people seeking employment, and information on workability. Finally, students complete a discussion board forum reflecting on one of their reading assignments in relation to employment for people with disabilities.
Finally, as part of their SPED 489B Fieldwork Activities, candidates complete a Transition Project. Part 3 requires them to attend a MAPS meeting and to write up a Longitudinal Transition Plan at this meeting based on input from stakeholders.

(M/S) Standard 5 Movement, Mobility, Sensory and Specialized Health Care

Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory, and specialized health care needs required for students to participate fully in classrooms, schools, and community. The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings. Each candidate will consult and collaborate with designated staff and parents, to provide appropriate, safe, and consistent support across all settings. Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.

The program ensures candidates demonstrate the skills to facilitate individual student initiation of and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities. In SPED 464: Characteristics of Moderate/Severe Disabilities, candidates research a specific disability for the Disability Topic Paper (and handout) and the ways in which the disability affects learning in the classroom, community, and workplace. The candidate identifies strategies/modifications to promote and maximize participation and involvement in school wide activities. In the Disability Topic assignment Candidates demonstrate an understanding of how to access service providers, outside agencies, and resources for information related to student support needs (e.g., sensory, movement, mobility).

The program ensures that candidates demonstrate an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning. In SPED 464, specialized health care is covered and candidates demonstrate an understanding of evidence-based practices. Candidates view the IRIS Center Module, “School Nurses: Roles and Responsibilities in the School Setting” and the IRIS Center Info Brief, “Role of the School Nurse.” As evidenced in the Disability Topic assignment, candidates demonstrate understanding of the impact of sensory impairment on students’ movement and motor development. Additionally, in SPED 401: Introduction to Autism, candidates read research articles related to sensory impairments, their impact on functioning, and intervention strategies, and then are required to post an online presentation on the subject within the discussion forum.

The program ensures that Candidates demonstrate knowledge of current assistive and adaptive devices as well as knowledge of and a familiarity with the state adopted modifications and accommodations. In SPED 488: Fieldwork for Special Educators in the K-8 General Education Classroom, SPED 482B: Curriculum and Methods for Individuals with Disabilities (M/S), as well as in SPED 489B: Directed Teaching in Special Education (M/S), candidates design lessons that incorporate assistive technology to promote students’ maximum participation and
involvement as well as evidence knowledge of current assistive and adaptive devices as demonstrated in assignments such as the **Language and Communication Assignment** (482B) and daily field placement activities, discussions, and collaborations (see 488 and 489B Weekly Teaching Activities and Projects, 489B competencies evaluation).

The program ensures that candidates demonstrate the ability to share information on the sensory, movement, mobility, and specialized health care needs and procedures with general educators, students, parents and others to increase a level of understanding and sensitivity. In **SPED 421: Working with Families of Individuals with Disabilities**, candidates review and discuss the article “Explaining Your Inclusion Program to Families” (Salend, 2006) to learn ways to effectively communicate/share information with families and others (e.g., professionals). In **SPED 520: Assessment in Special Education**, candidates demonstrate the abilities to share information with parents about the specialized needs of children with moderate/severe disabilities. Candidates examine ecological inventories, read research articles on the topic, and write about how they will use inventories to plan for full participation. In addition, collaboration and communication with parents is integrated throughout **SPED 520** with a specific lecture on tools and techniques. Candidates review a packet on communicating with parents regarding assessment data. Candidates demonstrate the ability to arrange classroom environments to accommodate sensory movement, mobility, specialized health care needs, while promoting positive, proactive and respectful behaviors, independence, and the dignity of students with moderate/severe disabilities. In **SPED 322: Class-wide Positive Behavior Support**, **SPED 464: Characteristics of Students with M/S Disabilities**, and **SPED 488: Directed Teaching for Special Educators in the K-8 General Education Setting**, candidates design and propose changes to students’ educational programs and classroom environments (**SPED 322 and SPED 464**), and implement these proposed improvements (**SPED 488**) with their cooperating teachers. Candidate knowledge and skills are assessed via the **Class-wide System Evaluation** and **Class-wide System Proposal** assignments (**SPED 322**), the Student Profile assignment (**SPED 464**), and their arrangements and supports of classroom environments to accommodate student needs (**SPED 488 and SPED 489B**).

Candidates learn about procedures required to procure services and ways to access other professionals and agencies in order to acquire information regarding student’s movement, mobility, sensory, and specialized health care services, in their longitudinal transition planning assignment in **SPED 464 Characteristics of Students with Moderate/Severe Disabilities**. In addition, they read a chapter from the textbook (Collins, 2007) about specialized health care and then complete a prompt in which they prepare a list of 7-10 questions they would ask other professionals and agencies regarding a particular student’s health needs. This is one of the weekly modules. (**SPED 464**), the transition project (**SPED 489B**), the AAC/AT project (**SPED 489B Directed Teaching in Special Education**), their participation in the IEP/ITP processes (**SPED 489B**), and by a fieldtrip to local ATP and supported employment agencies (**SPED 489B**). Candidates demonstrate their learning through assignments and activities such as assessment and data collection, planning and proposal development, interview reflection and discussion.

**SPED 464 Characteristics of Mild/Moderate Disabilities** covers Mobility and Health Response in **Module 10** that includes topics of Specialized Health Care, Federal, State and Local Policies,
Procedures, and Accessing Licensed Professionals/Agencies. Candidates practice their learning and are assessed in a **Weekly Assignment: Health Care activity**. Candidates are given a scenario wherein they learn that they will be receiving a student with specialized health care needs in the classroom. They must describe the steps they would take to access other licensed health care professionals and agencies to assist them in meeting the needs of the new student. They are asked to select one of the following health care procedures (i.e., glucose monitoring, medication administration, catheterization, tube feeding, shunt monitoring, bowel care, feeding disorders) and a) address how they would obtain health care services for the new student b) write an IEP objective that addresses the student’s performance or partial participation in one of the health care procedures noted below (Collins, 2007). They must describe federal, state and local policies related to the complex medical and educational needs of the student (i.e., procedure they selected from above) with a moderate or severe disability. A **Specialized Health Care Power Point presentation** presents additional websites, agencies, and resources related to specialized health care, federal, state, local policies, procedures and health care professionals.

As part of their **SPED 489B Fieldwork Activities**, candidates complete a Program Planning and Instruction Project. **Part 4** requires them to develop a Task Analysis of two IEP Objectives for a selected student. The objectives must be both age-appropriate and functional/meaningful and at least one must address the domain of movement/mobility/sensory/specialized health. Candidates also complete a Transition Project. As part of this project they must include procedures required to procuring services and how to access other professionals and agencies needed to meet the transition objectives.

**(M/S) Standard 6: Positive Behavioral Support**

*Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students.*

Candidates demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students in two courses (**SPED 322** and **SPED 522**) and two field experiences (**SPED 488** and **489B**)

In **SPED 322**: Introduction to Positive Behavior Support, candidates access a general education classroom (or birth-22 setting) for a minimum of 5 hours spread across a minimum of 2 observations to complete the **Class-wide System Evaluation** assignment. They complete the Instructor-provided observation forms (CSE Observation Forms) and write up an evaluative summary including an interpretation of the data. Candidates demonstrate competence in how the design of the general education classroom is contributing to/maintaining positive behavior and/or challenging behavior. Next, candidates write up a **Class-wide System Proposal** for how the design of the class-wide system could be improved in order to support positive behavior and eliminate challenging behavior, utilizing SW/CWPBS methods/processes.

In **SPED 522** Positive Behavior Support, each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior
assessments that consist of Antecedent-Behavior-Consequence (ABC) data and hypothesis testing (see [ADA](#)).

In **SPED 489B**: Directed Teaching in Special Education (M/S), candidates begin collecting data and completing the instructor provided ADA forms, write up an evaluative summary including an interpretation of all raw data, develop a hypothesis, and present the results of the data in the template.

The program ensures that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment.

In **SPED 322**: Introduction to Positive Behavior Support, candidates are introduced to ABA, PBS, and behavior technology. During Week 2, candidates receive instruction through lecture on the problems with punishment/aversives and the 3-Tiered PBS Model. Candidates complete modules and Forum Discussions on *SWPBS Primary, Secondary, and Tertiary Prevention* (Syllabus).

In **SPED 522** Positive Behavior Support, candidates identify one student for a Behavior Intervention Plan, who exhibits degrees of challenging behavior. Students collect ABC data across a variety of environments and situations.

How does the program ensure that candidates demonstrate the ability to teach appropriate self-regulatory strategies for students to cope with difficult or unpredictable situations?

In **SPED 322**: Introduction to Positive Behavior Support, candidates identify an individual with a behavioral or skill need, determine a goal (i.e., an appropriate behavior) to be achieved, format the goal using Mages “Condition, Behavior, Criterion” components, and write up an instructional plan for how the goal will be met using applied behavior analytic technology and self regulatory strategies. Candidates implement the **Individual Instruction Plan** and record data on the appropriate behavior.

In **SPED 522** Positive Behavior Support, candidates teach appropriate self-regulatory strategies to individual students that when learned help to prevent the need for the challenging behaviors to occur. These self-regulatory skills increase students’ skill repertoires and help to prevent the problem behaviors from occurring. The **BIP Assignment** requires candidates to focus on a minimum of 2 responses from the following areas: communication skills, social skills, play skills, and self-management skills.

Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.

How does the program ensure that candidates demonstrate the ability to work across programs and domains, with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses?
In **SPED 322**: Introduction to Positive Behavior Support, through lecture and text candidates are introduced to PBS, IDEA, and Hughes Bill legal requirements.

In **SPED 522**: Positive Behavior Support, candidates work with IEP teams to design implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional behavior analyses. This competency is measured through the **ADA** and **BIP**.

In **SPED 489B**, candidates identify a student for the **BIP Assignment** and work with the IEP team to conduct assessments, design, implement an intervention, and collect data. Candidates review student’s cumulative files for history, background, and previous attempts or strategies to intervene with the student’s challenging target behavior.

Each candidate is able to participate effectively in school wide behavior support processes. How does the program ensure that candidates work collaboratively with parents, agencies, general education teachers and other professionals to provide effective positive behavior support across all domains?

In **SPED 522**: Positive Behavior Support, candidates identify a student for his/her **BIP Assignment** and obtain parent/teacher permission to conduct assessments. They work with parents/teachers in collecting data. Candidates collaborate with parents, general education teachers, and agencies, in identifying information about students’ reinforcers, medical history, academic history, life/social skills, and quality of life.

The program ensures candidates demonstrate an understanding of the legal requirements for the discipline of students with disabilities (i.e., IDEA 1997, manifestation determination, FBA, BIP, stay put provision, discipline, interim alternative setting). In **SPED 322 Intro Positive Behavior Support** this information is presented to candidates in the form of a Power Point presentation (See Topic 3 on syllabus) and in assigned readings (text, **PBIS website**).

In **SPED 429 Introduction to Collaboration and Consultation**, candidates learn about special education law, including manifestation determination meetings. Candidates complete an online module that using materials such as **LDOnline** and a **Manifestation Determination Worksheet**, complete a quiz and participate in a discussion with peers.

**(M/S) Standard 7: Transition and Transitional Planning**

*In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students’ moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.*

The program addresses this standard in the classroom, in the field, in the community, and online.

In **SPED 401**: Introduction to Autism, candidates learn of the importance and benefits of supporting a student’s communication and choice making abilities from early childhood onward.
Candidates learn evidence-based strategies for teaching expressive language and the use of visual supports (e.g., Picture Exchange Communication System) for nonverbal communication. Candidates also learn the strategy of priming for transition support as well as ways to incorporate student choices in learning activities. Candidates demonstrate their knowledge through online discussions and case studies.

In **SPED 421**: Working with Families of Individuals with Disabilities, candidates learn about the affect of transitions on students and their families and ways to empower families with advocacy skills and other supports during the transition and educational process. Candidates are required to conduct (and submit documentation from) an interview a family of a student with a disability and complete the exceptional child project in which they adopt or give birth to a hypothetical child with a disability and are thus required to seek out knowledge and supports for their child and family across the lifespan.

In **SPED 464**: Characteristics of Students with Moderate to Severe Disabilities, candidates review and discuss the beachcenter.org website along with readings and research on self-determination. They also complete the student profile assignment in which they review student documents and interview a teacher and parent of a student with a moderate-severe disability. Specific to transition, information on the student’s educational and residential history is gathered, and candidates evaluate and discuss the affects of this history on the student and family. At the end of the course, the candidates complete a Longitudinal Transition Plan based on a student/family vignette in which self-determinism, advocacy, and support issues are incorporated.

In **SPED 488**: Directed Teaching for Education Specialists in the K-8 General Education Setting, candidates discuss with their Cooperating Teachers how students are transitioned from one grade/classroom to the next and brainstorm ways in which their case study students, along with their families, may participate in transition planning for the next transition. Candidates in 488 also participate in SST and IEP/ITP meetings (preparation, process, and follow-up) meetings, as well as complete a Community Mapping project in which they identify community resources that may be of help to families at various stages of the lifespan.

In **SPED 482B**: Curriculum and Methods for Individuals with Disabilities (M/S), **SPED 489B**: Directed Teaching in Special Education (M/S), and **SPED 522**: Positive Behavior Support, candidates learn and discuss advocacy and self-determination, the importance of seamless supports and services, and resources that help to develop post-secondary programs. As a part of their Behavior Intervention Plan, candidates are required to include a long-term plan for support as the student moves through programs and across contexts and stakeholders (SPED 522). In SPED 489B, candidates also are required to complete field-based Case Study Projects in which candidates assess, plan for, and participate in the IEP/ITP process; develop self-advocacy/self-determination goals and teach these skills; assess and plan for assistive technology needs and utilize AT and task analyses to teach self-determination skills (also in SPED 482B); and to evaluate current educational supports and identify discrepancies between current supports and needed supports (also in SPED 464). Candidates are also required to attend a fieldtrip in which they visit community partners (e.g., Integrated Resources Institute in Irvine, CA) that specialize in vocational training, post-secondary programming, transitioning students with m/s disabilities into supported employment, and identifying appropriate person-centered supports. Most of these programs reside on high school, community college, and CSUF campuses. This fieldtrip helps
candidates understand available resources and existing agencies that support post-secondary transitions and programs, as well as person-centered, strength-based post-secondary options. In addition to the required documents for the described course assignments, candidates demonstrate their knowledge and skills through in-class, online, and in-the-field reflections and discussions.

(M/S) Standard 8: Augmentative and Alternative Communication

Each candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. Each candidate demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

Three courses in the program specifically address this standard: SPED 464: Characteristics of Student with M/S Disabilities, SPED 482B: Curriculum and Instruction for Students with M/S Disabilities, and SPED 489B: Directed Teaching in Special Education (M/S).

In SPED 464: Characteristics of Moderate/Severe Disabilities, candidates are engaged in a discussion of content and are required to complete an IRIS Info Brief titled “On the Go: What Consumer Products Can Do For You (If You Know Where to Look!)”.

SPED 482B: Curriculum and Instruction for Students with Moderate/Severe Disabilities provides lecture information on the law in regard to AAC and how the IEP team makes AAC decisions throughout the stages of the IEP from referral, evaluation, IEP development to implementation. A guest speaker with expertise in designing, implementing, and consulting augmentative alternative communication systems, educates candidates during a specific lecture session and provides a demonstration. Students view, interact with, and learn about a variety of options for teaching communication skills to students with moderate/severe impairments. In addition, through lecture, course readings related to planning and assessing, and classroom activities, the course instructor prepares candidates to utilize functional communication training and ways to support students in a variety of settings candidates. Candidates demonstrate learning by completing the Language and Communication Assignment in which they assess the needs of a student with a moderate/severe disability and make a recommendation for a specific AAC device. Lastly, in conjunction with SPED 522: Positive Behavior Support, candidates complete an online website investigation of funding sources and receive information in a lecture on securing resources to support students.

SPED 489B: Directed Teaching in Special Education (M/S) requires candidates to engage in discussions & reflections with a special education teacher and other specialists related to the need for, use of, and access to AAC. Candidates are required to learn of students’ AAC needs in their daily/weekly teaching activities, identify the high and low educational and assistive technologies used in the classroom, and utilize AAC and AT on a regular basis for activities with students. As a part of their 489B Weekly Teaching Activities & Case Study Projects, candidates
are also required to conduct an assessment of a student’s communication skills and complete a task analysis related to students' use of AAC.

In SPED 482B Curriculum and Methods for Students with Moderate/Severe Disabilities, students listen to a guest speaker (typically a speech and language pathologist from ATEC who has a corresponding Power Point) and complete a corresponding assignment that is turned in to the instructor. Here is the assignment: 1. Identify who completes AT/AAC assessments in your district and what protocols are in place to recommend a student for an AT/AAC evaluation. Include this information in your paper.
2. Utilizing the information you learned today in the presentation select a student in your placement or in your classroom that you believe would benefit from an AAC assessment as a part of their IEP. Describe the student's age, academic and social development, current language skills/needs and other pertinent information. Using the information below develop a presentation/ reasonable argument you would use to make this recommendation at an IEP for your student. The goals that drive this lesson in 482B are: 1) to learn Language, 2) to Initiate Language, 3) to make friends, 4) to gain Independence, and 5) to Learn Academic Content.

Candidate complete an AAC/AT project in SPED 489B Directed Teaching in Special Education in which they identify high and lite technology used within the classroom, interview an AAC/AT specialist, gather related data on specific students, and practice utilizing various AAC/AT tools.

**Early Childhood Special Educator (ECSE)**

**(ECSE) Standard 1: Theoretical, Philosophical, and Empirical Foundations**

*The program provides the candidate with an opportunity to demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences’ underlying evidence based practices in the field of Early Intervention and Early Childhood Special Education and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.*

The Early Childhood Special Education program allows candidates the ability to learn Foundational theories pertinent to ECSE.
- In SPED 482C, in addition to demonstrating knowledge of the federal mandate (IDEA) candidates also complete assignments based on the California Preschool Foundations in.
- Candidates create philosophies based on theory in SPED 425, Foundations of Teaching and Learning for Students who are CLDE
- Candidates research interventions and strategies to work with students with disabilities in SPED 436
- In SPED 429 Introduction to Collaboration students engage in discussions related to Part B & C of IDEA as well as examine the components of an IFSP and an IEP.
- Candidates complete analysis of assessments in SPED 514.
- Candidates engage in community support centers (Regional Center) to better learn the services available to families of children with disabilities.
Candidates are given opportunities to learn teacher dispositions in fieldwork courses ([SPED 489C/D](#)).

- Candidates critiques and demonstrate the use of an assessment tool in [SPED 515](#).
- Candidates assess behavior using research-based methods in [SPED 522](#) Positive Behavior Support.

The program ensures that candidates have knowledge of the historical and Contemporary theoretical, philosophical, legal, and empirical influences’ underlying evidence based practices in the field of Early Intervention and Early Childhood Special Education text (Howard, Williams, & Lepper, 2008).

- Candidates examine IEP/IFSPs in [SPED 400](#) through the text and are assessed in the midterm and final.
- In [SPED 436](#) candidates read the theory of language acquisition through the text (Machado, 2007) and develop an intervention to target a communication deficit.
- In [SPED 482C](#) candidates examine infant and early childhood curriculum for strategies to support development and learning using the text (Pretti-Frontzak, 2004)

The program ensures that candidates demonstrate knowledge of federal and state laws and regulations to support early intervention and education for young children and their families by including reading, lectures and discussion of IDEA federal policies and IEP/IFSP review with an emphasis on Part C & B. Information is included on the Midterm and Final.

The program ensures that candidates demonstrate knowledge and skill supporting evidence-based practices in early intervention, early childhood, and early childhood special education to provide information to families, administrators, community organizations and agencies regarding the importance of early services by providing a field trip to a Regional Center to view community services for families. Students review PowerPoint presentations on Evidence–based practices and complete modules based on the knowledge.

The program ensures that candidates demonstrate their understanding of empirical versus non-research based practices by having them compare interventions that claim to be research based during lectures and discussions after reading PowerPoint presentations on Evidence-Based Practices ([SPED 400](#))

**(ECSE) Standard 2: Typical and Atypical Child Development**

The program provides opportunities for each candidate to demonstrate comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including knowledge of early childhood developmental stages and their implications for learning. Each candidate demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Each candidate demonstrates skill required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.
• Candidates in the ECSE program are provided with opportunities to research the etiology of disabilities in **SPED 400**.

• Candidates will observe two educational settings (ECSE and a general education) and compare and contrast services.

• Candidates will create presentations about a disability and share information with colleagues as though speaking with families.

• Candidates are provided readings on federal policies in **SPED 429** Introduction to Collaboration.

• Candidates demonstrate the ability to create home make it/take it activities in **SPED 436** for family implementation.

• Candidates in SPED 489c and SPED 489d (see **SPED 489ABCD**) will have the opportunity to demonstrate knowledge in engaging all learners (typical/atypical) through field work competencies.

• In **SPED 522** Positive Behavior Support candidates will assess behavior and create supportive strategies for students.

• In **SPED 482C** candidates will analyze early childhood curriculum to determine developmentally appropriate practices and child initiated focus.

• In both **SPED 515 & SPED 514** candidates will examine the assessment protocols for infant and early childhood students.

• Candidates in **SPED 400** gain knowledge by conducting research projects on assigned disabilities and present information to colleagues as though it was for parents. Candidates also learn about disability characteristics in reading the Howard, Williams & Lepper, (2008) text.

• Candidates in **SPED 400** and **SPED 514** will gain knowledge in resilience, attachment and protective factors by learning about early brain development, family characteristics and bonding.

• Candidates in **SPED 436** conduct communication assessments on young with communication delays and develop and implement an intervention. Students design activities to support diversity in the classroom settings. Students read material from the Machado (2007) text.

• Candidates in **SPED 482C** develop lesson plans and adaptations based on text and articles. Candidates also analyze ECSE curriculum for developmentally appropriate practices and child centered practices.

The program ensures that candidates demonstrate knowledge of biological and environmental factors that affect pre-, peri-, and postnatal development and learning by having them conduct an Observation Report based on special education and a general education classroom. They compare and contrast the practices of each setting. Candidates review case studies from the text and answer questions on support diverse learners. Students compose lesson plans with adaptations and an emphasis on cross-cultural competence (**SPED 400**).

The program ensures that candidates demonstrate understanding of the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development by having them answer discussion questions and dialogue with classmates. Candidates develop multicultural activities relative to diverse student populations. They also create a multicultural book box project with extension activities (**SPED 436**).
addition, candidates complete a family interview (SPED 421) and complete written assignments related to families and home visiting (SPED 514).

The program ensures that candidates recognize the potential influence of varying cultural factors and practices on development by having them examine various cultures in the cross-cultural text and write chapter reflections (SPED 400). Candidates complete discussion forums and written assignments related to cultural factors in assessment and intervention (SPED 514/SPED 515).

The program ensure that candidates are able to create an intervention or instructional environment is appropriate to the child’s chronological age, developmental differences, and disability-specific needs by having them conduct a case study and create an intervention to address the deficit area (SPED 436/SPED 514).

The program ensures that candidates understand the effect of resilience and protective factors and their implications for learning by having them learning about brain development, the influence of stress on the brain development, completing course readings and written assignments on family coping skills (SPED 400), completing readings on attachment (514) and completing family assessment (514).

The program ensures that candidates provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress by having them research a disability and present information to colleagues as though they are parents (SPED 400).

(ECSE) Standard 3: Role of Family in Early Childhood Special Education

The program provides opportunities for each candidate to demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child’s disability on the family and is trained in the skills to sensitively elicit family’s concerns, priorities, and resources in relation to their child. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life.

- Candidates will examine the culture of the families they serve through the Community Project assignment in SPED 425, Foundations of Teaching and Learning for Students who are CLDE. They will also be guided to construct a personal philosophy based on best practices in working with young children and their families.
- Candidates will explore relevant practices in working with families of children with disabilities in SPED 400/SPED 514.
- Candidates will complete a module on interpersonal communication to strengthen their ability to collaborate with team members and families in SPED 429.
Collaboration. Candidates will further complete assignments designed to them in cross-cultural competencies. **(SPED 400)**

- In SPED 489c & SPED 489d (see **SPED 489ABCD**) candidates will demonstrate skill working with families through home visits, IFSP/IEP attendance, application of family choice).
- In **SPED 514/SPED 515**, candidates will conduct an assessment report based on family input and make IFSP/IEP recommendations.

**SPED 400** candidates create family friendly presentations to explain the causes of disabilities. Candidates read in text about the strategies for effective partnerships (Williams, Howard, Lepper, 2004).

The program ensures that candidates sensitively elicit family concerns, priorities, and resources in relation to their child with special needs by giving candidates the specific criteria in the Disability Report to be *warm and sensitive* when sharing information about disabilities. Teacher will assess for these traits based on material from William, Howard, and Lepper text (ch 1-5) on stages parents of grief for families (**SPED 400**).

Candidates demonstrate the impact of the child’s disability on the family by completing readings and assignments in **SPED 421/SPED 514**. Candidates complete assignments in the home visiting text (Cook and Sparks, 2008). Candidates participate in a course “book club” using the book “Melanie with a Broken Wing” (Harry, 2010). Both books provide opportunities to explore the family’s perspective on the impact of having a child with a disability. In addition, candidates complete an “**Exceptional Child**” activity (**SPED 421**). Through the Exceptional Child assignment, candidates are assignment a disability and research the impact of the disability through the lens of the family. Candidates interview parents/caregivers on the impact of their child’s disability (**SPED 421**). Candidates complete written assignments and discussion forums related to case studies from families (Overton, 2008) (**SPED 421**). Candidates complete a group case study assignment on IFSP dialogues (**SPED 514**).

The program ensures that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own.

- Candidates participate in cultural activities and discussions during class session.
- Candidates bring a symbol of their own culture to share with classmates (**SPED 400**).
- Candidates write reflections on diverse populations from cross-cultural text (**SPED 400**).
- Candidates complete readings and written assignments on culturally responsive assessments (**SPED 514/SPED 515**).

The program ensures that candidates collaboratively plan, assess, and implement programs and services with families and professional colleagues by having candidates conduct a case study to determine the deficit communication area and plan an intervention to support the student (**SPED 436**).

The program ensures that candidates prepare and support family members throughout the IFSP/IEP process, and that follow up with families to ensure that the IFSP/IEP document is consistent with the outcomes/goals that they have for their child and family by instructing
candidates on home visits, application of family rights, and fieldwork competencies (SPED 489c). In addition, the candidates learn about family assessments (SPED 514) (McWilliams (2010; McCormick et al (2008); Cooks & Sparks, 2008). Candidates complete an informal assessment for Infants and Toddlers that include identifying the family’s priorities, concerns and resources (SPED 514).

The program ensures that candidates demonstrate skill required to implement routines-based interventions (RBI) and assist families with embedding educational activities into family daily life by having them create plans, guides to embed IEP/IFSP goals and objectives (SPED 425, Foundations of Teaching and Learning for Students who are CLDE). Candidates complete readings and assignments on routine-based intervention (McWilliams, 2010; Spagnola & Freise, 2007; Cooks and Sparks, 2010) (SPED 514). Candidates complete two assessment assignments which include writing embedding IFSP/IEP outcomes, which reflect RBI into the assessment document. Candidates complete a Building Blocks (Sandall & Schwartz (2008) assessment and report which requires completion of an activity matrix, embedded IEP goals into the curriculum and classroom routines (515). Candidates complete a module on writing routine-based IFSP outcomes (514).

(ECSE) Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers

Each program provides the opportunity for the candidates to demonstrate skill in assessment and evaluation that leads to appropriate interventions, and reflects an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing), the influence of specific disabilities on development and learning, and the role of the interdisciplinary team. Further, each candidate demonstrates skill in utilizing multiple sources of developmentally 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.

Standard 4 for ECSE is met through by providing ECSE candidates with a variety of experiences over several courses in direct assessment of infants/toddler and preschoolers as well as providing candidates with opportunities to evaluate various sources of assessments and assessment tools. Coursework is designed for students to gain knowledge in the complexities of assessment associated with very young children with disabilities. In addition, it is important for candidates to gain understanding of the importance of family assessment and assessment of the child/family’s natural environment. Course content in assessment and evaluation is based on the research in the field (Neisworth & Bagnato, 2010, Mclean et al, 2004) and the Council for Exceptional Children-Division of Early Childhood recommended standards (CEC-DEC).

Assessment and Evaluation is covered in two semesters with SPED 514 Infant/Toddler Assessment and Intervention, SPED 489c Fieldwork with Infants/Toddlers, SPED 515 Preschool Assessment and Intervention, SPED 489d Fieldwork with Preschool, and SPED 421 Working with Families of Individuals with Disabilities

SPED 514 course objectives include:
1.0 To present assessment practices appropriate for infants with special developmental needs. The student will: (CCTC Program Standards 2, 5, 10, 11; ECSE 2,3,4,9)

1.1 Identify different states of child for assessment purposes (e.g., warm-up time).
1.2 Articulate optimal use of the physical setting (e.g., appropriate and comfortable position for assessment).
1.3 Develop strategies for involving primary caregivers as team members in assessment process by using families as informants, observers, and assessors.
1.4 Accommodate cultural and linguistic differences of child and family in the assessment process.

2.0 To select and utilize assessment strategies and tools appropriately. The student will: CCTC Program Standards 3,5; ECSE 2,3,4,8)

2.1 Identify assessment questions to be addressed based on the infant’s or families priorities, program concerns, and previously identified issues.
2.2 Articulate culturally responsive observation techniques for child and family.
2.3 Identify a variety of formal and informal assessment strategies and their purposes.
2.4 Select appropriate strategies and tools for each purpose.
2.5 administer assessment tools in a manner that ensures reliable and valid results.
2.6 Adapt assessment materials for infants with specific handicapping conditions or cultural or linguistic needs.

3.0 To accurately interpret and report assessment results. (CCTC Program Standards 4,5,6,11; ECSE 2,3,4,9)

The student will:

3.1 Differentiate between normal and atypical growth and development
3.2 Integrate assessment results with information from other agencies or other personnel having contact with child and family.
3.3 Interpret and synthesize multidisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies.
3.4 Recognize limitations of assessment measures (e.g., not scoring an infant who has cerebral palsy low in adaptive areas when he/she can not manipulate a toy due to a motor impairment.)
3.5 Interpret and report assessment results in language that the family can understand.

4.0 To appropriately design intervention strategies based on the assessment information (CCTC Program Standards 3,13; ECSE 3,4,6,9)

4.1 Design intervention strategies in the area of Language Development
4.1 Design intervention strategies in the area of Social/Emotional Development
4.1 Design intervention strategies in the area of Physical Development
4.1 Design intervention strategies in the area of Cognitive Development

Candidates are provided opportunities to develop an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, influence of specific disabilities on development and learning, and the role of the interdisciplinary team.
through several key assignments. These assignments provide candidates with both theoretical and practical implications of the assessment and evaluation of young children. In addition, the assignments provide candidates with an understanding of the requirements of Part C and B related to assessment and evaluation. The assignments include:

- Complete an online module by Neisworth and Bagnato on Recommended Practices for Assessment in Early Childhood Settings.
- Complete an online module using the National Early Childhood Technical Assistance Center (NECTAC) websites in which candidates read and reflect on developmental screening, Developmental Screening Tools, NASP Position Statement on Early Childhood Assessment, and Family-Directed Child Evaluation. (http://www.nectac.org/topics/earlyid/screeneval.asp)
- Complete an online module on language acquisition by Dr. Todd Risley. (http://www.pitc.org/images/annevent/we_video_popup6.htm)

Candidates gain an understanding of how to accommodate cultural and linguistic differences of child and family in the assessment process and develop an understanding of the needs within the context of the family’s concerns and priorities through the reading and reflection of the book, “Melanie with a Broken Wing” (Harry, 2009).

- Two formal written reflection assignments provide the opportunity for candidates to reflect on the how to accommodate cultural and linguistic differences of child and family in the assessment process and develop an understanding of the needs within the context of the family’s concerns and priorities.

Candidates demonstrate the skill in utilizing multiple sources of developmentally 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 by:

- Conducting reviews of developmental and standards based assessments. Candidates have access to a wide range of assessment materials. Assessment material reviews are conducted through-out the semester. Examples of assessment materials include:
  - The Carolina Curriculum and Assessments; Assessment, Evaluation, Programming System (AEPS), The Hawaii Early Learning Profile (HELP), The Development Assessment of Young Children (DAYC), Developmental Observation Checklist (DOCS), Ages and Stages Screening, Pediatric Evaluation Disability Inventory (PEDI), Temperament and Atypical Behavior Scale (TABS) and Rossetti Language Assessment.

Candidates demonstrate the skill of utilizing multiple sources of developmentally 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 by completing an assessment report for an Infant/Toddler and their family. The assessment report requires the candidate to assess a very young child in their natural environment over several observations. The components of the report include:

(a) Background information: Child’s age, background, description of the disability, family, health status of the child;
(b) a description of the assessment procedure, its implementation, and any adaptations that were made (including indication of adjustments or specifics related to culture or EL;
(c) an explanation of how the assessment was conducted;
(d) parents priorities, concerns and resources;
(e) assessment results for all 5 areas of development and a summary of the findings;
(f) an interpretation of the findings;
(g) the implications of the findings for developing outcomes;
(h) recommended IFSP interventions and IFSP services;
(i) the reliability and validity of the findings and how this was established.

In SPED 489c- Fieldwork Infant/Toddler, candidates must pass 489C competencies in Assessing Student learning. Candidates demonstrate the ability to:

- Demonstrates use of strategies (e.g., conversations, interviews, and checklists) to elicit a family’s identification of concerns and priorities related to child’s development
- Uses nonbiased, non discriminatory assessment practices appropriate to very young children with disabilities (e.g., observation, family interview, play-based, ecologically appropriate assessments), including those for English language learners.
- Interprets and explains assessment information accurately in ways that are meaningful and in a language that is understandable to the family.
- Produces an accurate and comprehensive report of assessment information with implications for intervention (in conjunction with SPED 514).
- Demonstrates the ability to develop appropriate outcomes for an Individual Family Service Plan based on family concerns and priorities
- Systematically collects data on the infant’s or toddler’s progress and implements change based on data.

In the candidates’ second semester, they complete both SPED 515 and SPED 489d. SPED 515 provides additional experiences in gaining skills utilizing multiple sources of developmentally 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. This standard is met through the use of the course text, lectures and course readings in addition to course assignments.

Course objectives for SPED 515 include:

1. To select and utilize assessment strategies and tools appropriate for preschool students with special developmental needs (CCTC Program Standard 2.5; ECSE 2.4)
   a. Identify assessment questions to be addressed based on the child’s or family’s priorities, program concerns, or previously identified concerns
   b. Compare a variety of formal and informal assessment strategies and their purposes
   c. Select appropriate strategies and tools for each developmental area
   d. Administer assessment tools in a manner that ensures reliable and valid results
e. Adapt Assessment materials for children with specific disabling conditions or cultural or linguistic needs

2. To accurately interpret and report assessment results (CCTC Program Standard 5; ECSE 4.)
   a. Integrate assessment results with information from other agencies or other personnel having contact with the child and family
   b. Interpret and synthesize interdisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies
   c. Assess the limitations of assessment measures
   d. Report assessment results in language that the family can understand

3. To effectively interact with members of the assessment team and interagency teams to develop appropriate programs for preschoolers with special needs (CCTC Program Standard 4; ECSE 4,8)
   a. Assess the importance of collaboration with families and the interdisciplinary assessment team
   b. Identify strategies to involve a variety of people into the assessment and intervention team at all levels

The course texts are:
   ● California Department of Education (2000). *Handbook on assessment and evaluation in early childhood special education programs*. Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on Blackboard or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))
   ● California Department of Education (2001). Handbook on developing individualized family service plans and individualized education programs in early childhood special education. Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on Blackboard or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))

Additional course readings include:
   ● Improving Child Outcomes With Data-Based Decision Making: Collecting Data

Through the following assignments candidates gain an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies:

   ● Critique and demonstration of an assessment instrument using the *Buros Mental Measurements Yearbook* (Spies & Plake, 2005)
Observation Assignment- Select one student. Identify an observation question about this student related to behavior or social skills in the classroom or outdoor play. Design an informal observation assessment procedure to use with this child to help collect data that will assist in answering the question.

Assessment Report:
(a) identification of the assessment question that based on program concerns or identified issues;
(b) background information on the child: eligibility, health information, educational history, current placement
(c) a description of the assessment procedure, its implementation, and any adaptations that were made;
(d) a brief explanation of how the assessment procedure addresses the assessment question;
(e) a summary of the findings;
(f) an interpretation of the findings in light of the assessment question;
(g) the implications of the findings for developing intervention, including a goal for this child.
(h) the reliability and validity of the findings and how this was established.

**SPED 489d Fieldwork with Preschool**
Competencies for assessment include:
- Gather relevant data background
- Selects and administers appropriate formal and informal assessments for young children, and their families
- Appropriately modifies assessment strategies for individual needs
- Demonstrates skill in utilizing multiple sources of developmentally 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
- Participates and collaborates as a team member in conducting family-centered assessments
- Interprets information from formal and informal assessments with respect to articulated assessment questions
- Communicates assessment results in an effective manner to other educators and families.
- Participates as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs

Standard 4 is addressed for candidates through multiple and varied experiences, readings, and assignments included in **SPED 514, SPED 515, SPED 489c** and **SPED 489d** coursework. Candidates demonstrate skill in selecting, administrating and interpreting assessments and evaluations by conducting three assessments in a variety of settings and ages of children. Course readings and assignments provide candidates with a foundation to understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing).

**(ECSE) Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition**
Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team. Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

The Early Childhood Special Education program curriculum offers candidates multiple opportunities and a variety of experiences for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Four courses within the ECSE program provide candidates with content and activities related to the IFSP and IEP. In addition, candidates must pass fieldwork competencies related to IFSPs and IEPs. Program course content included opportunities for each candidate to demonstrate skill required to implement processes and strategies that support transitions among settings for infants and young children.

The IFSP and IEP document are introduced in the Foundations to Early Childhood Special Education course (SPED 400). Course lectures and readings provide candidates with an overview of function and process of the IFSP and IEP. This content included legal requirements, parent rights and transition. Foundational knowledge is demonstrated through class discussions, chapter assignments and course exams. Candidates are provided opportunities to develop skills in writing the IFSP and IEP document in courses Collaboration (SPED 429 Introduction to Collaboration), Assessment and Intervention of Infants/Toddlers (SPED 514), Assessment and Intervention of Preschoolers (SPED 515) and both fieldwork experiences (SPED 489c and SPED 489d). All three courses require a case study assignment.

SPED 514 requires students to assess for an IFSP and Course content includes the components of the IFSP, assessing for the IFSP, developing appropriate outcomes based on the assessment, assessing for transition, and the transition IFSP. The course includes the following activities/assignments:

- Developing family outcomes based on assessing family routines and environment
- Using the California Department of Education IFSP/IEP Handbook on writing IFSPs.
- IFSP group case studies
- Assessment report with IFSP outcomes

SPED 515 requires students to use assessment to develop appropriate IEP goals, write IEP goals, evaluate IEP goals and plan and conduct a multidisciplinary IEP meeting.

(ECSE) Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten
Each program provides opportunities for candidates to demonstrate skill required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. Each candidate demonstrates knowledge of the role of social-emotional relationships as the foundation for early learning. Each candidate demonstrates skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (particularly in-home strategies) with the child's family and peers. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional functioning, and emergent literacy for all learners, including English language learners.

- In **SPED 322**, Introduction to Positive Behavior Support, candidates develop reflections on classroom practices and write up summative information. Candidates will create a brochure outlining ASD for parents/pediatricians/preschool teachers. Candidates will conduct research on interventions for students with autism.
- Candidates in **SPED 436** conduct research on the language/communication skills of young children. Candidates utilize research-based practices to assess literacy in young children and develop an intervention to support the student in language/communication skills.
- In **SPED 482C** candidates examine daily routines and embed IEP/IFSP goals into lesson plans. Candidates also examine various curriculums for evidence based practices and developmentally appropriate practices. Candidates review the classroom text for strategies to implement goals and objectives in daily routines.
- **SPED 522** Positive Behavior Support candidates assess the ECSE environment for implementation of developmentally appropriate practices and child initiated practices.
- Candidates in **SPED 436** create a multicultural book box for diverse populations that address literacy in ECSE. They also develop lessons for parents to implement in the home.

The program ensures that candidates demonstrate knowledge of curriculum approaches used in typical programs for young children, skills needed to modify and adapt curriculum approaches to meet the needs of young children with disabilities and ensure that their access to and success in activities in typical early childhood environments that build on a child’s strengths by:

- Candidates create lesson plans with adaptations for students with disabilities.
- Candidates analyze early childhood curriculum and make recommendations based on class criteria (**SPED 482C**)

The program ensures that candidates demonstrate skill required to implement recommended and other evidence based practices in language and cognitive development, social-emotional development, emergent literacy, and math for all learners, including English language learners by having them write several scripted lesson plans that focus on linguistic diversity, math and science, technology, and modifications for students with disabilities (**SPED 482C**)

The program ensures that candidates demonstrate skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g. hands-on, experiential, play-based activities within daily classroom routines), adaptations, assistive technologies and other supports that minimize the effects of the child's disability, and maximize the child’s learning potential and family
outcomes having them review articles and class material on the importance of play based, child centered, and developmentally appropriate practices in ECSE. Candidates create lesson plans that are play based, child centered, and developmentally appropriate (SPED 482C).

The program ensure that candidates demonstrate skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (both in-home strategies which engage family members and caregivers and in the early childhood curriculum activities) by having candidates engage in group discussions, and weekly assignments about the importance of the strength-based approach to effective partnering with families. Candidates create activities for parents to use with students in the natural environment (SPED 436) (SPED 400).

(ECSE) Standard 7: Learning Environments

Each program provides opportunities for candidates to demonstrate skill required to support positive learning experiences for children with disabilities in a wide range of natural environments (e.g., home, child care, preschool/pre-K and other community settings). Each candidate demonstrates knowledge of the full range of service delivery settings and supports including educational and community programs and agencies. Each candidate demonstrates skill required to organize space, time, and materials to match the child’s individual learning needs in safe, natural and structured environments. Each candidate demonstrates knowledge and skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.

Demonstrate skill required to support positive learning experiences for children with disabilities in a wide range of natural environments.
- **SPED 322** Introduction to Positive Behavior Support, Activity: Classwide System Evaluation; Classwide System Proposal
- **SPED 514** Activity: Assessment Report; IFSP case studies
- **SPED 489c** Activity: Reflections, lesson plan development, curriculum analysis
- **SPED 522** Positive Behavior Support Activity: ADA, BIP; IRIS Center: Addressing Disruptive and Non-Compliant Behaviors (part 1): Understanding the Acting Out Cycle, Addressing Disruptive and Non-Compliant Behaviors (part 2): Understanding the Acting

Demonstrate knowledge of the full range of service delivery settings and supports including educational and community programs and agencies.
- **SPED 400** Activity: Field Observation Report; Field Trip to Resource Center
- **SPED 489c** Activity: Fieldwork Placements

Demonstrate skill required to organize space, time, and materials to match the child's individual learning needs in safe, natural and structured environments.
- **SPED 322** Introduction to Positive Behavior Support, Activity: IRIS Center: Effective Room Arrangement
- **SPED 436** Activity: Multicultural Book box
- **SPED 489c & SPED 489d** Activity: fieldwork Competencies
- **SPED 514** Activity: Assessment Report; IFSP case studies
- **SPED 515** Informal Observation

Demonstrate knowledge and skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.

- **SPED 322**, Introduction to Positive Behavior Support, Activity: Classwide System Evaluation; Classwide System Proposal; IRIS Center: Effective Room Arrangement
- **SPED 400** Field Observation Assignment
- **SPED 489d** Fieldwork Competencies
- **SPED 515** CARA's Kit Assignment; Inclusion Module; Building Blocks Assignment
- **SPED 522** Positive Behavior Support Activity: IRIS Center: Encouraging Appropriate Behavior

**(ECSE) Standard 8: Collaboration and Teaming**

*The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating 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. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).*

Candidates are provided multiple opportunities to gain knowledge and skill required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel. Recent literature has identified the critical need for teacher preparation programs to train highly qualified ECSE teachers skilled in consultation and collaboration strategies to work effectively with personnel in child care or typical preschool settings (Klein & Harris, 2004; Wesley & Buysee, 2004). In light of this research, candidates are introduced to collaboration and consultation in **SPED 400**. In subsequent courses, **SPED 429** Introduction to Collaboration, **SPED 514** and **SPED 515**, candidates demonstrate skills required participating 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. The design of the ECSE program provides candidates with opportunities to work with young children ages birth to three and three to five and in a variety of settings.
In **SPED 400**, candidates learn about Part C of IDEA and the legal mandates for service coordination and interagency collaboration. In addition, candidates receive instruction on the model of teaming (Horn & Jones, 2005). Chapter readings and discussion questions from the course text, Howard et al (2008) provide candidates with an understanding of collaboration, consultation and teaming in ECSE. In addition, candidates are required to visit a community agency. Knowledge is assessed through group discussion activities, written chapter assignments, fieldwork observation report, disability report and mid-term and final exams.

In **SPED 429** Introduction to Collaboration, Seminar in Consultation and Collaboration, the course objectives include:

- Identify models of collaboration/consultation and discuss their applicability in the educational settings.
- Identify models of co-teaching and implement at least 3 models in an educational setting (i.e. fieldwork).
- Identify and demonstrate effective communication techniques to enhance successful collaboration.
- Identify barriers to collaboration and strategies to overcome those barriers.
- Evaluate the effectiveness of assistance provided during collaborations.
- Develop strategies for working effectively with and managing paraprofessionals.

The course uses the Friend and Cook (2010) text. It is through the course text and lectures that candidates gain knowledge in how to consult and collaborate with other professionals. In addition, IRIS modules on collaboration and consultation are incorporated into the course content. Candidates demonstrate skill in consultation and collaboration by conducting co-taught lessons and an IEP case study. Candidates are assessed for knowledge and skill through discussion board reflections, the IEP case study and the co-taught lessons.

In **SPED 421** Working with Families of Individuals with Disabilities, candidates gain knowledge in working and teaming with families. Course content includes helping families participate in the IEP process, assisting families with accessing community resources and collaborating with families in the key transition points.

Course objectives include:

- Develop and conduct family interview to identify needs, concerns, and priorities for IFSP and IEP planning.
- Explain the benefits of parent-professional partnership.
- Demonstrate techniques to establish collaborative meetings.
- Identify resources in the community.

Candidates gain knowledge from course readings and course text “Parent and Families of Children with Disabilities: Effective School-Based Support Services” (Fielder, Simpson & Clark, 2007) and “Collaborating with Families: A Case Study Approach” (Overton, 2005). In addition, candidates complete IRIS modules on collaborating with families and complete readings and reflections on readings concerned with collaboration with families. Course assignments include a resource assignment, discussion board postings, article reflections and a family interview. The family interview provides the candidate with the opportunity to demonstrate the skill of
collaborating with families and identifying family priorities, resources and concerns. Candidates demonstrate the skill in identifying and accessing community resources through the Exceptional Child Activity.

Assessment of knowledge and skill in collaboration and consultation is conducted through the Family Interview assignment, Exceptional Child Activity, Discussion Board, article reflections, and final exam.

SPED 514 provides candidates with knowledge in skill in collaborating with families, service providers and community agencies. Course objectives for SPED 514 include:

- Develop strategies for involving primary caregivers as team members in assessment process by using families as informants, observers, and assessors
- Demonstrate skills in the development, implementation and monitoring of progress of the IFSP with family and other team members.

SPED 514 content is concerned with the birth to three populations. Candidates gain knowledge through course lectures and readings related to Part C and IDEA mandates, including but not limited to the provisions of service coordination, assessing for parents priorities, concerns and resources, collaboration with team members and service providers. Candidates gain experience in conducting family assessments. In addition, using the text, ”Home Visiting” (Sparks & Cook, 2008), candidates learn the process of collaborating with families in the natural environment.

The Assessment Report Assignment requires candidates to collaborate with families and service providers to conduct an assessment on a child birth to three. In addition, candidates participate in a group IFSP case study in which candidates must identify roles and responsibilities service providers, parents, service coordination and agencies.

SPED 515 provides candidates with the opportunity to demonstrate skills in collaboration through the IEP case study. This activity requires candidates to plan an IEP meeting that includes various service providers, case managers and families depending on each individual case study.

Fieldwork: SPED 489C/D. The two fieldwork experiences for ECSE candidates require candidates to demonstrate the skill required participating 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. Competencies related to Standard 8 include:

- SPED 489c
  - Works with the family in the home environment to identify and develop learning opportunities in the family/ daily routine.
  - Involves the family in setting instructional goals and monitoring progress
  - Utilizes the expertise of relevant disciplines in providing services to very young children with disabilities.
  - Establishes and maintains a positive collaborative relationship with the very young child and family.
  - Knows how to access community resources important in Early Intervention
• SPED 489d
• Participates as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs
• Consults and collaborates with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of young children who have or are at risk for developmental delays and disabilities
• Demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for young children with disabilities
• Participates as a team member in order 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.
• Consults, collaborates and/or co-teaches with colleagues in general education (e.g., Head Start, typical preschool environments).
• Observes, evaluates, and provides feedback to para-educators

Summary: Knowledge and skill development for collaboration and consultation is initially introduced in SPED 400. Candidates gain experience in this area through subsequent course content and activities in SPED 421 Working with Families of Individuals with Disabilities, SPED 429 Introduction to Collaboration, SPED 514 and SPED 515. Finally, candidates demonstrate their ability to collaborate and consult with a variety of team members, community agencies and families in their two culminating fieldwork experiences, SPED 489C/D.

(ECSE) Standard 9: Low Incidence Disabilities in Early Childhood Special Education Programs

The program provides the opportunity for each candidate to demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf-blindness). Each candidate has the knowledge of the impact of a specific low incidence disability on a child’s social, emotional, communication, and other areas of development, the family, and the interaction between the young child and members of the family, and peers. Each candidate has knowledge of specific educational, developmental, and health issues and community resources related to a particular low incidence disability and assists families in accessing local, state, and national resources for children with a specific low incidence disability. Each candidate consults and collaborates with appropriate specialists in implementing culturally, linguistically, and developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families.

Standard 9 is addressed through four courses for ECSE candidates. The content in the four courses provides candidates with the opportunity to demonstrate the skills required to identify developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf-blindness).

SPED 371, Exceptional Individual
Candidates are introduced to low incident disabilities in this prerequisite course. Candidates gain knowledge in working with individuals with physical impairments, hearing loss, deafness, vision loss, deaf-blindness, and individuals with multiple-severe disabilities. Candidates are provided with readings and videos related to low incidence disabilities. Knowledge is assessed through the module activities.

**SPED 400**
In the Foundations to Early Childhood Special Education, candidates gain knowledge through the course text chapters related to low incidence disabilities in addition to course lectures and articles related to the Newborn Hearing Screen program. Course content includes the diagnosis of low incidence disability, risks and causes (prenatal and postnatal), and associated syndromes and disabilities. In addition, course content includes the impact of a specific low incidence disability on a child’s social, emotional, communication, and other areas of development, the family, and the interaction between the young child and members of the family, and peers. Candidates address appropriate resources, family impact, developmental implications and educational impact in a written disability report. Candidates share their findings from the disability report with other candidates through presentations.

Candidate in **SPED 421** Working with Families of Individuals with Disabilities gain knowledge of specific educational, developmental, and health issues and community resources related to a particular low incidence disability and assists families in accessing local, state, and national resources for children with a specific low incidence disability. Candidates complete the Exceptional Child Activity which requires candidates to find and assess resources in for low incidence disabilities across age-spans. For example, what resources do a family need to access when there is first diagnosed with vision loss? Candidates identify resources until the child is transitioning from high school. Candidates share their findings with their classmates through discussion board.

**SPED 514**
Assessment and intervention for children with Low Incidence disabilities is embedded in the course content.
Candidates gain knowledge and skill through the following activities:

- Viewing “What Can Baby Hear?” video and class discussion
- Viewing “What can Baby See?” video and class discussion
- Viewing “Newborn Hearing Screen Program” video and class discussion
- Viewing “Early Interactions” video (Children with multiple disabilities including vision and hearing loss) and class discussion
- Viewing “Little Man” video and class discussion on low incidence, prematurity, effects on family and interventions.
- Lecture/powerpoints on Hearing Loss (Which includes simulations of hearing loss, amplification, communication systems, resources)
- Lecture/powerpoints on Vision Loss (Which includes simulations of various types of vision loss, interventions, and resources)
- Lecture on Motor disabilities
- Review of assessment protocols
- IFSP case studies which include children with Low Incidence disabilities
Candidates are assessed in their knowledge and skill through:

- Participation in class discussion activities
- Mid-term and final exam
- IFSP case study

(ECSE) Standard 10: Field Experience in Early Childhood Special Education Programs

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

Candidates in the ECSE program are provided with opportunities to document observations in a variety of settings from birth to pre-kindergarten. Observations and fieldwork are structured to provide candidates with a range of experiences that can include general education, inclusion, home-visiting, center-based and classroom settings. Observations and fieldwork are designed in order for candidates to work with individual children, children in group settings and with families. Observations are documented through a variety of activities that include observing program, interviewing families and assessing young children and their families. Fieldwork (SPED 489C/D) is documented through ECSE fieldwork competencies that are aligned with the CCTC State Standards, and the Division of Early Childhood (DEC) recommended standards.

In SPED 400 candidates are required to document observations across two different settings. The focus of the observations is to provide candidates with experiences within a range of ages and abilities of young children. Candidates document how families are included in these settings, the range of abilities and classroom organization and schedule.

Fieldwork activities included in SPED 436, SPED 514 and SPED 515 require candidates to work with young children across a variety of ages and abilities through assessment of developmental skills and planning of interventions. In SPED 436, candidates focus on early literacy development. Candidates assess the child’s early literacy skills and development through informal and formal assessments and family input. Similar activities occur in SPED 514 and SPED 515. Candidates in SPED 514 assess a young child (birth to three) across all developmental domains. Candidates must include the family in the assessment and in planning interventions based on the child's assessed strengths and challenges. Candidates in SPED 515 have three opportunities to work individually with a young child (3-5 years of age). The course activities require the candidates to plan three separate observations/assessments of young children and subsequent interventions based on those observations/assessments.

The culmination of the fieldwork experience for candidates occurs over two semesters. In one semester (SPED 489C) the candidates spend a minimum of 90 hours in a birth to three setting. As births to three settings are unique, placements for fieldwork may vary, but include settings
that provide opportunities for candidates to demonstrate skill in working with families with young children with disabilities and skill in working with young children in groups and individually. The fieldwork competencies require candidates to demonstrate working with families in home visits and to plan, organize, and implement interventions that support the development and learning of young children with IFSPs.

In the second fieldwork experience (SPED 489D), the candidates complete a minimum of 250 hours in a classroom with preschool age children. As in SPED 489C, candidates must demonstrate the ability to plan, organize, and implement interventions that support the development and learning of young children with IFSPs and IEPs. Competencies include working with families and supporting children to be included with their peers.

**Added Authorization Standards**

**Autism Added Authorization**

CSU Fullerton has several faculty with expertise in research and practice associated with working with students with autism. Over the course of the past six months, the autism authorization was developed with input from local district and SELPA persons with expertise in autism. Additionally, CSU Fullerton has been hosting a federally funded conference for the past two years (this year’s dates are April 16 and 17, 2010). The conference has featured nationally recognized experts and these experts have contributed to our development of a strong research based Added Authorization in Autism. The authorization aligns with the CTC standards.

- Characteristics of Students with Autism Spectrum Disorder
- Teaching, Learning, and Behavior Strategies for Students with ASD
- Collaborating with Other Service Providers
- Including Fieldwork

At CSU Fullerton, candidates will take four classes (12 units) to earn the authorization. These classes are:

⇒ SpEd 401 – Introduction to Autism
⇒ SpEd 502 – Teaching Strategies for students with Autism
⇒ SpEd 522 – Advanced Positive Behavior Support
⇒ SpEd 533 – Advanced Collaboration

There are several options to candidates for obtaining the coursework.

1. If a teacher is already a matriculated student, they can take the authorization through the stateside registration procedure and the class will be taught by a CSU Faculty member.
2. If the teacher wants to just take a class through open university they can take an advertised class on campus and the class will be taught by a CSU Faculty member.
3. The CSU Fullerton Extended Education office will offer the entire authorization and someone can sign up to take the authorization without going through the cumbersome admissions process for stateside.
4. If the teacher is a part of the SELPA or District cohort, a special cohort may be put together and the classes will be made available from extended education. The classes will
be taught by the SELPA staff and/or CSU Fullerton faculty. This collaborative option was the result of a brainstorm session with many of our district partners. Using a trainer of trainers model, they will offer the advanced autism coursework that our faculty have developed so we can ensure that everyone earning a CSU Fullerton Added Authorization in Autism is trained meeting our high standards. We already have a cohort in North Orange County SELPA, Orange Unified School District and we have discussions underway with Santa Ana Unified School District and Walnut Induction Cohort (a group of 8 districts working in collaboration). We are confident that other partnerships will develop as well. We did decline to work with one SELPA that presented to us a very low level of concept attainment and material we felt does not meet our standards. We have invited them to learn and train with experts if they are interested in teaming with us. This regulation of our materials will allow us to produce teachers with strong autism development and skills.

The course descriptions and objectives for the four courses are listed below:

**SPED 401: Introduction to Autism Course Description**
This class is an introduction to the field of autism. It focuses on the foundations & characteristics of autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD.

SpEd 401: Introduction to Autism Course Objectives
1. Candidates will understand the definitions and symptoms of autism spectrum disorders.
2. Candidates will define the early signs of autism and understand the diagnostic process.
3. Candidates will define the learning characteristics of individuals with ASD.
4. Candidates will understand the importance of parent perspectives, priorities, & participation.
5. Candidates will explore the many treatment options available for individuals with autism and evaluate autism treatments and supports.
6. Candidates will demonstrate the ability to select contemporary evidence-based practices for individuals with ASD.
7. Candidates will understand the importance of data-collection, data-based decisions, and individualized program planning and development.
8. Candidates will understand the importance of natural environment training and inclusive education.
9. Candidates will understand how inclusion positively impacts the culture of schools and communities.
10. Candidates will demonstrate the ability to access the literature and explore current issues as presented by expert researchers in the field.
11. Candidates will demonstrate knowledge of the core challenges associated with language, communication, cognition, and neurology, social skills, and behavior, processing and implications for program planning.

**SPED 502: Teaching Strategies for students with Autism Course Description**
Pre-requisite: Sped 401. This class is the second in a series of courses offered for an autism authorization. It focuses on teaching, learning and behavior strategies for autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD.

SpEd 502: Teaching Strategies for students with Autism Course Objectives

1. Candidates will demonstrate knowledge of evidence based and multi-faceted methodologies.
2. Candidates will demonstrate understanding of strategies in teaching and engaging students with ASD.
3. Candidates will understand and appropriately utilize behavioral-based teaching strategies, and positive behavior supports.
4. Candidates will demonstrate understanding of implementing learning strategies from acquisition to generalization.
5. Candidates will demonstrate knowledge of legal issues that impact education and practice in the field of special education and related services for individuals with ASD.
6. Candidates will access peer-reviewed literature regarding educating students with ASD.
7. Candidates will gain awareness of key areas for assessment and intervention in communication; social and emotional understanding; understanding routines and conventions; self-care and independence skills; and learning style.
8. Candidates will ascertain the needs of an individual in the areas of communication, social- emotional understanding, learning style, and self-care skills to guide interventions and make data-based decisions.
9. Candidates will demonstrate understanding of appropriate use of assistive technology.

***Note – there is a fieldwork component to this course for the demonstration of skills***

During the second week of class in SPED 502: Teaching Students with Autism, candidates view a Power Point presentation on Assessment for children with Autism that covers the use of formal and informal assessments for program planning and service delivery. The following topics are presented:

- Part I: The Importance of Assessment
- Part II: Screening for ASD
- Part III: Diagnosing ASD
- Part IV: Components of a Core Assessment Battery
- Part V: Linking Assessment to Intervention

Candidates then apply this learning to three Case Studies with children with Autism (on Behavior, Socialization, and Communication) which are evenly spaced throughout the rest of the semester. The Case Studies require students to collect data from assessment records provided by parents/teachers in order to plan and implement an effective intervention, review the research (OCALI website www.autisminternetmodules.org) to choose an effective interventions for the targeted behavior or skill, then implement the intervention and collect data on its effectiveness, including baseline and intervention phases. Candidates are assessed with a rubric (in the syllabus) on a written report that includes a rationale for and the results of the intervention, and a proposal for how they would encourage and track maintenance and generalization of intervention skills.

**SPED 522: Positive Behavior Support Description**
Prerequisites: Must be in final half of preliminary or Level I program or be enrolled in one of the Added Authorization programs. Developing an educational approach to supporting positive behaviors in the classroom and community. Regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel.

SpEd 522: Positive Behavior Support: Objectives

Area 1.0  Basic Concepts
1.1 Candidates will describe basic technology of operant principles: reinforcement (positive and negative), and punishment, stimulus control, stimulus discrimination, and stimulus generalization.
1.2 Candidates will demonstrate an understanding of these basic principles by describing application of these principles in the literature,
1.3 Candidates will describe difficult or challenging behaviors and identify them as they occur in the classroom or community.

Area 2.0  Applied Behavior Analysis & Classroom/School Management
2.1 Candidates will prepare an operational definition of a difficult or challenging behavior,
2.2 Candidates will implement basic tools of observing and recording behavior (ABC chart, frequency counts, interval recording, and Scatter Plot),
2.3 Candidates will describe basic applied procedures typically implemented to decrease challenging behavior (Differential Reinforcement of Other Behavior-DRO, DRA, DRL),
2.4 Candidates will apply these basic principals to Classroom/School Management,
2.5 Candidates will describe basic aversive procedures typically implemented to decrease challenging behavior (Time-out, response costing, overcorrection, verbal reprimands),
2.6 Candidates will review the literature and consolidate to demonstrate discrimination between aversive and non aversive interventions implemented to decrease challenging behavior,
2.7 Candidates will review the current literature which demonstrates effects of Positive Behavior Support,
2.8 Candidates will describe the current laws that mandate against the use of aversive intervention.

Area 3.0  Quality of Life Indicators
3.1 Candidates will assess quality of life, setting events and antecedent variables for your target student.
3.2 Candidates will be able to review results based on results of assessment, design modifications in ecological or environmental factors that will reduce the likelihood of the challenging behavior, or prevent the challenging behavior from occurring.
3.3 Candidates will demonstrate an understanding of how these indicators affect classroom management or support.

Area 4.0  Functional Assessment
4.1 Candidates will describe the four main motivations underlying challenging behaviors and how challenging behavior serves a communicative function,
4.2 Candidates will administer the following instruments to perform a functional assessment of challenging behaviors: Scatter Plot, ABC, Significant Other Interview, Behavior Map, Communicative Functions Analysis, Motivation Assessment Scale, quantitative data collection, ecological and learning style inventories.

Area 5.0  Hypothesis Testing
5.0 Candidates will based on results of data collection, summarize data in written form,  
5.1 Candidates will generate hypotheses based on data results,  
5.2 Candidates will test hypothesis with your target student.  

Area 6.0 Positive Behavior Support Plan  
6.1 Candidates will design and implement a Positive Behavior Support strategy for reducing  
challenging behavior in all of the five following areas: (1) Life style enhancement, stimulus  
changes, or setting modifications, (2) new, efficient, functionally equivalent replacement  
behavior, (3) positive consequences, (4) emergency management.  
6.2 Candidates will demonstrate an understanding of the application of a Positive Behavior  
Support approach in contexts of the general education classroom, campus and community  
settings.  
6.3 Candidates will demonstrate an understanding of the application of Positive Behavior  
Support to students with mild to moderate disabilities, students with moderate to severe  
disabilities, and students with no known disability or students who are "at risk" who are of all  
ages (infants to adults).  

***Note – there is a fieldwork component to this course for the demonstration of skills***  

SPED 533: Seminar: Issues and Trends in Collaborative/Consultative Services  
Description: Prerequisites: Level I or Preliminary Education. Contemporary research and  
practices as they apply to collaborative and consultative services in school and agency settings.  

Objectives  
(1) Candidates will develop strategies for working collaboratively with family and school  
personnel from initial due process procedures to final outcomes  
(2) Candidates will review professional needs and collaboratively establish priorities for  
seminar topics and timelines for project due dates to enhance lifelong personal  
professional development  
(3) Candidates will read and discuss articles and information related to emerging legal and  
ethical issues  
(4) Candidates will read and discuss research findings on best practices (e.g., delivery of  
services, instruction, consultation, staff development)  
(5) Candidates will develop a resource file of materials related to cultural background and  
identification problems and practices, family attitudes toward special education labels,  
legal issues in special education, technology resources, and best practice research  
findings, include organizations and publications relevant to individuals with disabilities  
and the multidisciplinary team members and other service providers that may work with  
the candidate  
(6) Candidates will develop and present a working project related to professional preparation  
(specific emphasis or authorization) and the Level II/Clear Induction Plan (portfolio).  
(7) Candidates will participate in discussions of family systems, the roles of families  
supporting development and the role of families in the educational process  
(8) Candidates will be familiar with research based studies and practices showing:  
   a. Both sides of current issues and present them in oral and written form.  
   b. System advocacy and collaborative change opportunities
c. The importance of Collaboration, Co-teaching, Professional Learning Communities, Shared Decision making as it relates to the candidates specific authorization or credential area.

***Note – there is a fieldwork component to this course for the demonstration of skills***

Each of the specific CTC standards are addressed below:

(ASD) Standard 1: Characteristics of Students with Autism Spectrum Disorder

The program provides opportunities for the candidate to be able to identify the unique characteristics of students within the autism spectrum. The candidate demonstrates unique knowledge of the core challenges associated with language and communication, cognition and neurology, social skills and behavior, processing and implications for program planning and service delivery.

Autism is a disorder that is receiving increased attention in the public forum. A recent report published by the Centers for Disease Control indicates that autism occurs in one in 100 children and is more prevalent in males than females. In fact, it is estimated that autism impacts one girl for every four boys. On average, children are diagnosed around the ages of 3-4 years and identification of the disorder centers on the expression of behavioral characteristics. To receive a medical diagnosis, a child must show significant impairment in his or her social interaction, communication, and behavior. Clinicians' understanding of autism has broadened over the years and it is now considered to be a spectrum of disorder that includes autistic disorder, Asperger syndrome, Rett syndrome, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder-Not Otherwise Specified. Although the cause of autism is still unknown and many researchers are investigating genetic and environmental factors, all clinicians agree that receiving early diagnosis and intervention are key to improving prognosis.

As indicated above, the course objectives for the SpEd 401 clearly show that the CSU Fullerton program provides opportunities for the candidate to be able to identify the unique characteristics of students within the autism spectrum. They will be introduced to the umbrella of diagnosis and characteristics associated with Autism Spectrum Disorder. Developing any sort of understanding of student characteristics and special education services must involve some degree of first-hand observation and during the program the candidates will experience opportunities to observe model programs, individual classrooms, community and home environments and individual students via virtual tours, video and other media, actual classroom observations and fieldwork. Candidates will be able to define terms such as limited skill generalization, limited skill maintenance, over selectivity, overdependence, and limited motivation. Candidates will be introduced to some of the probably causes including biophysical developmental, and behavioral explanations.

During SpEd 401 and 502 candidate will demonstrates unique knowledge of the core challenges associated with language and communication, cognition and neurology, processing and implications for program planning and service delivery. Implementation of social communication skills and behavior will be demonstrated in SpEd 522.

Successful integration, to the maximum extent possible, of students with disabilities with their typical peers is an integral part of the department's conceptual framework. Strategies and
techniques for implementing the legal mandate of Least Restrictive Environment and becoming agents of change receive emphasis throughout both introductory and advanced level courses. Issues of disability, equity, and access are infused across all of the authorization courses. Candidates are required to critically analyze, discuss and report on all levels and aspects of academic and social integration and inclusion. This philosophy is generated from the extant literature on communication and social skill development (Durand, Berotti, & Weiner, 1993; Hunt, Alwell, & Goetz, 1988; Hunt, Alwell, Farron-Davis, & Goetz, 1996; Kaiser, 1993; Miller, 1993; Siegel-Causey & Wetherby, 1993; Haring & Breen, 1992; Wolfberg & Schuler, 1993). Candidates are well trained to prepare their students with critical social and communication skills that will enable them to develop meaningful social experiences and social networks in their lives. Specifically, candidates are trained to assess current verbal and non-verbal communication, and social interaction skills and interests and to conduct assessments to evaluate needs of students. Furthermore, candidates demonstrate how to assess a variety of environments for opportunities to facilitate students' social interactions with typical peers.

(ASD) Standard 2: Teaching, Learning and Behavior Strategies for Students with ASD

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD. The candidate is able to use appropriate assessment to drive program decisions. Candidates are able to implement learning strategies from acquisition to generalization. The candidate understands and appropriately utilizes behavioral based teaching strategies, structured teaching, use of visual supports and positive behavior supports.

Given that there is no known cause and no medical test that can be given to detect it, autism is determined by directly observing impairments in three main areas of development: communication, socialization, and behavior. For example, some children with autism do not learn to use spoken language or gestures in meaningful ways or perhaps use their language in socially-inappropriate ways; similarly, children with autism characteristically demonstrate an inability to make meaningful friendships with their peers, tend to be quite rigid with their preferred routines, and often perseverate on particular objects or topics of conversation. Currently there is no known cure for autism but despite the fact that autism is an intense and comprehensive disorder, effective interventions and supports have been developed that can help these individuals learn be successful in life. SpEd 502 provides the candidate with research based effective teaching strategies and includes three case studies which will require candidates to apply concepts and information from class sessions as well as key principles from the required readings. Candidates will also complete five application activities, in which demonstration of knowledge is evidenced by the documentation of concepts as they apply to the field. In the CSU Fullerton program candidates demonstrate the ability to teach meaningful skills and accommodate needs so students will actively participate in activities within school, community, and work settings; integrate all areas of curriculum; and implement effective IEP’s for individual students. Candidates learn to use assessment data as a tool for effective instruction. The candidates are provided with many examples of how assessment is used to design curriculum and instruction.
Candidates are taught to adjust instruction through effective planning, design, and implementation which enhances and supports diversity, culture, and ethnicity. Candidates write long- and short-term objectives for an instructional group or an individual and are encouraged to plan ahead to gain the students’ attention, motive students to stay on task and reward students for their efforts.

Basic principles of positive, proactive, preventive strategies are further developed in SPED 522. Candidates are fully prepared in Positive Behavior Support to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive and respectful of students. Candidates are required to collect assessment data on severe challenging behaviors for a longer duration and to design and implement a positive behavior support program to remediate and replace these behaviors. Candidates are required to collect ongoing remediation data and to make program modifications as necessary to successfully solve the behavior problems. The candidates conduct a Functional Analysis Assessment in addition to other behavior related assignments. This sequence has been carefully designed to be proactive in working with candidates who may have challenging student behaviors in their classrooms. Candidates are prepared to complete a Behavior Intervention Plan and upon completion of this course with a grade of A or better, receive a certificate of completion as a Behavior Intervention Case Manager (BICM). Research from the literature on positive behavior support and non-aversive teaching technology is required reading. Candidates are prepared to conduct a functional analysis of challenging behavior and to develop an intervention based on non-aversive, proactive, best-practice strategies taken directly from the current research in this area. Ethics and quality of life standards are emphasized. Collaboration with families, other personnel and external agencies is addressed.

(ASD) Standard 3: Collaborating with Other Service Providers

The program will provide proactive monitoring opportunities for candidates with ASD to demonstrate skills as a member of a multidisciplinary team, including systems for collaborating with other service providers such as Occupational Therapist, Speech and Language Pathologist, Paraprofessional, outside agencies etc.

Collaboration and effective communication are critical components to every course in the training program at CSU Fullerton. Collaboration goes beyond just being a member of a team or group of educators. Collaboration means working jointly with others (Mastropieri & Scruggs, 2000), it is a partnership (Cook & Friend, 1995; Idol, Nevin, & Paolucci-Whitcomb, 1994) and as suggested by Cook and Friend (1995) it is voluntary. Collaboration means mutual support, converging values, and joint decision-making. Collaboration, as it relates to education, is defined as a team of two or more individuals working together to plan lessons or curricula, adapt instruction, team teach, and develop individual education plans for learners with special needs (Nolet & Tindal, 1994). Concomitantly, collaboration also involves parity among all members of the partnership (Friend & Bursuck, 1999) and as Mastropieri and Scruggs indicate, collaboration is a necessary process for ensuring that all students receive the IDEA mandated free, appropriate public education. Collaboration transcends the model of co-teaching. “Collaboration is a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision
making as they work toward a common goal” (Cook & Friend, 1991, p. 25). Walter-Thomas, Korinek and McLaughlin (1999) validate that the ultimate purpose of professional collaboration is to enhance student outcomes. This is accomplished through strengthening the skills and knowledge base of individual educators working in the collaborative partnership. The CSU Fullerton autism authorization will include numerous opportunities to collaborate with other professionals and families.

SpEd 533 expands upon the candidates skills obtained in their preliminary credential and give them basic tools for implementation of successful multidisciplinary team activities designed to serve students with autism. Some of the these advanced skills include conflict management and resolution, negotiation, staff and family development, program evaluation, supervision of paraprofessionals and community collaboration. A strong emphasis is placed on work within the professional community including medical doctors, occupational and physical therapist, speech and language pathologist, assistive technology experts and other service providers who support the lives of persons with autism. The candidates develop these skills via activities such as role playing different vignettes that present conflict i.e., problem with paraprofessional, family members, agency staff members, etc. There is a field requirement for both observation and active involvement in implementation of collaboration.

**Fieldwork component** - As indicated above, fieldwork is included in SpEd 502, 522 and 533. The faculty at CSU Fullerton believes it is critical for our candidates to not only know theory and research based strategies, but to be able to implement them in the field.

**Early Childhood Special Education Added Authorization (ECSEAA)**

**ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs**

*Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, emotional disturbance, and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child’s chronological age, developmental differences, and disability-specific needs.*

*The program provides opportunities for each candidate to demonstrate comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including knowledge of early childhood developmental stages and their implications for learning. Each candidate demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Each candidate demonstrates skill required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.*
Candidates in the ECSE Added Authorization program are provided with opportunities to research the etiology of disabilities in SPED 400.

Candidates will observe two educational settings (ECSE and a general education) and compare and contrast services.

Candidates will create presentations about a disability and share information with colleagues as though speaking with families.

Candidates in the ECSE AA program enroll in either SPED 489C or SPED 489D. They will have the opportunity to demonstrate knowledge in engaging all learners (typical/atypical) through field work competencies.

In both SPED 513 and SPED 514 candidates will learn intervention strategies for working with infant and early childhood students with a variety of disabilities, including young children with Low Incidence disabilities.

Candidates in SPED 400 gain knowledge by conducting research projects on assigned disabilities and present information to colleagues as though it was for parents. Candidates also learn about disability characteristics in reading the Howard, Williams & Lepper, (2008) text.

The program ensures that candidates demonstrate knowledge of biological and environmental factors that affect pre-, peri-, and postnatal development and learning by having them conduct an Observation Report based on special education and a general education classroom. They compare and contrast the practices of each setting. Candidates review case studies from the text and answer questions on support diverse learners. Students compose lesson plans with adaptations and an emphasis on cross-cultural competence (SPED 400).

The program ensures that candidates recognize the potential influence of varying cultural factors and practices on development by having them examine various cultures in the cross-cultural text and write chapter reflections (SPED 400).

**ECSEAA Standard 2: Role of the Family in Early Childhood Special Education**

*Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child’s disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child. Each candidate demonstrates required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into daily life.*

**Program Planning Prompts:**
• How does the program ensure that candidates sensitively elicit family concerns, priorities, and resources in relation to their child with special needs?
• How does the program ensure that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own?
• How does the program ensure that candidates collaboratively plan, assess, and implement programs and services with families and professional colleagues?
• How does the program ensure that candidates prepare and support family members throughout the IFSP/IEP process, and follow up with families to ensure that the IFSP/IEP document is consistent with the outcomes/goals that they have for their child and family?
• How does the program ensure that candidates demonstrate skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life?

The program ensures that candidates provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress by having them research a disability and present information to colleagues as though they are parents (SPED 400).

Candidates complete 2 Connect modules in SPED 400 on Collaboration with Families. Course content includes readings on Team modules for collaboration.
• Candidates will explore relevant practices in working with families of children with disabilities in SPED 400.
• In SPED 489C and SPED 489D candidates will demonstrate skill working with families through home visits, IFSP/IEP attendance, application of family choice). Candidates in 489C complete observe an IFSP.
• In SPED 514, candidates will conduct an assessment report based on family input and make IFSP/IEP recommendations. Candidates will develop outcomes with families based on McWilliams Routine-based Interview. In addition, candidates complete a module on writing IFSP outcomes which include case studies and videos by Jung (2007).
• In SPED 515, candidates will conduct an assessment report in conjunction with family input including the development of goals and objectives developed with family input. Candidates participate in a mock IEP, which includes family participation.

SPED 400 candidates create family oriented presentations to explain the causes of disabilities. Candidates read in text about the strategies for effective partnerships (Williams, Howard, Lepper, 2004).

The program ensures that candidates sensitively elicit family concerns, priorities, and resources in relation to their child with special needs by giving candidates the specific criteria in the Disability Report to be warm and sensitive when sharing information about disabilities. Teacher will assess for these traits based on material from William, Howard, and Lepper text (ch 1-5) on stages parents of grief for families (SPED 400).

The program ensures that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own.
• Candidates participate in cultural activities and discussions during class session.
• Candidates bring a symbol of their own culture to share with classmates (SPED 400).
• Candidates write reflections on diverse populations from cross-cultural text (SPED 400).

The program ensures that candidates prepare and support family members throughout the IFSP/IEP process, and that follow up with families to ensure that the IFSP/IEP document is consistent with the outcomes/goals that they have for their child and family by instructing candidates on home visits, application of family rights, and fieldwork competencies (SPED 489C and SPED 489D).

In SPED 400, candidates complete CONNECT modules related to working with families.

In SPED 421 Working with Families of Individuals with Disabilities, candidates gain knowledge in working and teaming with families. Course content includes helping families participate in the IEP process, assisting families with accessing community resources and collaborating with families in the key transition points.

Course objectives include:
• Develop and conduct family interview to identify needs, concerns, and priorities for IFSP and IEP planning.
• Explain the benefits of parent-professional partnership.
• Demonstrate techniques to establish collaborative meetings.
• Identify resources in the community.

Candidates gain knowledge from course readings and course text “Parent and Families of Children with Disabilities: Effective School-Based Support Services” (Fielder, Simpson & Clark, 2007) and “Collaborating with Families: A Case Study Approach” (Overton, 2005). In addition, candidates complete IRIS modules on collaborating with families and complete readings and reflections on readings concerned with collaboration with families. Course assignments include a resource assignment, discussion board postings, article reflections and a family interview. The family interview provides the candidate with the opportunity to demonstrate the skill of collaborating with families and identifying family priorities, resources and concerns. Candidates demonstrate the skill in identifying and accessing community resources through the Exceptional Child Activity.

Assessment of knowledge and skill in collaboration and consultation is conducted through the Family Interview assignment, Exceptional Child Activity, Discussion Board, article reflections, and final exam.

SPED 514 provides candidates with knowledge in skill in collaborating with families, service providers and community agencies. Course objectives for SPED 514 include:
• Develop strategies for involving primary caregivers as team members in assessment process by using families as informants, observers, and assessors
• Demonstrate skills in the development, implementation and monitoring of progress of the IFSP with family and other team members.
SPED 514 content is concerned with the birth to three populations. Candidates gain knowledge through course lectures and readings related to Part C and IDEA mandates, including but not limited to the provisions of service coordination, assessing for parents priorities, concerns and resources, collaboration with team members and service providers. Candidates gain experience in conducting family assessments. In addition, using the text,” Home Visiting” (Sparks & Cook, 2008), candidates learn the process of collaborating with families in the natural environment.

The Assessment Report Assignment requires candidates to collaborate with families and service providers to conduct an assessment on a child birth to three. In addition, candidates participate in a group IFSP case study in which candidates must identify roles and responsibilities service providers, parents, service coordination and agencies.

SPED 515 provides candidates with the opportunity to demonstrate skills in collaboration through the IEP case study. This activity requires candidates to plan an IEP meeting that includes various service providers, case managers and families depending on each individual case study.

Fieldwork: SPED 489C and SPED 489D. The two fieldwork experiences for ECSE candidates require candidates to demonstrate the skill required participating 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. Competencies related to Standard 8 include:

- **SPED 489C**
  - Works with the family in the home environment to identify and develop learning opportunities in the family / daily routine.
  - Involves the family in setting instructional goals and monitoring progress
  - Utilizes the expertise of relevant disciplines in providing services to very young children with disabilities.
  - Establishes and maintains a positive collaborative relationship with the very young child and family.
  - Knows how to access community resources important in Early Intervention

- **SPED 489D**
  - Participates as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs
  - Consults and collaborates with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of young children who have or are at risk for developmental delays and disabilities
  - Demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for young children with disabilities
  - Participates as a team member in order 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.
  - Consults, collaborates and/or co-teaches with colleagues in general education (e.g., Head Start, typical preschool environments).
• Observes, evaluates, and provides feedback to para-educators

Summary: Knowledge and skill development for collaboration and consultation is initially introduced in SPED 400. Candidates gain experience in this area through subsequent course content and activities in SPED 421 Working with Families of Individuals with Disabilities, SPED 429 Introduction to Collaboration, SPED 514 and SPED 515. Finally, candidates demonstrate their ability to collaborate and consult with a variety of team members, community agencies and families in their two culminating fieldwork experiences, SPED 489C and SPED 489D.

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten

*Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child’s disability and maximize the child’s learning potential and family outcomes. The program ensures that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own.*

• Candidates participate in cultural activities and discussions during class session.
• Candidates bring a symbol of their own culture to share with classmates (SPED 400).
• Candidates write reflections on diverse populations from cross-cultural text (SPED 400).

Assessment and Evaluation is covered in two semesters with SPED 514 Infant/Toddler Assessment and Intervention, SPED 489C Fieldwork with Infants/Toddlers, SPED 515 Preschool Assessment and Intervention, SPED 489D Fieldwork with Preschool, and SPED 421 Working with Families of Individuals with Disabilities.

SPED 514 course objectives include:
1.0 To present assessment practices appropriate for infants with special developmental needs. The student will: (CCTC Program Standards 2, 5, 10, 11; ECSE 2,3,4,9)
   1.1 Identify different states of child for assessment purposes (e.g., warm-up time).
   1.2 Articulate optimal use of the physical setting (e.g., appropriate and comfortable position for assessment).
1.3 Develop strategies for involving primary caregivers as team members in assessment process by using families as informants, observers, and assessors
1.4 Accommodate cultural and linguistic differences of child and family in the assessment process.

2.0 To select and utilize assessment strategies and tools appropriately.
The student will: CCTC Program Standards 3,5; ECSE 2,3,4,8)
2.1 Identify assessment questions to be addressed based on the infant’s or families priorities, program concerns, and previously identified issues.
2.2 Articulate culturally responsive observation techniques for child and family.
2.3 Identify a variety of formal and informal assessment strategies and their purposes.
2.4 Select appropriate strategies and tools for each purpose.
2.5 administer assessment tools in a manner that ensures reliable and valid results.
2.6 Adapt assessment materials for infants with specific handicapping conditions or cultural or linguistic needs.

3.0 To accurately interpret and report assessment results. (CCTC Program Standards 4,5,6,11; ECSE 2,3,4,9)
The student will:
3.1 Differentiate between normal and atypical growth and development
3.2 Integrate assessment results with information from other agencies or other personnel having contact with child and family.
3.3 Interpret and synthesize multidisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies.
3.4 Recognize limitations of assessment measures (e.g., not scoring an infant who has cerebral palsy low in adaptive areas when he/she can not manipulate a toy due to a motor impairment.)
3.5 Interpret and report assessment results in language that the family can understand.

4.0 To appropriately design intervention strategies based on the assessment information (CCTC Program Standards 3,13; ECSE 3,4,6,9)
4.1 Design intervention strategies in the area of Language Development
4.2 Design intervention strategies in the area of Social/Emotional Development
4.3 Design intervention strategies in the area of Physical Development
4.4 Design intervention strategies in the area of Cognitive Development

Candidates are provided opportunities to develop an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, influence of specific disabilities on development and learning, and the role of the interdisciplinary team through several key assignments. These assignments provide candidates with both theoretical and practical implications of the assessment and evaluation of young children. In addition, the assignments provide candidates with an understanding of the requirements of Part C and B related to assessment and evaluation. The assignments include:

- Chapter presentations from the textbook, “Assessing infants and preschoolers with special needs” (McLean, M., Wolery, M., & Bailey, Jr., D.B., 2004). Chapters address: Ethical implications for assessment and intervention, Part C & Part B laws and regulations,
assessing developmental domains, assessing cultural and linguistically diverse populations, assessing environments and progress monitoring.

- Complete an online module by Neisworth and Bagnato on Recommended Practices for Assessment in Early Childhood Settings.
- Complete an online module using the National Early Childhood Technical Assistance Center (NECTAC) websites in which candidates read and reflect on developmental screening, Developmental Screening Tools, NASP Position Statement on Early Childhood Assessment, and Family-Directed Child Evaluation. ([http://www.nectac.org/topics/earlyid/screeneval.asp](http://www.nectac.org/topics/earlyid/screeneval.asp))
- Complete an online module on language acquisition by Dr. Todd Risley. ([http://www.pitc.org/images/annevent/we_video_popup6.htm](http://www.pitc.org/images/annevent/we_video_popup6.htm))

Complete online module on assistive technology. The second module is related to using ACC to enhance communication in very young children. [http://aac-rerc.psu.edu/index.php/webcasts/show/id/7](http://aac-rerc.psu.edu/index.php/webcasts/show/id/7)

- Quiz Link: [http://aac-rerc.psu.edu/quiz/quiz/3](http://aac-rerc.psu.edu/quiz/quiz/3)

Candidates gain an understanding of how to accommodate cultural and linguistic differences of child and family in the assessment process and develop an understanding of the needs within the context of the family’s concerns and priorities through the reading and reflection of the book, “Melanie with a Broken Wing” (Harry, 2009).

- Two formal written reflection assignments provide the opportunity for candidates to reflect on the how to accommodate cultural and linguistic differences of child and family in the assessment process and develop an understanding of the needs within the context of the family’s concerns and priorities.

Candidates demonstrate the skill in utilizing multiple sources of developmentally 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 by:

- Conducting reviews of developmental and standards based assessments. Candidates have access to a wide range of assessment materials. Assessment material reviews are conducted throughout the semester. Examples of assessment materials include:
  - The Carolina Curriculum and Assessments; Assessment, Evaluation, Programming System (AEPS), The Hawaii Early Learning Profile (HELP), The Development Assessment of Young Children (DAYC), Developmental Observation Checklist (DOCS), Ages and Stages Screening, Pediatric Evaluation Disability Inventory (PEDI), Temperament and Atypical Behavior Scale (TABS) and Rossetti Language Assessment.

Candidates demonstrate the skill of utilizing multiple sources of developmentally 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 by completing an assessment report for an Infant/Toddler and their family. The assessment report requires the candidate to assess a very young child in their natural environment over several observations. The components of the report include:
(a) Background information: Child’s age, background, description of the disability, family, health status of the child;
(b) a description of the assessment procedure, its implementation, and any adaptations that were made (including indication of adjustments or specifics related to culture or EL;
(c) an explanation of how the assessment was conducted;
(d) parents priorities, concerns and resources;
(e) assessment results for all 5 areas of development and a summary of the findings;
(f) an interpretation of the findings;
(g) the implications of the findings for developing outcomes;
(h) recommended IFSP interventions and IFSP services;
(i) the reliability and validity of the findings and how this was established.

In SPED 489C- Fieldwork Infant/Toddler, candidates must pass competencies in Assessing Student learning. Candidates demonstrate the ability to:
- Demonstrates use of strategies (e.g., conversations, interviews, and checklists) to elicit a family’s identification of concerns and priorities related to child’s development
- Uses nonbiased, non discriminatory assessment practices appropriate to very young children with disabilities (e.g., observation, family interview, play-based, ecologically appropriate assessments), including those for English language learners.
- Interprets and explains assessment information accurately in ways that are meaningful and in a language that is understandable to the family.
- Produces an accurate and comprehensive report of assessment information with implications for intervention (in conjunction with SPED 514).
- Demonstrates the ability to develop appropriate outcomes for an Individual Family Service Plan based on family concerns and priorities
- Systematically collects data on the infant’s or toddler’s progress and implements change based on data.

In the candidates’ second semester, they complete both SPED 515 and SPED 489D. SPED 515 provides additional experiences in gaining skills utilizing multiple sources of developmentally 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. This standard is met through the use of the course text, lectures and course readings in addition to course assignments.

Course objectives for SPED 515 include:
4. To select and utilize assessment strategies and tools appropriate for preschool students with special developmental needs (CCTC Program Standard 2.5; ECSE 2.4)
   f. Identify assessment questions to be addressed based on the child’s or family’s priorities, program concerns, or previously identified concerns
   g. Compare a variety of formal and informal assessment strategies and their purposes
   h. Select appropriate strategies and tools for each developmental area
   i. Administer assessment tools in a manner that ensures reliable and valid results
   j. Adapt Assessment materials for children with specific disabling conditions or cultural or linguistic needs
5. To accurately interpret and report assessment results (CCTC Program Standard 5; ECSE 4,)
a. Integrate assessment results with information from other agencies or other personnel having contact with the child and family
b. Interpret and synthesize interdisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies
c. Assess the limitations of assessment measures
d. Report assessment results in language that the family can understand

6. To effectively interact with members of the assessment team and interagency teams to develop appropriate programs for preschoolers with special needs (*CCTC Program Standard 4; ECSE 4,8*)
   a. Assess the importance of collaboration with families and the interdisciplinary assessment team
   b. Identify strategies to involve a variety of people into the assessment and intervention team at all levels

The course texts are:
- California Department of Education (2000). *Handbook on assessment and evaluation in early childhood special education programs.* Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on Blackboard or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))
- California Department of Education (2001). *Handbook on developing individualized family service plans and individualized education programs in early childhood special education.* Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on Blackboard or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))

Additional course readings include:
- Improving Child Outcomes With Data-Based Decision Making: Collecting Data

Through the following assignments candidates gain an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies:
- Critique and demonstration of an assessment instrument using the *Buros Mental Measurements Yearbook* (Spies & Plake, 2005)
- Observation Assignment- Select one student. Identify an observation question about this student related to behavior or social skills in the classroom or outdoor play. Design an informal observation assessment procedure to use with this child to help collect data that will assist in answering the question.
- Assessment Report:
(a) identification of the assessment question that based on program concerns or identified issues;
(b) background information on the child: eligibility, health information, educational history, current placement
(c) a description of the assessment procedure, its implementation, and any adaptations that were made;
(d) a brief explanation of how the assessment procedure addresses the assessment question;
(e) a summary of the findings;
(f) an interpretation of the findings in light of the assessment question;
(g) the implications of the findings for developing intervention, including a goal for this child.
(h) the reliability and validity of the findings and how this was established.

**SPED 489D Fieldwork with Preschool**

Competencies for assessment include:

- Gather relevant data background
- Selects and administers appropriate formal and informal assessments for young children, and their families
- Appropriately modifies assessment strategies for individual needs
- Demonstrates skill in utilizing multiple sources of developmentally 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
- Participates and collaborates as a team member in conducting family-centered assessments
- Interprets information from formal and informal assessments with respect to articulated assessment questions
- Communicates assessment results in an effective manner to other educators and families.
- Participates as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs

Standard 3 is addressed for candidates through multiple and varied experiences, readings, and assignments included in **SPED 514, SPED 515, SPED 489C and SPED 489D coursework**. Candidates demonstrate skill in selecting, administrating and interpreting assessments and evaluations by conducting three assessments in a variety of settings and ages of children. Course readings and assignments provide candidates with a foundation to understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing).

**ECSEAA Standard 4: Experience in Early Childhood Special Education Programs**

*Each candidate has documented observations in a variety of settings from birth to prekindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive,*
developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings. Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Program Planning Prompts:

- How does the program ensure that candidates demonstrate skill required to monitor a child’s progress based on IFSP outcomes and IEP goals?
- How does the program ensure that candidates demonstrate skill in working with families with young children with disabilities?
- How does the program ensure that candidates demonstrate skill in working with young children in groups and individually?
- How does the program ensure that candidates demonstrate the ability to organize and manage the classroom environment including the use of paraprofessionals?
- How does the program ensure that candidates demonstrate the ability to plan, organize, and implement interventions that support the development and learning of young children with IFSPs and IEPs?

Candidates in the ECSE program are provided with opportunities to document observations in a variety of settings from birth to pre-kindergarten. Observations and fieldwork are structured to provide candidates with a range of experiences that can include general education, inclusion, home-visiting, center-based and classroom settings. Observations and fieldwork are designed in order for candidates to work with individual children, children in group settings and with families. Observations are documented through a variety of activities that include observing program, interviewing families and assessing young children and their families. Fieldwork (SPED 489C and SPED 489D) is documented through ECSE fieldwork competencies that are aligned with the CCTC State Standards, and the Division of Early Childhood (DEC) recommended standards.

In SPED 400 candidates are required to document observations across two different settings. The focus of the observations is to provide candidates with experiences within a range of ages and abilities of young children. Candidates document how families are included in these settings, the range of abilities and classroom organization and schedule.

Fieldwork activities included in SPED 514 and SPED 515 require candidates to work with young children across a variety of ages and abilities through assessment of developmental skills and planning of interventions. Activities occur in SPED 514 and SPED 515. Candidates in SPED 514 assess a young child (birth to three) across all developmental domains. Candidates must include the family in the assessment and in planning interventions based on the child’s assessed strengths and challenges. Candidates in SPED 515 have three opportunities to work individually with a young child (3-5 years of age). The course activities require the candidates to plan three separate observations/assessments of young children and subsequent interventions based on those observations/assessments.
The culmination of the fieldwork experience for candidates occurs over two semesters. In one semester (SPED 489C) the candidates spend a minimum of 90 hours in a birth to three setting. As births to three settings are unique, placements for fieldwork may vary, but include settings that provide opportunities for candidates to demonstrate skill in working with families with young children with disabilities and skill in working with young children in groups and individually. The fieldwork competencies require candidates to demonstrate working with families in home visits and to plan, organize, and implement interventions that support the development and learning of young children with IFSPs.

In the second fieldwork experience (SPED 489D), the candidates complete a minimum of 250 hours in a classroom with preschool age children. As in SPED 489C, candidates must demonstrate the ability to plan, organize, and implement interventions that support the development and learning of young children with IFSPs and IEPs. Competencies include working with families and supporting children to be included with their peers.

**Resource Specialist Added Authorization (RSAA)**

The Resource Specialist Authorization consists of the following courses, and takes two semesters to complete. All classes are presented in an on-line format with frequent instructor-candidate interaction.

**Semester 1:**
- SPED 496 Professional Development Seminar
- SPED 532 Advanced Seminar in Mild/Moderate Disabilities

**Semester 2:**
- SPED 529 Collaborative and Consultative Seminar
- SPED 533 Issues/Trends in Collaborative/Consultative Services

During the first semester of the program candidates take SPED 496 where they plan the activities and professional development they will need to meet the standards. Under guidance from faculty, candidates fill out a Resource Specialist Professional Development Plan within the first month of class. The plan reflects the standards that must be met and the individual employment situation of each candidate. In all areas, candidates review what is needed for their final Portfolio and decide what areas of growth are needed. For example, under Standard 2, a candidate must “describe a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based used to make educational decisions for students with the kinds of disabilities in your program.” In order to accomplish this, the candidate must explore these through Professional Development.

Professional Development can include workshops offered by the school district, online and face to face workshops offered through University, professional conferences, online courses such as IRIS Modules, research, etc. Evidence for each requirement on the Plan is collected into a portfolio that is evaluated for completeness at the end of the final semester in SPED 533. Support from course faculty and the Clear Coordinator is provided as needed.
Opportunities for candidates to meet these standards are determined most often by their place of employment as virtually all candidates working toward this authorization are employed. As required by CTC, the program participants do not have to be employed. Therefore, if a participant is not employed, the campus will place the person in one of the Professional Development Schools (PDS) with a collaborative relationship with the Department of Special Education. They will be assigned a fully credentialed Education Specialist to work with them as a support provider and to give them the access to students needed to complete program assignments.

Candidates also enroll in an Advanced Seminar, SPED 532 for Mild/Moderate Disabilities. In this course, candidates read about current issues and trends in the field, and plan an Action Research project to develop a variety of skills, including instruction based on assessment, problem solving, progress monitoring, and evaluation. This project is continued through SPED 533, Issues/Trends in Collaborative/Consultative Services.

RSAA Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists

The program provides opportunities for each candidate to provide instruction and services to those students with disabilities whose instructional needs have been identified by the individualized education program (IEP) team. Candidates may serve these students by teaching, co-teaching, collaboration or consulting with the classroom teachers to address implications of these characteristics for service delivery, such as placement decisions, IEP development, and access to the core curriculum

In SPED 496, to begin their Professional Development Portfolio, candidates must identify the characteristics of each of the students they serve, and identify how they are serviced in terms of placement, IEP development, and setting.

In SPED 532, candidates read and discuss characteristics of children and adolescents with disabilities and the implications of these characteristics for service delivery. They use this understanding to plan an Action Research Project with the students they are working with that addresses an identified need.

Candidates learn advanced content regarding collaboration, co-teaching, and consultation for Education Specialists in SPED 529 and SPED 533. For SPED 529, they are required to implement a Co-taught Lesson with a general education teacher in the GE classroom that is designed to meet the needs of all students, including those with IEPs. They are also required to plan and implement a Professional Development for the staff at their school site on a topic identified by the staff as needed to meet the needs of students with special needs on their campus.

In SPED 533 candidates complete and document their Action Research Project. They organize their portfolio to demonstrate their ability to collaborate and consult with classroom teachers to address the needs of their students with disabilities.
RSAA Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with disabilities covered within the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and prepares the candidate to facilitate instructional accommodations and modifications appropriate to the diverse needs of individual students.

The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students’ progress. The program prepares candidates to plan for and facilitate student participation in state-mandated accountability measures.

In SPED 532, candidates read current research on best practices in assessment and evaluation of students with disabilities, and how to tie assessment to effective instruction, accommodations and modifications.

In SPED 496, candidates describe how they currently use and communicate assessment and evaluation approaches, then choose or create professional development in areas that need improvement then with the instructor, plan experiences to extend their current knowledge. The candidates assess their knowledge of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and to monitor students’ progress, then with the instructor, choose or create professional development in areas that need improvement and plan experiences to extend their current knowledge.

Candidates create and begin implementation of a Professional Development plan to assess and update their skills. SPED 496 has been revised to include in-depth training on making appropriate education decisions on the bases of non-biased and non-standardized techniques. Candidates complete three IRIS Modules on Assessment (IRIS Module Outline Classroom Assessment 1 and IRIS Module Outline Classroom Assessment 2 and Accessing the GE Curriculum) that includes progress monitoring using both standardized and non-standardized formal and informal measures. Candidates also view materials and websites (see Additional IRIS Resources) on Assistive Technology (AIM Simply Said, Accommodations for Students with Disabilities) and Resources for Common Core Standards and State Standards and Frameworks that will assist them in using assessment data to plan instruction. The IRIS Assessment modules require learners to apply their learning, which can be analyzed by the course instructor to monitor candidate progress and understanding. Finally, candidates must describe how the use non-biased and non-standardized assessments to make decisions for students on their caseload, or if they are not employed, with fictional students using a Case Study provided in SPED 496 (‘Is this Child Mislabeled’ IRIS Case Study).
**SPED 529** prepares candidates to consider the personality and conflict resolution styles of both themselves and those they work with in order to prepare for communication and consultation with parents and other professionals.

In **SPED 533**, candidates organize their portfolio to demonstrate their ability to use and communicate assessment and to make decisions for their students with disabilities based on assessment, including accommodations and modifications. They must also demonstrate their ability to facilitate the participation of their students in state-mandated accountability measures.

**RSAA Standard 3: Planning and Implementing the Core Curriculum and Instruction for Students with Disabilities Served by Resource Specialists**

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

In **SPED 496**, candidates describe how they teach reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. They must describe how the disability/disabilities of their students impact student learning in these areas and know how to insure that evidence-based methods are used for teaching developmental reading and subject-specific reading skills to students with disabilities. Candidates must also describe how they teach the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula. Once these have been identified, with faculty guidance, the candidate plans professional development to improve their expertise.

In **SPED 532**, candidates investigate current trends in evidence-based instructional curriculum and strategies in the areas of language arts, mathematics and content areas, and document their use of effective methods in the classroom.

In **SPED 529**, candidates practice collaboration skills for working with classroom teachers to provide appropriate strategies and accommodations/modifications in reading/language arts and mathematics to students with disabilities in their classrooms.
In SPED 533, candidates demonstrate through their portfolio their knowledge and skills within the core curriculum, how to adapt and modify curriculum, and how to provide accommodations and modifications to classroom teachers.

RSAA Standard 4: Specific Instructional Strategies for Students with Disabilities Served by Resource Specialists

The program prepares candidates to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with disabilities, whose instructional needs have been identified by the individualized education program (IEP) team across an array of learning activities. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families including but not limited to consultation, resource information, and material.

In SPED 496, candidates describe how they currently select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with disabilities and strategies and interventions for students who are not responding to the current instructional environment, then with the instructor, choose or create professional development in areas that need improvement and plan experiences to extend their current knowledge. The candidates assess their knowledge of instructional and behavior support partnerships with parents/families including but not limited to consultation, resource information, and material and with faculty guidance, then plan professional development to improve their expertise.

In SPED 529, SPED 533 and SPED 532, candidates investigate current trends in evidence-based instructional curriculum and strategies and learn culturally and linguistically appropriate ways to partner with parents and families.

In SPED 532, readings include reading and language arts, mathematics, behavior support, content instruction, and social skills.

In SPED 529 and SPED 533, candidates explore interventions for students who are not responding to the current instructional environment by planning and implementing an Action Research project.

RSAA Standard 5: Positive Behavior Support for Students with Disabilities Served by Resource Specialists

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination meetings. The program prepares candidates to participate effectively in school wide behavior support processes.
In **SPED 496**, candidates describe how they currently establish and maintain an educational environment where interventions are positive, proactive, and respectful of students. They also review their knowledge of Positive Behavior Support, including Behavior Support Plans, Functional Assessment, and School-wide Positive Behavior Support. Candidates plan experiences that will prepare them to participate effectively in school-wide behavior support processes. Candidates will review online materials on Manifest Determination ([http://www.advocacycenter.com/manifestation-determination](http://www.advocacycenter.com/manifestation-determination)), including a video on how to work with parents to assure that the child’s rights are protected ([http://www.wrightslaw.com/info/discipl.mdr.strategy.htm](http://www.wrightslaw.com/info/discipl.mdr.strategy.htm)). Candidates who are employed must describe their role at these meetings and District processes for manifest determination. Candidates who are not employed will create a proposal for this process and their role.

In **SPED 532**, candidates review the research on positive and proactive behavior support strategies.

**RSAA Standard 6: Transition and Transitional Planning for Students with Disabilities Served by Resource Specialists**

_Each candidate demonstrates knowledge, advocacy skills, and goal setting related to the various transitions experienced by students with disabilities as identified by the individualized education program team as they move from kindergarten to adulthood. Each candidate demonstrates the ability to guide students in the implementation of strategies for self-determination and student led IEPs, school and community career education preparation programs and resources._

Candidates Take **SPED 532** Seminar in Mild/Moderate Disabilities as the first course in the RSP Added Authorization program. The topic in Week 8 is Self-Determination and Advocacy. An IRIS Module: Secondary Transitions and a Video Vignette from IRIS: The Best I Can Be, which focuses on younger students, and a report from the Council for Exceptional Children: Age Appropriate Transition Assessments, have been added to this week’s readings.

The Discussion Board activity for this week has been changed to allow candidates to demonstrate their knowledge, advocacy skills, and goal setting related to the student featured in the video. Individually, they will answer the case study question at the end of the IRIS Module. As a group, candidates will have a Wiki with spaces for filling in the following categories: Definition of Self-Determination, Characteristics of the student featured in the video, Self-Determination and Self-Advocacy Skills taught to the student (include when and how these were taught), How the student demonstrated his mastery of self-advocacy skills (Be specific!), How the family was included in the process.

In **SPED 496**, candidates must identify their own skills related to transition and transition planning across the lifespan and plan professional development to improve these skills. They must also demonstrate the ability to build self-determination and to train students to participate in IEPs.
Part II. Syllabi

- **SPED 322**: Introduction to Positive Behavior Support
- **SPED 371**: Exceptional Individual
- **SPED 400**: Foundations in Early Childhood Special Education
- **SPED 401**: Introduction to Autism
- **SPED 421**: Working with Families of Individuals with Disabilities
- **SPED 425**: Language and Culture for Special Populations
- **SPED 429**: Introduction to Collaboration
- **SPED 432**: Math and Science Instruction in the Public Schools
- **SPED 433**: Language Arts and Reading Instruction in the Public Schools
- **SPED 436**: Literacy for Early Childhood Special Education Specialists
- **SPED 463**: Characteristics of Individuals with Mild/Moderate Disabilities
- **SPED 464**: Characteristics of Individuals with Moderate/Severe Disabilities
- **SPED 482A**: Curriculum and Methods for Individuals with Mild/Moderate Disabilities
- **SPED 482B**: Curriculum and Methods for Individuals with Moderate/Severe Disabilities
- **SPED 482C**: Curriculum, Methods and Intervention in Early Childhood Special Education
- **SPED 488**: Fieldwork
- **SPED 489ABCD**: Directed Teaching in Special Education
  - **SPED 489A**: Directed Teaching in Special Education (Mild/Moderate)
  - **SPED 489B**: Directed Teaching in Special Education (Moderate/Severe)
  - **SPED 489C**: Directed Teaching in Special Education: Infants and Toddlers
  - **SPED 489D**: Directed Teaching in Special Education: Preschool
- **SPED 496**: Senior Educational Practicum
- **SPED 502**: Teaching Students with Autism
- **SPED 514**: Infant/Toddler Assessment and Intervention
- **SPED 515**: Preschool Assessment and Intervention
- **SPED 520**: Assessment in Special Education
- **SPED 522**: Positive Behavior Support
- **SPED 529**: Collaboration and Consultative Seminar
- **SPED 532**: Seminar in Mild/Moderate Disabilities
- **SPED 533**: Seminar: Issues and Trends in Collaborative/Consultative Services
- **SPED 551**: Bilingual/Multicultural Special Education: Assessment, Curriculum, & Instruction
Part III. Program Assessment Summary

Preliminary Education Specialist Credential Program Assessments

The Education Specialist Preliminary Credential Program is assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. After admission to the program, candidates are guided and coached on their performance throughout the preliminary program, with several key assessment points where faculty note candidate progress and decide whether or not they will continue in the program or need additional support. Throughout these multiple points of assessment and transition, candidates must demonstrate competency in both coursework and Directed Teaching. In order to pass Directed Teaching competencies, candidates are evaluated in multiple settings and by multiple raters.

Data analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points (TP):

1. Admission to Program
2. Admission to Initial Student Teaching
3. Admission to Final Student Teaching
4. Exit from Program

The chart below displays the various assessments used to evaluate candidate progress, performance, and program effectiveness. A full description of each assessment follows the chart (which includes hyperlinks to appropriate assessment documents for reference). This chart includes both pre and post-admissions assessments.

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Description</th>
<th>Data collected</th>
<th>Collection Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite Course Grades</td>
<td>Standard aligned assignments, projects, and assessments in areas of behavior, English Learners, and disabilities.</td>
<td>Percentage of candidates with a passing grade of C- or higher in all courses.</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Prerequisite Fieldwork Evaluation</td>
<td>Measures the development of professional dispositions aligned with TPEs as indicators of success in student teaching</td>
<td>Candidates must have successful experiences and reports must be adequate (80% of points given or better) to continue on to formal Directed Teaching.</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Description</td>
<td>Data collected</td>
<td>Collection Timeline</td>
</tr>
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<tr>
<td>Admissions Interview</td>
<td>Candidates are interviewed by two people, the Program Coordinator and the Admissions Coordinator in a small group with from 1-6 other applicants. After the interview the scorers rate the candidate and discuss ratings until agreement is reached that a student should be admitted or not. If agreement cannot be reached, a second individual interview is conducted.</td>
<td>Scores from 1-3 on Admissions Decision sheet that cover dispositions for teaching. Candidates must earn a score of 80% (32/40) for admission.</td>
<td>During or after prerequisite courses are completed. Admission can only occur after grades are posted.</td>
</tr>
<tr>
<td>Semester 1 Course Grades and Signature Assignments</td>
<td>Measures candidates performance in understand characteristics, collaborating with families, and working with a general educator by Co-teaching, adapting general education Standards for K-12 with a Reading Case Study and assessing infants and toddlers.</td>
<td>Percentage of candidates with a passing grade of C- or higher in all courses and passage of signature assignments with 80% or better.</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Directed Teaching Evaluation 1</td>
<td>Measures candidate performance on all competencies in either general education (MM/MS) or infant/toddler or preschool placement (ECSE)</td>
<td>Percentage of candidates performance on a 4 point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished). The average passing score for directed student teaching is 2.85 or better.</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Semester Course Grades and Signature Assignments</td>
<td>Measures candidates performance in understand curriculum, assessment, and Positive Behavior Support. Signature assignments are the Unit Plan, Assessment Case Study, Assessment Data Analysis study, and Behavior Intervention Plan.</td>
<td>Percentage of candidates with a passing grade of C- or higher in all courses and passage of signature assignments with 80% or better.</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Description</td>
<td>Data collected</td>
<td>Collection Timeline</td>
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<tr>
<td>Directed Teaching Evaluation 2 489A Mild/Moderate 489B Moderate/Severe 489D Preschool or 489C Infants and Toddlers</td>
<td>Measures candidate performance on all competencies in either special education (MM/MS) or infant/toddler or preschool placement (ECSE)</td>
<td>Percentage of candidates performance on a 4 point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished). The average passing score for directed student teaching is 2.85 or better.</td>
<td>Each Semester</td>
</tr>
<tr>
<td>CSU Exit, Alumni, Employer Surveys</td>
<td>Measures the University's teacher preparation program effectiveness in a variety of areas</td>
<td>Mean scores on a variety of questions</td>
<td>Post Program: Within one month of completion (for candidates) and one year of completion (for graduates and employers)</td>
</tr>
</tbody>
</table>

**Program Assessment Descriptions and Documents**

**Course Grades and Signature Assignments**

Candidates complete an integrated curriculum designed to meet the Standards of Quality of Effectiveness for Professional Teacher Preparation Programs (CSTP) and to meet the Standards for each credential. Additionally, coursework is aligned with the unit’s program outcomes, which also guide the development of course content and assignments.

Each course syllabus details how specific standard and unit outcomes are addressed by course objectives and met in course assignments. Course instructors use rubrics aligned with course objectives and specific assignment descriptions to score Signature Assessments. Course Grades reflect candidate understanding, demonstration, and implementation of course and standard outcomes across all courses. Candidates must receive a grade of B or better on signature assignments, as well as a C- or better in every course in order to progress into student teaching.

Course instructors are responsible for scoring each assignment using clearly identified criteria. Several key assignments are tied to Directed Teaching; the assignments themselves meet objectives for course content, but the candidate is expected to carry out the assignment in the field during Directed Teaching. In this way, the candidate is supported by not only the course instructor, but also by the University Supervisor and Cooperating Teacher or Support Provider. Scores for these assignments are determined by the instructor for the course in which the content
is aligned. Grading criteria are provided to all candidates, and remediation requirements (if applicable) are clearly explained prior to assignment completion.

Each course has an assigned custodian who regularly meets, communicates, and shares resources with all course-alike instructors to ensure that the content reflects the Education Standards for Education Specialists, assignment expectations are consistent across all course sections, rubrics for key assignment are provided, and assessment practices and grading are aligned. Grades are submitted electronically to the university database system by course instructors. Each year the College Data Analyst collects, charts, and reports grade data back to programs for analysis. Grade data (pass rates) are collected each semester, disaggregated and reported by pathway.

**Fieldwork Evaluations**

Prior to student teaching, candidates must successfully complete two fieldwork placements of 30 hours each. The first 30 hours are spent observing and working with students with disabilities. The second 30 hours are spent working with a student who is an English Learner and the staff at a school site who support English Learners. The expectation of fieldwork is that students will demonstrate that they have, or can develop, the professional dispositions necessary to successfully perform in the classroom during student teaching. Therefore, the criterion for passing is B or better. Final evaluation of candidate proficiency during fieldwork is measured by the course instructors according to guidelines for response journals and observation logs described in their syllabi.

**Directed Teaching Evaluations**

Candidates may only enter the formal Directed Teaching course in a General Education environment for Mild/Moderate and Moderate/Severe (SPED 488) or for Early Childhood (489C or 489D) after completion of or co-requisite enrollment in all courses on the first semester Program Plan. At the end of 3 weeks, the candidate’s Directed Teaching Candidate Dispositions is rated online by both the Cooperating Teacher and the University Supervisor. Only the University Supervisor assesses Interns. At the end of 10 weeks, the candidate is evaluated online on the SPED 488 Directed Teaching Competencies or the Preschool or Infant/Toddler Competencies tied to the Standards. The candidate is evaluated by both the university supervisor and the cooperating teacher or for interns, support provider (2 raters per candidate) and on their participation in the seminars and other course requirements by the Directed Teaching Coordinator. Candidate performance is rated on a 4 point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished). Pass rate is set at 2.85 or better.

Candidates may enter the formal Directed Teaching course in Special Education after completion of or co-requisite enrollment in all courses on the second semester Program Plan. At the end of 3 weeks, the candidate’s Directed Teaching Candidate Dispositions is rated online by both the Cooperating Teacher and the University Supervisor. Only the University Supervisor assesses Interns.
At the end of the Directed Teaching experience (10 weeks) candidates are formally evaluated online by their University Supervisor (with input from their Cooperating Teacher) on the Directed Teaching Competencies for their Program (Mild/Moderate DT Competencies, Moderate/Severe Competencies, Early Childhood Preschool Competencies or Infant/Toddler Competencies). Candidate performance is rated on a 4 point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished). The average passing score for final directed student teaching is 2.85 or better.

CSU Exit Survey and Year-Out Survey of Graduates and Employers

The California State University Chancellor’s Office conducts online surveys of Initial Teacher Preparation programs. One is an Exit Survey that candidates take upon completion of the program. Another is a survey taken by employed graduates and their employers one year after program completion (CSU Systemwide Year-Out Survey).

Each survey item is rated on a 0-3 scale (3=well-prepared; 2=adequately prepared; 1= somewhat prepared; 0=not at all prepared). Results are provided to programs for analysis; average rating and range for all questions combined, as well as the percent of responses for each rating disaggregated by question.
Appendices
Syllabi
Instructor: Janice M. Weber, M.S.  
Phone Number: 714-989-6560  
Email: jaweber@fullerton.edu  
Note: The Instructor will be online Tuesday and Thursday.

Section 16285  
Class Time: Online Class  
Class Location: Online  
Jan 27 – May 25 (including finals week)  
Office Hour: by appointment only, Location to meet TBD

Course Description
Introduces basic theory and technology of applied behavior analysis as it applies to individual, classwide, and schoolwide Positive Behavior Support. Covers assessment and evaluation of school environments in terms of how events and conditions support behavior.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their education journey, we believe our students will embrace and in turn, model them in their professional lives.

Our Mission
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly activity that informs the profession and serves the educational community by providing applied scholarship.

Student Outcomes & Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

Outcome 3: Committed and Caring Professionals
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners
Department of Special Education Mission Statement

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students

CSUF Policies

Students with Disabilities

According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000 www.fullerton.edu/disabledservices
Academic Dishonesty

**Academic Dishonesty Policy:** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [Academic Senate UPS Document 300.021.](http://www.fullerton.edu/emergencypreparedness/ep_students.html)

CSUF Policy on Cases of Emergency

Please review the University’s Emergency Policy at: [http://www.fullerton.edu/emergencypreparedness/ep_students.html](http://www.fullerton.edu/emergencypreparedness/ep_students.html)

University Police can be reached at 657-278-3333, [http://emergencypreparedness.fullerton.edu](http://emergencypreparedness.fullerton.edu)

CSUF Instruction Interruption Plan

Two-week plan for distance instruction should on-campus instruction be interrupted is as follows: In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**SPED 322: SPECIFIC COURSE INFORMATION**

**Student Learning Goals**

Critically evaluate the effectiveness of a behavior system, establish an optimum learning environment (prevent behavior problems, make setting conducive to learning), and teach a new/positive behavior.

**General Program Standards Addressed:** 2, 5, 8, 12, 13

**Mild/Moderate Program Standards Addressed:** 2 & 4

**Moderate/Severe Program Standards Addressed:** 2, 3, & 4

**Learning Goals**

1.0 Basic Concepts of Applied Behavior Analysis

1.1 Demonstrate the understanding that ABA is the theoretical foundation for PBS. (M/M: 4; M/S: 4)

1.2 Describe and recognize the application of basic technology of operant principles: reinforcement (positive and negative), punishment, stimulus control, and stimulus discrimination (G: 5, 12; M/M: 2 & 4; M/S: 3 & 4)

1.3 Employ basic operant principles to change or generate one positive behavior, make recommendations for maintaining and generalizing this behavior, and write a related IEP goal. (G: 8, 12 & 13; M/M: 4; M/S: 2 & 4)

1.4 Identify one problem behavior & prepare an operational definition of this behavior. (G: 8; M/M: 4; M/S: 2 & 4)

1.5 Implement basic tools of observing and recording behavior (ABC chart, frequency counts, interval recording). (G: 5; M/M: 2 & 4; M/S: 3 & 4)

1.6 Describe and recognize group contingencies. (G: 12; M/M: 4; M/S: 4)

1.7 Define basic aversive procedures typically implemented to decrease challenging behavior (time-out, response cost, overcorrection, verbal reprimands), describe problems related with a punishment paradigm, and describe ways of changing a punitive management system into a positive reinforcement system. (G: 2, 12; M/M: 2 & 4; M/S: 3 & 4)

1.8 Describe the current laws that mandate against the use of aversive intervention and require implementation of PBS. (G: 2)

2.0 Quality of Life & Class-wide/School-wide Positive Behavior Support

2.1 From understanding of the 3-tiered model of School-wide Positive Behavior Support, assess quality of life, setting events and antecedent variables in a real setting. (G: 5, 12 MM: 2 & 4; M/S: 3 & 4)

2.2 Demonstrate an understanding of how these indicators affect classroom support at the individual, class-wide & school-wide level. (G: 12; M/M: 4; M/S: 4)

2.3 Based on results of assessment, design ecological or environmental modifications that will prevent challenging behavior from occurring. (G: 12; M/M: 4; M/S: 4)
### Course Texts


Additional readings will be assigned from [www.pbis.org](http://www.pbis.org)

The text is available at the Titan bookstore, at [www.amazon.com](http://www.amazon.com), and at Pearson publisher’s website: [http://www.mypearsonstore.com/index.asp?partner_select=49](http://www.mypearsonstore.com/index.asp?partner_select=49) You may consider COURSE SMART as an option as well.

#### REQUIRED Readings Available through electronic links on Titanium

The Technical Assistance Center on Positive Behavioral Interventions & Supports [www.pbis.org](http://www.pbis.org)


### Technology Requirement

Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active email account (know what email account the University has in the system for you) and word processing software. Since the Instructor and many classmates are not presently able to read Word 2007/Vista files, previous versions should be used. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, use TITANium features such as the Blog tools, and submit postings through the Discussion Forums, as well as assignment links via TITANium. Candidates are also expected to check the course TITANium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs.

*Should technical difficulties arise, contact the Help Desk at 657-278-7777.*

Additionally, below is an online support site with tutorials:

[http://oasis.fullerton.edu/tutorials.aspx](http://oasis.fullerton.edu/tutorials.aspx)

### Course Policies & Expectations

#### On-Line Behavior (Netiquette):

1. Only post messages that could be spoken in a classroom.
2. Be courteous and respectful of fellow candidates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”). Points will be deducted for lack of person-first language.
4. Maintain confidentiality at all times. That is, all references to school sites, students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. ALWAYS change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another candidate’s interpretation of the material.
7. You may compare and contrast various candidates’ points of view as a quality posting.
8. You may give examples from your experience.
9. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
10. Be sure to check spelling and grammar before submitting your posts.
11. Remember –ALL CAPS is reserved for strong emphasis.
12. Post page numbers and references when answering questions (e.g., Scheuermann & Hall, 2012).
13. Show how you APPLY the concepts from readings (websites, articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text that is no more than a "B", since that is simply reporting what is already written.
14. Be sure you type your post directly in the text box rather than attaching a separate document- this enables others to read your work efficiently.
15. It is suggested that you back up your work- for example, type out your posting in a word document first and save it, then copy and paste your posting into TITANium.
16. Make sure your postings are timely as posts submitted after the deadlines are considered late.
Things to keep in mind:

Contacting the instructor: In contacting the instructor please use email: jawber@fullerton.edu. Please title all emails SPED 322 (e.g., SPED 322). Emails are a professional form of communication and it is common courtesy to address the recipient of the email and to close with your name. The instructor is NOT on-line over the weekend. If you have a question, post it on the appropriate Discussion Forum. The instructor will be on-line for at least two hours during the week to respond to the questions. Also, please feel free to answer questions posed by your peers if you think you can help.

TITANium Reminder: You must check the course TITANium site regularly for instructional activities (included in the modules), which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings.

Confidentiality: Candidates are expected to carefully maintain confidentiality at all times. All oral and written references to students must be made without identifying information. Candidates wanting to show any pictures or videos of students must first obtain written permission of the parent/legal guardian (and student when possible).

Responsible Learning: Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalog (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

Authentication of Student Work: Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including Discussion Forum postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete.

Assignment Policy: Candidates are expected to have proficient and professional English writing skills and to type and proofread all written assignments as points are deducted on papers that include multiple/significant spelling or grammatical errors. Candidates are encouraged to utilize the Writing/Learning Center for help. The Instructor reserves the right to require candidates (on a case-by-case basis) to turn in their papers to the Writing/Learning Center in advance.

All assignments are due on the specified due date and late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you. Should you run into last minute technical difficulties, you are expected to submit your work via email or fax.

Enrollment Policy: Candidates wishing to add the class should do so during the first two class sessions. The instructor reserves the right to decline signing add forms after the second-class session. Candidates wishing to drop, withdraw, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.
**Modules**

**Modules:** Given that this is a web-only class with no face-to-face requirements, participation will be evaluated solely on Candidates’ on-line participation. The Modules will open to help you follow along with other candidates in accordance with the design of the course. It is recommended that your first login be on start day of the Module in order to review the requirements and plan your time accordingly. You are also required to read the assigned chapters/articles prior to completing the required Module assignments. These readings are clearly marked in the Course Schedule & Module Directions (in TITANium). When participating in the discussion forums and blogs, pay special attention to the discussion prompt/instruction because it contains exactly what you are expected to include. Be prepared to share comments, questions, and reflections related to the course material and personal/practical experiences. Demonstrate your understanding of the content, evidence your critical thinking and reflective skills, and engage with fellow candidates. Pay particular attention to the Online Discussion Grading Rubric (p. 7).

A second TITANium reminder: You must check the course TITANium site regularly for instructional activities (included in the modules), that may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings. Candidates are expected to login in to the class TITANium site a minimum of three times weekly and read the assigned chapters/articles (clearly marked in the Course Schedule and within weekly modules) prior to completing the required module assignments. Specific directions related to module assignments and requirements will be provided within the modules. Candidates must complete the module by the due date noted in the module in order to receive credit. Late postings will not be given credit. Note: the Instructor will track the online activity of all candidates and will maintain a copy of all online discussions.

With respect to TITANium Forum Discussion assignments, Candidates are expected to participate in active, regular, and ongoing discussions within TITANium’s forum discussion feature. All posts (threads and replies) will be read and evaluated with special attention to several areas:

- Frequency and time of posting
- Relevance to topic
- Evidence of critical thinking
- Evidence of original thought/reflection
- Professionalism

**Module Grading**

The following Grading Rubric will be used to evaluate TITANium Forum Discussion performance:

<table>
<thead>
<tr>
<th>Online Forum Discussion Grading Rubric</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity Criteria</td>
<td>Score</td>
<td>Quality Criteria</td>
</tr>
<tr>
<td>The candidate contributed regularly (posted three or more times per week), demonstrated sustained engagement with the topic of discussion/materials/concepts. Posts were spread throughout the week (e.g., Monday, Wednesday, Friday).</td>
<td>5</td>
<td>The candidate showed initiative and interpreted materials, synthesized concepts, integrated various threads, backed up opinions with references (e.g., Smith &amp; Heflin, 2001) examples, or redirected discussion.</td>
</tr>
<tr>
<td>The candidate’s level of contribution was acceptable/of average value (posted two or more times per week), but not considered outstanding. Posts were made on different days of the week (e.g., Monday, Tuesday)/</td>
<td>4-3</td>
<td>The candidate contributed more than just facts, backed up opinions with examples or redirected discussion, and responded to the implications of other candidates’ ideas.</td>
</tr>
<tr>
<td>The candidate rarely contributed or all contributions came in the final few minutes before the due date</td>
<td>2-1</td>
<td>The candidate’s contribution demonstrated only a cursory understanding/grappling with course material and the ideas of their peers.</td>
</tr>
<tr>
<td>The candidate did not contribute at all</td>
<td>0</td>
<td>The candidate was underprepared and contributions (or lack of them) suggest incompletion of the readings and/or a lack of understanding of topics/concepts.</td>
</tr>
</tbody>
</table>

These discussions address Course Objectives 1-9 and NCATE Standards CC1K1, CC1K5, CC1K6, IC1K1, IC1K2, IC1K6-8, CC2K1-7, CC3K1, CC3K2, IC3S1, IC4K2, IC4K3, CC4S1-5, IC4S1, IC4S3, IC4S5, CC5K4-6, IC5K5, CC5S5, CC5S6, CC5S9, CC5S10, IC5S5, CC6K4, IC6K2, CC6S1, IC6S3, CC7S3, CC7S4, IC7S1, IC7S2, IC7S8, CC8S1, IC8S1, CC10S2-4, IC10K1

**Table:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Post 1</th>
<th>Post 2</th>
<th>Post 3</th>
<th>Initiative</th>
<th>Responding</th>
<th>Critical Thinking</th>
<th>Evidence - References</th>
<th>Professionalism</th>
<th>Conventions</th>
<th>Spread Out</th>
<th>Total / 10</th>
</tr>
</thead>
</table>

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Course Activities, Assignments, and Points Possible

Forum Discussions (12 @ 10 points) See Rubric on page 6
Candidates will be expected to participate in Forum Discussions (see Course Schedule for due dates). Directions and details for each Forum Discussion will be provided. **There is no substitute work accepted for Forum Discussion assignments.**

Quizzes (1 @ 20 = 20 points)
One online QUIZ will be administered through Titanium. The Instructor will provide specific testing directions and timeframe. The quiz will cover information from the Scheuermann and Hall (2012) text, Janney and Snell (2008) text, and all course materials to ensure that candidates are learning behavior technology. **There is no substitute work accepted for online quizzes.**

Class-wide System Evaluation (CSE) (100 points)
**CSE:** This assignment requires access to a general education classroom (or birth-22 setting) for a minimum of 5 hours spread across a minimum of 2 observations. The Instructor will provide specific details to assist you in gaining this access. All sites will require Instructor approval. Once you have identified an available site, you will conduct a class-wide system observation, complete the Instructor-provided observation form, and write up an evaluative summary including an interpretation of the data. In the interpretation of the data, you will need to synthesize, integrate, and detail how the design of the general education classroom is contributing to/maintaining positive behavior and/or challenging behavior. Note: The Instructor will not distribute the CSEs to school staff. Specific assignment guidelines, samples, and a grading rubric will be provided.

Class-wide System Proposal (CSP) (100 points)
**CSP:** Based on the results of the CSE, using categories from the observation form, write up a proposal for how the design of the class-wide system could be improved in order to support positive behavior and eliminate challenging behavior. Note: The Instructor will not distribute the CSPs to school staff. Specific assignment guidelines, samples, and a grading rubric will be provided.

Individual Instructional Plan (IIP) (100 points)
**IIP:** This assignment requires access to an individual (e.g., student, neighbor, friend, own child). Once you have identified an individual, determine a goal (i.e., an appropriate behavior) to be achieved, format the goal using Mages “Condition, Behavior, Criterion” components, and write up an instructional plan for how the goal will be met using applied behavior analytic technology (based on what you have learned in the course). Then, implement your instructional plan and record data on the appropriate behavior. You will submit the IEP goal, the instructional plan, and the collected data. Specific assignment guidelines, samples, and a grading rubric will be provided.

Course Grading Breakdown

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
<th>~Percent of Total</th>
<th>Grade Point Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forum Discussions (12)</td>
<td>12@10=120</td>
<td>27</td>
<td>A= 440-394</td>
</tr>
<tr>
<td>Quizzes (1)</td>
<td>20x1=20</td>
<td>5</td>
<td>B = 393-350</td>
</tr>
<tr>
<td>CS Evaluation (1)</td>
<td>100</td>
<td>23</td>
<td>C = 349-306</td>
</tr>
<tr>
<td>CS Proposal (1)</td>
<td>100</td>
<td>23</td>
<td>D = 305-262</td>
</tr>
<tr>
<td>IIP (1)</td>
<td>100</td>
<td>23</td>
<td>F = &lt;261</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>440</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

*The plus/minus system will not be used in this course.*
Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.

Note: the Instructor reserves the right to change/modify topics & assignments as the need arises.

All class sessions are web-based; there are no required in-person meetings/classes.

Course Timeline

**THIS CLASS SCHEDULE IS TENTATIVE AND SUBJECT TO CHANGE**

<table>
<thead>
<tr>
<th>Week Obj.</th>
<th>Week of</th>
<th>Content and In-Class Topics</th>
<th>Readings, Assignments, &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2.3</td>
<td>1/27</td>
<td>Introduction to SPED 322</td>
<td>MODULE 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Positive Behavioral Supports</td>
<td>• Purchase Texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Scheuermann: Read Ch 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Janney and Snell: Read Intro + Ch 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FORUM 1 – closes 2/2 @ 11:59 p.m.</td>
</tr>
<tr>
<td>2 1.1, 1.2</td>
<td>2/3</td>
<td>Theoretical Orientations/ Intro to Behaviorism &amp; Applied Behavior Analysis; Operant &amp; Classical Conditioning; Basic Assumptions of ABA; “Evolution of an Applied Science” ABA + PBS; The Basic ABC Model, Behavioral Technology</td>
<td>MODULE 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Scheuermann: Read Ch 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FORUM 2 – closes 2/9 @ 11:59 p.m.</td>
</tr>
<tr>
<td>3 1.7, 1.8</td>
<td>2/10</td>
<td>Problems with Punishment/Aversives, 3-Tiered Model, School-Wide PBS, Legal Requirements</td>
<td>MODULE 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Scheuermann: Read Ch 12 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Janney and Snell: Read Ch 2</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>SWPBS Primary Prevention:  <a href="http://www.pbis.org/school/primary_level/default.aspx">http://www.pbis.org/school/primary_level/default.aspx</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FORUM 3 – closes 2/16 @ 11:59 p.m.</td>
</tr>
<tr>
<td>4 2.1</td>
<td>2/17</td>
<td>Setting Events/Quality of Life/Antecedent/Environment Technology &amp; Assessment; Familiarize yourself with CSE Forms, begin 5 hour observation</td>
<td>MODULE 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wraparound Service and PBS:  <a href="http://www.pbis.org/school/tertiary_level/wraparound.aspx">http://www.pbis.org/school/tertiary_level/wraparound.aspx</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Familiarize yourself with CSE Forms (templates)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FORUM 4 – closes 2/23 @ 11:59 p.m.</td>
</tr>
<tr>
<td>5 1.4, 1.5</td>
<td>2/24</td>
<td>The Basic ABC Model, Operational Definitions of Problem Behavior, &amp; Dimensions &amp; Measurement of Target Behaviors work on 5 hour observation</td>
<td>MODULE 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Scheuermann: Read Ch 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FORUM 5 – closes 3/2 @ 11:59 p.m.</td>
</tr>
<tr>
<td>6 1.7</td>
<td>3/3</td>
<td>Consequences/Punishment/Behavior Reduction Techniques/Reinforcement/Extinction Technology &amp; Assessment work on 5 hour observation</td>
<td>MODULE 6</td>
</tr>
<tr>
<td></td>
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<td>• The Behavior Game:  <a href="http://iris.peabody.vanderbilt.edu/posnegv2/default.htm">http://iris.peabody.vanderbilt.edu/posnegv2/default.htm</a></td>
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<td>• ONLINE QUIZ 1 (One 2-hour Window: 3/3 – 3/9)</td>
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<tr>
<td>7 2.1, 2.2</td>
<td>3/10</td>
<td>Analyzing and Interpreting Class-wide System Evaluation Results CSE Prep: Look at requirements and rubric to write CSE</td>
<td>MODULE 7</td>
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<td>• He Just Needs a Little Discipline:  <a href="http://iris.peabody.vanderbilt.edu/resources.html">http://iris.peabody.vanderbilt.edu/resources.html</a></td>
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<td>• CSE Prep: Look at requirements and rubric to write CSE</td>
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<td>• FORUM 6 – closes 3/16 @ 11:59 p.m.</td>
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<tr>
<td>8 1.4, 1.5</td>
<td>3/17</td>
<td>Functional Behavioral Assessment IRIS Info Brief: Secondary and Tertiary PBS</td>
<td>MODULE 8</td>
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<td>• Scheuermann: Read Ch 3</td>
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<td>• Janney and Snell: Read Ch 4</td>
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<tr>
<td>3/24</td>
<td>2.2, 2.3</td>
<td><strong>Prevention</strong> Strategies &amp; Antecedent Interventions I: Clear Rules/Expectations/ Routines/Procedures, Organization/Structure/Schedules</td>
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<tr>
<td>4/1</td>
<td>CSUF SPRING BREAK</td>
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<tr>
<td>4/7</td>
<td>2.2, 2.3</td>
<td><strong>Prevention</strong> Strategies &amp; Antecedent Interventions II: Supported Transitions, Classroom Climate, Collaboration &amp; Relationships, Proximity Control, Classroom Arrangement, &amp; Engaged Time IRIS Case Study: Effective Room Arrangement</td>
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<tr>
<td>4/14</td>
<td>2.2, 2.3</td>
<td><strong>Prevention</strong> Strategies &amp; Antecedent Interventions III: High-Quality Instruction, Instructional Arrangements, Instructional Pacing, Meaningful Curricula &amp; Activities, Choice</td>
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<tr>
<td>4/21</td>
<td>1.3</td>
<td><strong>CSP Prep: Look at requirements and rubric to write CSP</strong></td>
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<tr>
<td>4/28</td>
<td>1.3, 1.6</td>
<td>Increasing Appropriate Behavior I &amp; II: Schedules of Reinforcement, Shaping, Group Contingencies, Premack Principle, Successive approximations, Token Economy, Behavior Contracts, Self-Management</td>
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<tr>
<td>5/5</td>
<td>1.3, 1.5</td>
<td>Planning Across the Four Stages of Learning, Maintenance &amp; Generalization, Graphing/Analyzing/Interpreting Individual Assessment Data, IEP Goals <strong>IIP Prep: Look at requirements and rubric to write IIP</strong></td>
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<td>5/12</td>
<td>1.3, 1.5</td>
<td>Work on IIP Class Reflection (M &amp; M Final)</td>
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<td>5/19</td>
<td>ALL</td>
<td><strong>FINALS WEEK</strong></td>
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--- Establishing an Optimum Learning Environment ---

- **SWPBS Secondary Prevention**
- **SWPBS Tertiary Prevention**:
  [http://www.pbis.org/school/tertiary_level/default.aspx](http://www.pbis.org/school/tertiary_level/default.aspx)
- **FORUM 7** – closes 3/23 @ 11:59 p.m.

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**MODULE 9**

- DUE: Class-wide System Evaluation (CSE) by 3/30/13 @ 11:59 p.m. to Turnitin
- Scheuermann: Read Ch 6
- Janney and Snell: Read Ch 3 & 5
- Norms & Expectations:
  [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)

**MODULE 10**

- Scheuermann: Read Ch 7
- Janney and Snell: Review Ch 3 & 5
- Effective Room Arrangement:
  [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)
- **FORUM 8** – closes 4/13 @ 11:59 p.m.

**MODULE 11**

- Scheuermann: Read Ch 8
- Janney and Snell: Review Ch 3 & 5
- Fostering School Accountability for Classroom Work:
  [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)
- **FORUM 9** – closes 4/20 @ 11:59 p.m.

**MODULE 12**

- CSP Prep: Look at requirements and rubric to write CSP
- Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan:
  [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)

**MODULE 13**

- Scheuermann: Read Ch 10-11
- **FORUM 10** – closes 5/4 @ 11:59 p.m.

**MODULE 14**

- DUE: Class-wide System Proposal (CSP) by 5/11/13 @ 11:59 p.m.
- IIP Prep: Look at requirements and Rubric to write IIP
- **FORUM 11** – closes 5/11 @ 11:59 p.m.

**MODULE 15**

- **FORUM 12** – closes 5/18 @ 11:59 p.m.

**MODULE 16**

- DUE: Individualized Instructional Plan (IIP) by 5/23/13 @ 11:59 p.m.
California State University, Fullerton
College of Education
Department of Special Education
Special Education (SPED) 371 Spring 2013
Exceptional Individual
Tentative Schedule for Face-to-Face Sections

TH 1:00 p.m. - 3:45 p.m.  LH-320 (SPED 371-03, 13495)
TH 7:00 p.m. - 9:45 p.m.  LH 320 (SPED 371-04, 15381)

Instructors: Addie Carroll, M. S.
Mario Gottuso, Jr.  M. S.
Joan Levine, Ph.D.
Roxane Moore, M. S.
Jennie Pullen, M.S.

Course Custodian: Belinda Dunnick Karge, Ph.D.
657-278-3760  bkarge@fullerton.edu

Address: Faculty name
Department of Special Education
California State University, Fullerton
800 North State College Drive
Fullerton, CA 92834-6868

Office hours: TH 12:30-1:00 p.m., 3:45-4:15 p.m.,
6:30-7:00 p.m., 9:45-10:15 p.m.
By Appointment. At classroom unless scheduled in
the SPED department office (CP Building).

Phone & Email 909-621-3496 (Home), mgottuso@fullerton.edu

Campus Construction
& Closure Information: 657-278-4444

In the event of emergency, contact the University Police at 657-278-3333.

Two-week plan for distance instruction should on-campus instruction be
interrupted: In case of instruction interruption, please check the course TITANium site for weekly
instructional activities, which may include multimedia presentations, discussion forums, group work (to be
conducted via TITANium groupings), and text and electronic readings. For additional information, please
call the California State University, Fullerton Campus Operation and Emergency Closure Information Line:
657-278-4444.
Catalog Description of Course:
Exceptional Individuals provides an overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. A special feature is the opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society.

Prerequisite: None

Attendance Policy: It is expected that students will follow the syllabus and all its requirements and due dates. Please contact the instructor if you are unable to meet these dates and assignments in a timely manner. Understanding, changes, deviations, etc. will be given consideration and will try to be met in a reasonable manner.

Students are expected to attend class each week. Students are allowed one missed class without penalty. Each additional missed class will result in a 2-point loss from your total course points. Excused absences are for illness (with M.D. note or prescription dated on or near the date of class), school function with school letterhead. If you need to miss class for other reasons, you are subject to a 2-point loss after the first unexcused absence. If you need to miss a class session, contact your chapter group members regarding any chapter group assignments. Excessive excused absences may be subject to a point loss.

Fieldwork Requirement: This course requires several field observations. You may need to provide evidence of either a valid (current) teaching credential or a live scan of fingerprints in order to observe in public/private schools or public/private after school or recreational programs. It will be up to the school or agency to determine if you will be required to provide this documentation. This is a legal issue and it is your responsibility to make certain this requirement is met, if requested. You will find information regarding securing live scan fingerprints just below the syllabus/course outline on our class portal in TITANium. Contact the instructor with any questions regarding this potential requirement for completing observations.

Guidelines Used in Developing Course:
California Essential Generic Teaching Competencies (EGTC)
California Educator Accomplished Practices (EAP)
California Subject Area Competencies (CSAC)
CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
California Performance Standards for Teachers of English for Speakers of Other Languages (ESOL)
DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

California State University, Fullerton
...where learning is preeminent

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<th>Education Unit Conceptual Framework</th>
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<td>a transformational journey toward educational advancement and achievement</td>
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<th>Core Values</th>
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<td>We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.</td>
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Based on our core values, our mission is as follows:

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<th>Mission Statement</th>
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<td>Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.</td>
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Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners

CCTC, NCATE, CEC Standards Addressed by the Course

The codes corresponding to the standards addressed by the course objectives appear next to each course objective. The course was developed to address the standards for professional teacher preparation set forth by the following agencies:

- ✓ Council for Exceptional Children (CEC) knowledge a Skill Base for All Entry-Level Special Education Teachers of Students in:
  - Early Childhood (EC) [http://www.cec.sped.org/ps/earlychildhood.doc](http://www.cec.sped.org/ps/earlychildhood.doc)
  - Individualized General Curriculum (GC) (Mild/Moderate) [http://www.cec.sped.org/ps/gencurriculum.doc](http://www.cec.sped.org/ps/gencurriculum.doc)
  - Individualized Independence Curriculum (IC) (Moderate/Severe) [http://www.cec.sped.org/ps/independence.doc](http://www.cec.sped.org/ps/independence.doc)


- ✓ National Council for Accreditation of Teacher Education (NCATE) [http://www.ncate.org/standards](http://www.ncate.org/standards)

At the end of the course students will:

1. Cogently articulate a rationale for teaching multiple perspectives; (CEC CC1K1; {CCTC Standard 2 and 3})
2. Recognize the value of cross-cultural experiential learning and relate such experiences to their teaching and learning; (CEC CC1K3; CC1K5; CC3K3; CC5K9; CC5K10; CC6K2; CC6K3; GC1K7) {CCTC Standards 3}
(3) Be able to identify the causes, preventions, (CEC GC2K1) {CCTC Standards 11, 12, 13}
(4) Explore the causes, preventions, and therapies associated with disabilities, as well as the social, medical, educational, emotional, psychological, and social implications of “being different”; (CEC CC2K7; CC3K1; GC2K5; CC5K8) {CCTC Standards 11, 12, 14}
(6) Explore the functions of labels for people with disabilities; (CEC CC9S6) {CCTC Standards 2, 3, and 10}
(7) Explore personal values, better understand their own “uniqueness” and participate in activities designed to provide cultural, ethnic, and diversity awareness; (CEC CC3K4; CC5K9; CC5K10; CC5S7; CC5S14; CC9S6) {CCTC Standards 2, 3, and 10}
(8) Describe the treatment of people with disabilities and the movement from segregation to inclusion in school and community; (CEC CC10K4; GC1K8) {CCTC Standards 4 and 8}
(9) Describe laws related to the education and the rights of individuals with disabilities; (CEC CC1K2; CC1K4; CC1K5; GC5K1) {CCTC Standards 5 and 8}
(10) Recognize special needs of students who vary in their academic abilities; (CEC GC1K5; CC1K2; CC1K4; CC1K5; CC1K9; CC1K10; CC2K2) CCTC Standards 4, 5 and 8)
(11) Identify and explore the special needs of students with behavioral and emotional challenges, and examine the methods of responding that maintain and strengthen the classroom community; (CEC CC1K2; CC1K3; CC1K4; CC1K5) {CCTC Standard 4 and 12}
(12) Understand how to explicitly and openly recognize and value differences among students in the classroom; (CEC CC1K5; CC1K8; CC2K3; CC2K5; CC3K2; CC9K1; CC9K2) {CCTC Standard 2,3,4,5,8 and 14}
(13) Identify the types of communication disorders and strategies for helping children with these challenges; (CEC CC1K4; CC1K5; CC1K8) {CCTC Standards 11}
(14) Recognize a wide range of orthopedic disabilities and other health impairments and explore resources for instruction and support; (CEC PH1K2; CC1K1; CC1k4; GC1K6) {CCTC Standards 11 and 14}
(15) Develop an awareness of technology that can be used to extend the capabilities of students with special needs; (CEC GC5S2) {CCTC Standard 6}
(16) Reflect on the degree to which schools are inclusive and the challenges and opportunities this presents. (CEC CCK10; CC3K4) {CCTC Standard 2, 3, 5, 7, and 8}
(17) Family systems and the role of families in the educational Process. (CEC CC1K7)

REQUIRED TEXT:
Optional Resources:


These texts can be ordered from Titan Shops at http://bookstore.fullerton.edu or from Amazon.com. Remember that the bookstore is anticipating the class and has the books in stock. If you order from somewhere else you risk getting behind in the reading and assignments if the book does not come in right away.

http://coeonline.fullerton.edu/esanchez/professorgottuso/ (you may find this site/videos useful in your study of special education.)

COURSE ASSIGNMENTS AND REQUIREMENTS: Although this is a face-to-face class, there are on-line assignments including on-line participation. Students are expected to login to TITANium weekly, and read the assigned chapters/articles prior to completing the required module/weekly assignments (due dates clearly marked in the Course Syllabus).

This is a face-to-face class. However, we do follow a similar outline as the online sections of this course. The assignments are the same or similar and we will follow the same weekly topics as close as possible. Tests are different for each section of this course, and written at the discretion of each instructor. Plagiarism is not tolerated. Turned in work is subject to being screened for comparison to other work turned in to this or other instructors through turnitin.com or an equivalent service. Any use of someone else’s work as your own will be subject to university discipline.

The term “discussion board” was used in the Blackboard online program. In the new Moodle online program (TITANium) discussion board is now “Forum”. These terms may be used interchangeable in this syllabus.

1. Eleven Modules (Assignments A-K) – (3 points each – for a total of 33 points)

You will find discussion forums in the TITANium Portal for this course at fullerton.edu. Click TITANium and your courses should be available to you to enter.

Students are expected to complete weekly modules. The Modules are located on TITANium. Research in online learning verifies that concentration on weekly assignments is more productive to knowledge base learning than working ahead and doing many assignments at once; for this reason, modules will open on a set schedule – you cannot work ahead. The eleven assignments that align with the modules 1-11 and are assignments A through K. The majority of these assignments will be written and turned in at the beginning of the appropriate class session.
Some of the modules include online discussion requirements. The rubric for discussions is located under the assignments tab. Students are expected to share comments, questions, and reflections related to the course readings, outside research, and personal/practical experiences. Lastly, Students should develop 1-2 questions to pose to classmates in the discussion board, and respond to at least one other classmate’s proposed questions.

**Modules/Assignments must be completed and turned in by the start of their class section on the due date to receive credit (See course calendar). Anything turned in after this date/time is subject to a 2-point loss per day, up to the value of the assignment.** Late postings for online/discussion/forum assignments will not be given credit. Note: The Instructor will track the online activity of all students and will maintain a copy of all online discussions.

If the portal is down on the day an online assignment is due, you can email your answers directly to your instructor. If you are absent, the work is still due. Contact the instructor. Assignments can be emailed to the instructor to ensure full or partial credit, depending on the date/time received.

Point possibilities are listed behind each assignment area. For online discussion/forum assignments you will be graded on frequency of posting (at least three times a week), appropriate length (typically at least two sentences), relevance to the topic (did you stay on track or bird-walk with the answer), collegiality (professionalism of comments) and temporal placement (if all your postings come in on the same day, near the end of the assignment period deadline that is not considered an engagement, and evidence of critical thinking and reflection (remember opinions alone are not sufficient). It is expected that students support opinions with researched based data and rational discourse.

**Written Assignments:**
The course assignments are outlined below. Assignments are due on the date noted in the Syllabus (see the course calendar), unless changed by instructor as necessary. Online assignments may have an alternate due date depending on the assignment. The online assignment as posted on TITANium will provide the most current information. Check “Latest News” on a regular basis for updates or any changes in information. In-class assignments are due at the beginning of class on the date indicated in the syllabus, unless changed by the instructor as necessary. Students will be made aware of any assignment due date change with a reasonable amount of time to complete the assignment. This Syllabus is designed for two sections that meet on Thursday’s. Your assignment is due at the beginning of your class meeting. Late assignments are subject to a 2 pt. loss each day they are late. Late assignments may be emailed to the instructor, but are subject to losing points for being late. Contact the instructor by phone or email with any questions regarding the course or assignments.

Each Module 1-11 (Assignment A-K) are 3 points each. An * indicates this assignment will be done online in a discussion/forum assignment. All written Module and other written assignments need to follow APA format. See the posted suggestions for source citations and other expectations for written assignments.
A. **Module 1: Self-Introduction to be posted on TITANium.** Introduce yourself to the class. Please use this discussion site to introduce yourself to your colleagues in our class. Share your career goals and what you are currently doing to work toward those goals. If you are working with or have past experience with persons with disabilities, please share here! Also, please add a paragraph on what would you like to learn from this course? Note: be sure to look over the discussion board rubric prior to doing this assignment – in the past students have lost points because they do not respond to others. **Due by the time your class starts on the due date. To be posted to TITANium.**

B. **Module 2: Disabilities & Special Education: Making a Difference.** Read the “Key to Success in Online classes” PowerPoint and follow the directions to participate in the scavenger hunt.

C. **Module 3: Developmental Disabilities.** Go to the Discussion board and answer the questions listed. Discussion must be in TITANium. Read what others have posted before you respond. Only add a new thread if you have a new topic; if your topic is similar to a peer, just hit reply and respond to the peer. Remember to post early enough to go back and respond to peer posts. For full credit you must post at least four responses by the due date. **Due by the time your class starts on the due date.**

D. **Module 4: Learning Disabilities.** View the course documents related to Learning Disabilities then respond to the following: Throughout history, society continually changes the way it defines differences and exceptionalities. Discuss why you think that might be so. Learning Disabilities have been called the “invisible disabilities”…explain how the invisibility creates special difficulties and frustrations for both the individual with the disability and those around him or her.

E. **Module 5: Generic Disabilities online resource discussion to be posted on TITANium.** This assignment is to be posted to the discussion board/forum. Go to [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html) - this link will take you to a resource section of the Idea 04’ and Research for Inclusive Settings (IRIS) center at Vanderbilt University. On the top left hand side of the slide it says **Topic.** Highlight one of the items under **Topic** and go to the next column and Select either **ALL Materials** or **MODULES.** Look over the list and select ONE Link to resources. Take the time to view at least one module on any topic under the **Topic** list. Then go to the discussion forum and tell your classmates what module you selected and share at least three things you learned from the module. Wait 24 hours and go back on and respond to 3 of your colleagues. The three (or more) responses should then be recorded by the time your class starts on the date due. This website has over 50 modules on topics related to disabilities. Choose wisely! Enjoy!
F. **Module 6: Giftedness and Talent Development.** View the instructor posted module materials, and answer the instructor posted chapter questions.

Group presentations begin with this topic. Any module that has a group presentation, you are to read the posted group information as part of your reading for the week and completion of any assignment.

G. **Module 7: Topic ADHD/ADD & Emotional Disabilities (ED).** View the course documents related to ADHD/ADD & ED. Think about the following and respond:
   a. How the characteristics of ADHD impact adults with these behavioral characteristics.
   b. Why is it important for persons who work with children to be aware of the characteristics of ADHD?
   c. What are some examples of how the learning environment can be modified to help students with ADHD succeed?

There may be additional questions for this assignment related ADHD or ED.

H. **Module 8: Chapter discussion on Speech and Language module to be posted on TITANium.** Due by the start of your class session on the date due. To be posted to the discussion board – Read the Speech and Language Module. Open at least one of the suggested websites. Share something you learned with your classmates. How might you use these websites in the future? Read the Chapter presentation and comment. **After you post, be sure to go back and see** what other responses were and comment! **Due by the time your class starts on the due date.**

I. **Module 9: Autism.** View the instructor posted module materials, and answer the instructor posted chapter questions.

J. **Module 10: Physical, Health and Low Incidence Disabilities.** View the instructor posted module materials, and answer the instructor posted chapter questions.

K. **Module 11: Deaf and Hard of Hearing.** View the instructor posted module materials, and answer the instructor posted chapter questions.

If you have a question, ask it! The Discussion board contains a forum for questions about department issues and questions related to the course. The instructor will answer the question(s) in class or online.

2. **Readings/Chapter Presentations – 7 points** (4 pts. for presentation, 3 pts. for individual contributions)

**Readings:** Students are expected to read the assigned reading prior to schedule weekly sessions. Readings are clearly marked on the course outline. Online activities and discussion will be based on the readings assigned for each class session.
Chapter presentations: Each student will be assigned to a small group for Chapter Presentations. **Students will be required to submit their chapter choice with Module 2/Assignment B (Scavenger Hunt).** The instructor will assign the chapter groups and post on or about the third week of class. You may also email your chapter requests to the instructor. **If you email the instructor in advance with your chapter choices, make sure you provide your name, date/time of your class and your two chapter choices. See the Scavenger Hunt (Assignment B) for the chapters that are available.**

You may be assigned to a chapter you didn’t choose. This might be due to balancing group size and/or too many people requested the same groups. Each group must then get together during class and online to work on their chapter presentation. The presentation must be submitted to the instructor to his email with the presentation as an attachment. The presentation will be posted on the class TITANium site for classmates to read and access for assignments. Presentations are due to the instructor ONE WEEK prior to the date the topic is scheduled to be discussed in class. Students should present the information in the chapter in a creative, innovative, interesting format. Each chapter team is to include three discussion questions at the end of their presentation, which may be used as starter questions on the TITANium. Teamwork is a crucial component in special education. This assignment allows all classmates to experience a unique team effort. **Points will be for content, presentation and participation.**

While most students do Chapter Power Point presentations, groups are encouraged to also do class participation activities: e.g. Simulations, Jeopardy, Drama type activities, etc. **Groups only providing a power point presentation, where each member reads their chapter section, will lose 2 points.** Power point presentations are allowed to be used in the class presentation, but another type of activity is expected for the possibility of full credit. Groups can have members outline the chapter, while others organize and activity, or narrates, etc.

A group may have a slightly different presentation date than the course calendar. This would only be for any chapter discussion on topics presented prior to the first scheduled group presentation e.g. Chapter 3, Cultural and Linguistic Diversity.

Students will be given a group contribution evaluation for the members of the group and a self-evaluation. The results of these evaluations will determine the number of points earned for group participation in the group projects. Each group member may earn up to 3 additional points for their contributions and participation in the group project.

3. **Creative Book Report - 10 points**
Read a book about persons with disabilities and report on your impressions of the book in an imaginative manner. The book can come from the Exceptional Literature Bibliography or Selected Reading List (see activities book list) or one you locate on your own. Do not just give a synopsis of the book - be creative. (Examples: media collage, poem, creative music, audio-visual tape, recorded interview, readers theater, Power Point slide, animation, video, software demonstration, etc. All students must
turn in the book coversheet and a copy with their project – additional details will be posted on the Assignments page of TITANium. Please refrain from using children’s books.

Students will receive points for their written portion, creative project and presentation. Since some of you will pick the same book, be creative in your presentation. Book report presentations are limited to a maximum of 5 minutes. Any presentation over 5 minutes will lose 2 points for each minute the presenter goes over the 5 minute maximum. For example: As soon as the presenter goes over 5 minutes (5:01) the presenter will lose 2 points and another 2 points once they go over 6 minutes.

If more than one person chooses the same book, the instructor may have you work in a group. Each person would be expected to do their own written summary to be turned in and do their own presentation. This will allow a discussion with all that read the book at the same time, rather than having the book reviewed 2-4 times individually.

4. Observation component – 10 points
During the course of the semester, it is your responsibility to observe children with disabilities and to gain information on the primary California Education Specialist credential areas. As the course progresses, you will learn about the variety of disabilities and characteristics of children with disabilities. The observation component is designed to provide an opportunity to observe characteristics of children and observe student/teacher/paraeducator interactions and learn about accommodations/modifications by observing in the classroom at all levels (preK to 12). A primary goal is for you to observe instruction interventions related to the environment and child’s age and developmental abilities and understand about how to adjust developmental expectations to account for varying cultural perspectives and preferences. A more detailed explanation and the form for this assignment is posted under assignments section of TITANium. Observations may be turned in ahead of the due date; however, they are all due by the due date. There will be an opportunity to discuss your observation in class.

For each class/program you observe, you will need the teacher/supervisor sign and date a blank observation form for credit. Individual observations that do not have signatures will lose 1 point per observation.

5. Exams – 40 points total - (20 for midterm and 20 for final exam)
There will be two instructor-designed exams. The content of the exams will be based on textbook, online activities and discussions, and instructor notes. The questions may include multiple-choice, true-false, short answer and essay’s. Written answers must be in APA format. Make-up exams must be arranged with the instructor in the case of illness documented by a medical doctor or crisis documented as appropriate for the situation. Make-up exams will not be allowed under any circumstances other than those described above. Exams will only be offered as scheduled. Any exceptions must be in writing and approved by the Department.
GRADING POLICY FOR THE COURSE

The course grade will be determined as follows:

- Chapter presentation: 7 points
- Exams: 40 points
- Creative book report: 10 points
- Project observations: 10 points
- Online assignments: 33 points

Total points possible: 100 points

COURSE GRADING CRITERIA

The course grading criteria will be based on the standards set by California State University, Fullerton and the Department of Special Education. Grades will be assigned as follows:

Grade of A (outstanding achievement; available only for the highest accomplishment); B (praiseworthy performance; definitely above average); C (average; awarded for satisfactory performance); D (minimally passing); F (failing); SP (satisfactory progress), not counted in the grade point average; AU (audit), no credit earned and not counted in the grade point average; Cr (credit), signifying units earned, but not counted in the grade point average; NC (no credit), no credit earned and not counted in the grade point average; I (authorized incomplete), no credit earned and not counted in the grade point average until one calendar year has expired at which time it will count as an "F" for grade point average computation; U (unauthorized incomplete), counted as "F" for grade point average computation.

Points will be converted to letter grades using the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>59-66</td>
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<tr>
<td>F</td>
<td>below 59</td>
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</tbody>
</table>

All assignments must be neatly word processed and free of punctuation and spelling errors. APA format is required. Please proof read. Late papers will be penalized 2 points for each day following the due date. For example, if the assignment is due Wednesday and you do not turn it in until Friday, you lose 4 points. Assignments will only be accepted for one week following the due date unless prior arrangements with instructor have been made. Citation of sources, even if only the course text is required for full credit.

University Policy Guidelines will be adhered to with respect to grading procedures, withdrawals, and incompletes. (Refer to university catalog pp 74-76 for more information).
APA writing format is expected and points will be taken off if APA is not used properly. When posting comments onto the forums, provide appropriate documentation for references.

The instructor will track all student online activities (data will be kept on frequency and duration of interactions, frequency of website access etc.).

Discussion Board postings must reflect a professional level of writing and should employ professional courtesy.

Notice on online assignments you are asked to read other student comments and provide subsequent response comments. Each response is important and comprises a portion of the credit given for each discussion. “I agree” or “me too” is not an appropriate response and will be given zero credit.

Respond to your colleagues in scholarly ways and demonstrate depth in your comments and reflections.

Feel free to contact the instructor if you have a question, concern or suggestion for the course. You are welcome to come by the department anytime. However, *appointments are appreciated, preferred, and given priority*. Do not wait until the end of the semester to ask for help. This will be a fabulous semester.

The instructor reserves the right to adjust/change topics and assignments as the need arises.

Examinations will only be offered as scheduled.

Cultural, socio-economic status, and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.

The university assumes that all students will conduct themselves as mature citizens of the campus community. It is further assumed that all students will conduct themselves as professionals (Refer to university catalog pp 449-450).

**Academic dishonesty** includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It unusually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/).

For other information on student policies and procedures (for example grade appeals), see the university catalog and UPS 300.021. Student work must be authenticated online just as in the university classroom! You must put your student ID on all work submitted to the drop box or by email.
ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

It is critical that you inform the instructor immediately of any disabilities or special needs that might require specific arrangements. We want to program you for success! The California State University Policy on students with disabilities states that the student must document in writing with proper backup materials their disabilities and this must be submitted and on file at the Office of Disabled Student Services. **Students with special needs should notify the instructor immediately so proper supports can be established.**

Authentication of Student Work

Authentication of student work is important in any class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

Technical competencies:

- It is suggested you have a Pentium 166 MHZcm, 32 MB RAM and a minimum 56K modem.
- Basic word processing (typing, cut and paste, spell check).
- Logging on and navigating the Internet and the CSU Fullerton Portal.
- The use of appropriate online behavior, netiquette is expected. The core rules of netiquette can be found at [http://www.onlinenetiquette.com/](http://www.onlinenetiquette.com/) and/or [http://www.albion.com/netiquette/corefules.html](http://www.albion.com/netiquette/corefules.html). For example, use descriptive subject lines that inform the reader what the message or posting pertains to. Do not use CAPITALS, as this implies that you are shouting. Etc.

MINIMUM HARDWARE AND SOFTWARE SPECIFICATIONS:

- You must have access to a computer with Internet access and a word processing program (CSU Fullerton Library or the University Learning Center in MH-47 have computer availability free of charge to students).
- You must have at least Microsoft Office 2007 Suite or Microsoft Office XP Suite. (This is available from the Titan Shops on campus…you can order it online at [www.fullerton.edu](http://www.fullerton.edu).
- For Macintosh/Apple computers ideally you should have Microsoft Office 2011. However, Microsoft Office 2008 should meet your needs. While some Word documents may open on Word 2004, most documents will be on Word 2008 or 2011. Word 2011 is mainly an enhanced version of Microsoft Office 2008.
- It is strongly recommended that you use Microsoft Explorer instead of Netscape as your browser. Firefox has also been a well-supported browser for Macintosh/Apple computers.
- Some of the modules contain PowerPoint. Access the following website for a free download of a read only version of PowerPoint.

**TECHNICAL SUPPORT:**

- Email: helpdesk@fullerton.edu
- The Help Desk is available to all students in the event that technical difficulties arise. Contact the Help Desk at 657-278-7777.
- Hours of operation at the time of this writing:
  - Monday through Thursday 7:30 a.m. to 10:30 p.m.
  - Friday 7:30 a.m. to 5:00 p.m.
  - Saturday 10:00 a.m. to 5:00 p.m. and Sunday 12:00 noon to 7:00 p.m.

**Expected Behavior in an Online Environment**

1. Do not post any messages that would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor.
3. ALWAYS change the subject line to reflect your posting!
4. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
5. Give examples from your experience.
6. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
7. For longer postings, use your word processor so you can use spell checker.
8. Remember –ALL CAPS is reserved for strong emphasis.
9. Post page numbers and references when answering questions
10. Make sure your spelling and grammar are correct.
11. Make sure your postings are timely.
12. You may compare and contrast various student points of view as a quality posting.
13. Maintain consistency with the thread discussion. Follow the thread posting or begin a new thread.
Please note that on TITANium the schedule each week will have a heading by “Topics”. These Topic numbers don’t correspond with our Module numbers. Compare what is due each week through the Course Calendar. Contact the instructor with any questions regarding the course calendar. An “**” next to a Module indicates this is or may have an online component.

### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Due DATE</th>
<th>LECTURE TOPIC</th>
<th>Chapter Readings</th>
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</thead>
<tbody>
<tr>
<td>1/31/13</td>
<td>Week 1</td>
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<tr>
<td></td>
<td>*Module 1 (A)</td>
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<tr>
<td></td>
<td>Introduction to course: Disabilities &amp; Special Education: Making a Difference</td>
<td>Read chapter One</td>
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<tr>
<td></td>
<td>*Introduction of Instructor/Students in course - Icebreaker</td>
<td>View Module One</td>
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<td></td>
<td>*Historical Context and overview of the assessment cycle</td>
<td>Write 3 questions you have regarding special education/disabilities.</td>
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<td>*&quot;Person First&quot; terminology</td>
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<tr>
<td>2/7/13</td>
<td>Week 2</td>
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<td>Module 2 (B)</td>
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<td>A-Due</td>
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<td>Introduction to course: Disabilities &amp; Special Education: Making a Difference</td>
<td>Read chapter Two</td>
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<td>Individualized Special Education Programs</td>
<td>View Module Two</td>
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<td>Legal issues and ethical practices</td>
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<td>Overview of IEP/IFSP process</td>
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<td>Scavenger Hunt (Assignment)-Discuss</td>
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<tr>
<td>2/14/13</td>
<td>Week 3</td>
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<td>*Module 3 (C)</td>
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<td>B-Due</td>
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<td></td>
<td>Developmental Disabilities</td>
<td>Read Chapter Eight</td>
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<td>Linguistic, ethnic, cultural and socioeconomic differences</td>
<td>View Module Three</td>
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<tr>
<td>2/21/13</td>
<td>Week 4</td>
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<td>Module 4 (D)</td>
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<td>C-Due</td>
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<td></td>
<td>Learning Disabilities</td>
<td>Read Chapter Five</td>
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<td></td>
<td>*LD Defined Characteristics</td>
<td>View Module Four</td>
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<td>Date</td>
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<td>Activity</td>
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<tr>
<td>2/28/13</td>
<td>Week 5</td>
<td><strong>Generic Disabilities</strong>&lt;br&gt;Go to <a href="http://iris.peabody.vanderbilt.edu/resources.html">http://iris.peabody.vanderbilt.edu/resources.html</a> - this link will take you to a resource section of the Idea 04' and Research for Inclusive Settings (IRIS) center at Vanderbilt University. On the top left hand side of the slide it says <em>Pick One</em>. Highlight one of the items under <em>Pick One</em> and go to the next column and Select either <em>ALL Materials</em> or <em>MODULES</em>. Look over the list and select ONE Link to resources. Take the time to view at least one module on any topic under the <em>Pick One</em> list. Then go to the discussion board and tell your classmates what module you selected and share at least three things you learned from the module. Cultural &amp; Linguistic Diversity&lt;br&gt;<em>Cultural &amp; Linguistic Diversity Defined</em>&lt;br&gt;<em>Partnerships with Families &amp; Communities</em></td>
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<tr>
<td>3/7/13</td>
<td>Week 6</td>
<td><strong>Complete discussion of unfinished topics.</strong>&lt;br&gt;<strong>If you have not already done so use this week to get started on your book report and to schedule your observations.</strong></td>
</tr>
<tr>
<td>3/14/13</td>
<td>Week 7</td>
<td>Module 6&lt;br&gt;(Gifted)&lt;br&gt;Group chapter presentation</td>
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<td>Date</td>
<td>Week</td>
<td>Module</td>
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<td>4/18/13</td>
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<td>Date</td>
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<td>Due</td>
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<td>5/2/13</td>
<td>13</td>
<td>J-Due</td>
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<td>Email to instructor</td>
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<tr>
<td>5/9/13</td>
<td>14</td>
<td>Week 14 Module 11 (K) Group chapter presentation Observations Due</td>
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<tr>
<td>5/16/13</td>
<td>K-Due</td>
<td>Course Review Discuss Observations</td>
</tr>
<tr>
<td>5/23/13</td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
CSUF Education Specialists Program Assessment 2013

CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education -- Department of Special Education

SPED 400 ONLINE: Foundations in Early Childhood Special Education
(3 units)

Instructor: Aja McKee
Office Phone Number: please email for phone appt.  Office Room Number: phone/skype/face to face by appt.
Office Hours: By appointment  Email: amckee@fullerton.edu

Course Description
This course provides characteristics of young children ages birth to 5 years with disabilities, developmental delays, and those “at-risk” for developmental delays. The course includes rationale for early intervention, preschool programs, program models, and service delivery approaches. This course may not be taken for graduate credit.

CSUF Conceptual Framework

The University
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multi cultural population.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

Education Unit Conceptual Framework
A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their education journey, we believe our students will embrace and in turn, model them in their professional lives.

Our Mission
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We
engage in scholarly activity that informs the profession and serves the educational community by providing applied scholarship.
Student Outcomes & Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

Outcome 3: Committed and Caring Professionals
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Dispositional Statement for Students.

Department of Special Education: Mission statement and goals

Department of Special Education Mission Statement

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
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</tbody>
</table>
Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.  All  Portfolio entries, course evaluations

Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.  All  field evaluations and student evaluations

Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.  All  Portfolio entries, course evaluations

Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.  All  Portfolio entries, course evaluations

Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.  All  Portfolio entries, course evaluations

Graduates will be interested in life-long learning.  All  Portfolio entries, and individual induction plan

CSUF Course Policies

CSUF Policy on Students with Disabilities
According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000. Information on this may also be found at http://www.fullerton.edu/disabledservices/

CSUF Policy on Academic Dishonesty, Appeals, and Conduct
Academic Dishonesty- prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, cheating, inventing false information or citations, plagiarism, and assisting or allowing these acts.
Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the University procedure for appealing.
Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning. Please feel free at all times to participate and offer varying perspectives in turn.
Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate. Information on this may also be found at http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf

CSUF Instruction Interruption Plan
Two-Module plan for distance instruction should on-campus instruction be interrupted is as follows: In case of instruction interruption, please check the course Titanium/Moodle site for Modulely instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium/Moodle groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

CSUF University Emergency Policy
Please review the University’s Emergency Policy at http://www.fullerton.edu/emergencypreparedness/ep_students.html
Special Education 400: Specific Course Information

Course Objectives & Student Learning Goals

1. The candidate will be able to present an overview of the field of early childhood special education. (CCTC Program Standard 2; ECSE 1; ECSEAA 2)
   a. Explain rationale for early intervention
   b. Describe the historical perspective on special education and regular early childhood education
   c. Analyze the legal and/or ethical responsibilities of educators who serve infants, toddlers, children, and youth with disabilities

2. The candidate will be able to present detailed information regarding newborns, infants, and toddlers with disabilities and at-risk for disabilities. (CCTC Program Standard 3, 11, ECSE 2 & 3; ECSEAA 1)
   a. Explain the etiology of the various handicapping conditions and factors related to “at-risk”
   b. Define the various disabilities and the identification process
   c. Demonstrate knowledge of the characteristics of newborns, infants, and toddlers with disabilities or at-risk
   d. Analyze the relationship between characteristics and early intervention needs
   e. Discuss the implications of gender, culture, and economic diversity on disability and at-risk factors
   f. Discuss the impact of disability on family relationships

3. The candidate will be able to present information regarding service delivery approaches in special education and regular early childhood programs. (CCTC Program Standard 4, 15; ECSE 3, 7, 8; ECSEAA 2)
   a. Compare and contrast alternative service delivery approaches in early childhood special education
   b. Evaluate various program models
   c. Analyze components of exemplary models

4. The candidate will be able to demonstrate knowledge in engaging children with disabilities and their families from diverse populations. (CCTC Program Standard 3, 4, 14; ECSE 3, 8)
   a. Candidate will demonstrate knowledge of family systems with the context of ethnicity, culture, life experience and language diversity.

Course Textbook & Technology

Required


*Additional readings will be assigned and posted on Titanium.

Recommended Readings:


NAEYC: *Developmentally Appropriate Practice in Early Childhood Programs*


For online ordering go to [http://www.apastyle.org](http://www.apastyle.org)

Technology Requirement
Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active email account (know what email account the University has in the system for you) and word processing software. Since the instructor and many classmates are not presently able to read Word 2007/Vista files, previous versions should be used. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, use Titanium features such as the Blog and Wiki tools, and submit postings/assignments through the Discussion Board, as well as the Assignment link & Turnitin via Titanium.
CSUF Education Specialists Program Assessment 2013

Candidates are also expected to check the course Titanium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 657-278-7777.

Additionally, below are some helpful sites:

http://www.fullerton.edu/at/index.asp
http://www.fullerton.edu/ittraining/other/moodle/tutorials/Titanium_Student_Tutorial/Titanium_Student_Tutorial.htm
(They have prepared several online tutorials that may help you)
http://distance-ed.fullerton.edu/ (Click on “students”)

Two Module plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Moodle site for Modulely instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Moodle groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Course Professionalism: Policies & Expectations

On-Line Behavior:
1. Do not post any messages that you would not be allowed to speak in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”). Points will be deducted for lack of person-first language.
4. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. Always change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. You may compare and contrast various student points of view as a quality posting.
8. Give examples from your experience.
9. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
10. Be sure to check spelling and grammar before submitting your posts.
11. Remember –ALL CAPS is reserved for strong emphasis.
12. Post references and page numbers when answering questions to support your points and demonstrate you’ve read the material.
13. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written. (See the Discussion Rubric)
14. Be sure you type your post directly in the text box rather than attaching a separate document- this enables others to read your work efficiently.
15. It is suggested you back up your work- for example, type out your posting in a word document first and save it, then copy and paste your posting in Titanium text box.
16. Make sure your postings are timely as posts submitted after the deadlines are considered late.
17. You are also required to adhere to the norms of online courtesy and collegiality, summed up generally as “netiquette”
   http://www.albion.com/netiquette/corerules.html
   Consistently inappropriate posting by any student will be treated similarly to consistently inappropriate classroom behavior, and may result in that student’s being barred from further online discussion in the class, with a resulting loss of the participation grade for the course. Please contact the instructor if you have any questions about this.

On-campus meeting requirements: This course is an online course. There are no requirements to meet on campus. The instructor is available for office meetings.

Seeking Instructor Assistance: Instructor will be online Monday-Friday and will respond to emails within 24 hours during this time period. Be sure you ask any and all questions that you have- the instructor cannot help you if she doesn’t know what you need. The instructor will be on-line for at least four hours during the Module to answer any questions. Also, please feel free to answer questions posed by your peers if you think you can help.
Responsible Learning: Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalogue (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

Assignment Policy: Candidates are expected to have proficient & professional English writing skills and to type & proofread all written assignments as points are deducted on papers/posts that include multiple/significant spelling or grammatical errors.

Assignments are due on the specified due dates and late submissions will not be accepted, with the exception of the Observation Assignment and the Disability Report, which may be submitted late for half credit (please see Course Requirements for details). If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you.

Authentication of Student Work: Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

Enrollment Policy: Candidates wishing to add the class should do so during the first two class sessions. The instructor reserves the right to decline signing add forms after the second class session. In addition, candidates enrolled but not in attendance one of the first two class sessions may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

Participation/Posting Expectations: The Modules will open one at a time to help you follow along with your other classmates in accordance with the design of the class. You are expected to login to the class Titanium/Moodle site at least three times each Module. Preferably, you should log on the first Sunday or Monday that the Module opens to review the requirements and plan your Module accordingly. You are also required to read the assigned chapters/articles prior to completing the required Module assignments. These readings are clearly marked in the Course Schedule & Module folders. When participating in the discussion boards/blogs, you are expected to share comments, questions, and reflections related to the course readings, outside research, and personal/practical experiences. You will be required to post your response in each discussion forum — once to respond to the issue(s) presented, and at least once to two different colleagues. All posts are required to be substantive, and advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I disagree,” and you must not merely restate what someone else says. Demonstrate your understanding of the content, evidence your critical thinking and reflective skills, and strive to support your peers!

Course Requirements

1. **Module Activities: 135 Points**

   Given that this is a web-only class with no face-to-face requirements, your learning and engagement will be evaluated by your on-line participation in the Module Activities (in addition to the additional assignments listed below). Specific directions related to each Module’s assignments and requirements will be provided within the modules folders and include activities such as self-assessments, discussion board posts and/or blog posts, literature searches. Module activities include article reflections and discussion forum activities based on readings from the course text and course PowerPoint’s. Candidates must complete assigned requirements by Sunday at noon on the specified due date in order to receive credit for that module. Discussion board will always follow the same format: Initial post must be made that Wednesday by midnight and you must respond to a classmate by that following Sunday, at noon. You must cite your work. Late postings will not be given credit. Submission information will be provided in the module.
The student contributed regularly. Temporal placement suggest sustained engagement with the topic of the discussion, materials, concepts. And/or The student showed initiative and Interpreted material, synthesized concepts, integrated various threads, backed up opinions with examples, or redirect discussion. 10

The student’s level of contribution was acceptable/of average value, but not considered outstanding. And/or The student contributed more than just facts, and responded to the implications of other students’ ideas. 6

The student rarely contributed or posts all came in final few minutes before discussion deadline. And/or The student’s contribution was minimal, and demonstrated only a cursory understanding/grappling with course material and the ideas of peers. 4

The student did not contribute at all. And/or The student was underprepared and contributions (or lack of them) suggest incompletion of readings. 0

2. **CONNECT Modules: 40 Points** Due by dates stated online

- You will complete work on two CONNECT Modules posted. Assignment description is posted on TITANium.

3. **Family Resource Center: 10 Points** Due by Sunday, September 29th @ noon

- You will complete an assignment on Family Resource Centers. Assignment description is posted on TITANium

4. **Disability Report: 30 Points** Due by Sunday, 12/8 @ noon

Instructor will randomly assign Disability topics to each student the first Module of the course. Research the topic using at least 3 separate, respected sources (professional journals, medical texts, support group/parent literature). *Sources must be cited using APA format.* Rubric is listed under “Assignments” in TITANium.

Write a 4-5 page report which includes:

- An explanation of the disability, the diagnosis and/or identification process, recommended treatment and interventions as well as medical and educational implications.
- Include the effects of the diagnosis on all areas of development (motor, cognition, speech/language, social and daily living).
- Include possible secondary difficulties which could be associated with the diagnosis.
- Include an explanation of research based interventions which are recommended for the child with that specific diagnosis.
- Discuss the implications for the family.
- Discuss the interventions and service delivery model you would use if you were the service provider for a child with this disability.
- Use APA guidelines and is virtually free of grammatical and spelling errors.
- Rubric and paper specifications are located under ‘Assignments’ on TITANium. Paper submitted to Turnitin.

5. **Disability Report/Presentation: 10 Points** Due by Sunday, 12/8 @ noon

Submit a 5-7 slide powerpoint presentation describing your disability to the Wiki forum on TITANium. Plan your presentation as if you were talking to parents. Highlight only the key aspects of your report that you found most interesting. Think about what you learned. More information can be found on the Titanium site.

6. **Final Exam: 25 Points** Final Exam will open on Sunday, 12/15 @ 1 pm and close Tuesday, @ 1pm.

The Final will be posted on Titanium. You will have 48 hours to complete the exam.
## Course Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value &amp; % of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Activities</td>
<td>135</td>
</tr>
<tr>
<td>Connect Modules (2)</td>
<td>40</td>
</tr>
<tr>
<td>Disability Report</td>
<td>30</td>
</tr>
<tr>
<td>Disability Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Family Resource Visit</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

### Grading Scale

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
<th>Total Points</th>
<th>Grade</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>242-250</td>
<td>A+</td>
<td>234-242</td>
<td>A</td>
<td>225-233</td>
<td>A-</td>
</tr>
<tr>
<td>218-224</td>
<td>B+</td>
<td>210-217</td>
<td>B</td>
<td>200-209</td>
<td>B-</td>
</tr>
<tr>
<td>192-199</td>
<td>C+</td>
<td>185-191</td>
<td>C</td>
<td>175-184</td>
<td>C-</td>
</tr>
<tr>
<td>167-174</td>
<td>D+</td>
<td>160-166</td>
<td>D</td>
<td>150-159</td>
<td>D-</td>
</tr>
<tr>
<td>0-149</td>
<td>F</td>
<td></td>
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</tbody>
</table>

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
<th>Readings &amp; Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>****</td>
<td><strong>Instructor reserves the right to change/add to/adjust readings and activities as the need arises</strong></td>
<td><strong>All course readings and assignments will be posted under Modules in TITANium</strong></td>
</tr>
<tr>
<td><strong>Week 1 (8/25-9/1)</strong></td>
<td><strong>Module 1</strong> Introduction, Review of Syllabus and Assignments Philosophy of Early Education Watch “Early Interventionist: Making A Difference”</td>
<td><strong>Introduce yourself &amp; weave in info from the video (5 points)</strong> Post on Discussion Forum</td>
</tr>
<tr>
<td><strong>Week 2 (9/1-9/8)</strong></td>
<td><strong>Module 2</strong> Watch “On This Journey Alone” &amp; “This Child Is Not Alone” Participate in ‘First Diagnosis” Discussion</td>
<td><strong>Participate in First Diagnosis Discussion Board Forum (5 points)</strong></td>
</tr>
<tr>
<td><strong>Week 3 (9/8-9/15)</strong></td>
<td><strong>Module 3</strong> Introduction to Young Children with Special Needs Relationship-Based Teaming With Families Informing Parents Watch “Emma’s Gift”</td>
<td><strong>Read Howard, et al Chapters 1 &amp; 2 and answer questions posted in Discussion Forum (10 points)</strong> Read Lynch &amp; Hanson Chapters 1 &amp; 2 Chapter Reflections (5 points) Informing Parents Article Reflections (5 points)</td>
</tr>
<tr>
<td><strong>Week 4 (9/15-9/22)</strong></td>
<td><strong>Module 4</strong> Human Development: Birth to Six Watch “Identifying Disabilities” Video Part 1 &amp; 2 Assignment of Topics for Disability Reports</td>
<td><strong>Read Howard, et al Chapters 3 &amp; 4 and answer questions (10 points)</strong> Lynch &amp; Hanson Ch. 3 Answer questions posted in Discussion Forum (5 Points)</td>
</tr>
<tr>
<td><strong>Week 5 (9/22-9/29)</strong></td>
<td><strong>Module 5</strong> Early Brain Development Explore the Webinar that discusses Nicotine and Cortical Development <strong>Family Resource Centers Assignment Due</strong></td>
<td><strong>Topic Reflection – Brain Research Questions (5 points)</strong> <strong>Family Resource Center Paper due by Sunday, September 29th @ noon</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Module</td>
</tr>
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<td>------------</td>
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</tr>
</tbody>
</table>
| **Week 6** | (9/29-10/6)    | Module 6 | Development and Risk During Prenatal, Natal and Postnatal Stages | Howard, et al Chapter 5  
Lynch & Hanson Chapters 4 & 5  
Answer questions posted in Discussion Forum (5 points) |
Power Point & Chapter Questions (10 points) |
| **Week 8** | (10/13-10/20)  | Module 8 | Evidence-Based Practices CONNECT Module 3 Due (information distributed via Titanium course site) | Read articles posted Answer questions posted in Discussion Forum (10 Points) |
| **Week 9** | (10/20-10/27)  | Module 9 | Conditions Affecting the Neurological Function Watch “Identifying Disabilities” Video Part 3 | Howard, et al Chapter 6  
Chapter Questions (10 points)  
Lynch and Hanson Chapters 6 & 7  
Answer questions posted in Discussion Forum (5 points) |
| **Week 10** | (10/27-11/3)   | Module 10 | Inborn Variations of Development | Howard, et a Chapter 7  
Read chapter and respond to prompts. Answer questions posted in Discussion Forum (10 points) |
<p>| <strong>Week 12</strong> | (11/10-11/17)  | Module 12 | Families with Asian Roots Families with Filipino Roots | Lynch and Hanson Chapters 8 &amp; 9 |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>(11/17-11/24)</th>
<th>CONNECT Module 4 Due (information distributed via Titanium course site)</th>
<th>Answer questions posted in Discussion Forum (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 13</td>
<td>Families with Native Hawaiian and Samoan Roots</td>
<td>Lynch &amp; Hanson Chapter 10 Answer questions posted in Discussion Forum (5 points)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>(11/24-12/1) Fall Recess</th>
<th>CONNECT Module 4 Activities and Paper due by Sunday, October 20th @ noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 14</td>
<td>Fall Recess/No Classes Enjoy your break!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>(12/1-12/8)</th>
<th>CONNECT Module 4 Activities and Paper due by Sunday, October 20th @ noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 15</td>
<td>Disability Reports &amp; Presentation Due</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>(12/8-12/15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 16</td>
<td>Study for the final. It will be open next week. The final will be available online for 48 hours so please plan accordingly. Study for Final</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 17</th>
<th>Week 17 (12/15-12/22)</th>
<th>Final Exam Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam will be open on Sunday, 12/15 @ 1 pm, and will close on Tuesday, 12/17 @ 1 pm. You will have 48 hours to complete the final exam. It is an open note/open book exam. Instructor will email you to let you know when the exam is open. 12/15 @ 1pm exam will open 12/17 @ 1pm exam will close</td>
<td></td>
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</tbody>
</table>

Resource websites:

California Department of Education  
www.cde.ca.gov

Orange County Department of Education - OCDE  
www.OCDE.k12.ca.us

DEC: The Division for Early Childhood  
www.dec-sped.org

National Association for the Education of Young Children  
www.naeyc.org

NEA: 50th anniversary, Brown v. Board of Education

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www.nea.org/brownboard/

IDEA - Building The Legacy of IDEA 2004
http://idea.ed.gov

Special Education and the Brown Decision
www.illinoisbrownvsboard.org

Zero to Three
Zerotothree.org

California Department of Developmental Services
www.dds.cahwnet.gov
Instructor: Suzanne Robinson, Ph.D., BCBA-D  
Email: srobinson@fullerton.edu  
Office Phone Number: 657-278-5858  
Office Room Number: CP-570  
Office Hours: Thurs 4-5pm and by appointment.  
Note: The instructor will be online Monday-Friday, intermittently checking the course site. The instructor will be off-line from Friday afternoon until Sunday afternoon. Emails will be answered within 36 hours with the exception of holidays.

CSUF Conceptual Framework

The University
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their education journey, we believe our students will embrace and in turn, model them in their professional lives.

Our Mission
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly activity that informs the profession and serves the educational community by providing applied scholarship.
**Student Outcomes & Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

**Outcome 3: Committed and Caring Professionals**
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

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**Department of Special Education: Mission statement and goals**

**Department of Special Education Mission Statement**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

**Marks of the Department of Special Education**

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
</tbody>
</table>
Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.

Graduates will be interested in life-long learning.

**CSUF Course Policies**

**CSUF Policy on Students with Disabilities**
According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000. Information on this may also be found at [http://www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/)

**CSUF Policy on Academic Dishonesty, Appeals, and Conduct**
Academic Dishonesty- prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, cheating, inventing false information or citations, plagiarism, and assisting or allowing these acts.

Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the University procedure for appealing.

Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning. Please feel free at all times to participate and offer varying perspectives in turn.

Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate. Information on this may also be found at [http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf](http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf)

**CSUF Instruction Interruption Plan**
Two-week plan for distance instruction should on-campus instruction be interrupted is as follows: In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**CSUF University Emergency Policy**
Please review the University’s Emergency Policy at [http://www.fullerton.edu/emergencypreparedness/ep_students.html](http://www.fullerton.edu/emergencypreparedness/ep_students.html)

**SPED 401: Specific Course Information**

**Course Description**
This class is an introduction to the field of autism. It focuses on the foundations, characteristics of autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD.

- **CTC General Program Standards Addressed:** 4, 5, 6, 11, 12, & 13
- **CTC Mild/Moderate Program Standards Addressed:** 1, 2, & 4
- **CTC Moderate/Severe Program Standards Addressed:** 1, 2, 3, 4, & 6

**Course Objectives**
1. Students will understand the definitions and symptoms of autism spectrum disorders. (*G: 11; M/M 1; M/S: 1*)
2. Students will define the early signs of autism and understand the diagnostic process. (*G: 11; M/M 1; M/S: 1*)
3. Students will define the learning characteristics of individuals with ASD, and demonstrate knowledge of the core challenges associated with language, communication, cognition, and neurology, social skills, and behavior, processing as well as implications for program planning. (*G: 5, 11, 12, & 13; M/M 1 & 2; M/S: 1, 2, 3, 4, & 6*)
4. Students will understand the importance of parent perspectives, priorities, & participation. (G: 4)
5. Students will explore the many treatment options available for individuals with autism, evaluate treatments and supports, recognize what the field considers to be evidence based best practice, demonstrate the ability to select contemporary evidence-based practices for individuals with ASD. (G: 5, 6, 12 & 13; M/M 2 & 6)
6. Students will understand the importance of data-collection, data-based decisions, and individualized program planning and development. (G: 5, 12 & 13; M/M 2 & 4; M/S: 2, 3, 4, & 6)
7. Students will understand the importance of natural environment training and inclusive education, and understand how inclusion positively impacts the culture of schools and communities. (G: 4, 5, 12 & 13; M/M 2 & 4; M/S: 2, 3, & 4)
8. Students will demonstrate the ability to access the literature and explore current issues as presented by expert researchers in the field. (G: 4, 5, 6, 11, 12 & 13; M/M 1, 2 & 4; M/S: 1, 2, 3, 4, & 6)

Course Textbook & Technology


Technology Requirement

Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active email account (know what email account the University has in the system for you) and word processing software. Since the instructor and many classmates are not presently able to read Word 2007/Vista files, previous versions should be used. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, use TITANium features such as the Blog tools, and submit postings through the Discussion Forums, as well as assignment links via TITANium.

Candidates are also expected to check the course TITANium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 657-278-7777. Additionally, below are an online support sites with tutorials:
http://oasis.fullerton.edu/tutorials.aspx
http://docs.moodle.org/20/en/Student_tutorials

Course Professionalism: Policies & Expectations

On-Line Behavior:
1. Do not post any messages which would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”). Points will be deducted for lack of person-first language.
4. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., use “the special education teacher” instead of “Mrs. Smith”).
5. Always change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. You may compare and contrast various student points of view as a quality reply posting.
8. Give examples from your experience.
9. Replies of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
10. Be sure to check spelling and grammar before submitting your posts.
11. Remember –ALL CAPS is reserved for strong emphasis.
12. Post references and page numbers when answering questions to support your points and demonstrate you’ve read the material.
13. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written. (See the Discussion Rubric in Titanium.)
14. Be sure you type your post directly in the text box rather than attaching a separate document- this enables others to read
CSUF Education Specialists Program Assessment 2013

your work efficiently.
15. It is suggested you back up your work! For example, type out your posting in a word document first and save it, then copy and paste your posting in the TITANium forum.
16. Make sure your postings are timely as posts submitted after the deadline will be considered late.

Seeking Instructor Assistance: First, be sure you ask any and all questions that you have- the instructor cannot help you if she doesn’t know what you need. Second, please keep in mind that the instructor is NOT online over the weekend (Friday afternoon until Sunday afternoon). If you have a question, ask it during the week in the Q & A Forum. The instructor will be online for at least two hours during the week to answer any questions. Also, please feel free to answer questions posed by your peers, if you think you can help.

Responsible Learning: Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalog (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

Assignment Policy: Candidates are expected to have proficient & professional English writing skills and to type & proofread all written assignments as points are deducted on papers/posts that include multiple/significant spelling or grammatical errors.

Assignments are due on the specified due dates and late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you.

Authentication of Student Work: Authentication of student work is important, especially in an online class. This is accomplished by requiring multiple measures of student performance, including forum discussions/postings, individual email conversations, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to teaching, they enable you to reflect upon personal experience and your teaching practice as well as to create practical and unique resources for your personal use as a classroom teacher.

Enrollment Policy: Candidates wishing to add the class should do so during the first two class sessions. The instructor reserves the right to decline permission to add after the second class session. In addition, candidates enrolled but not in attendance one of the first two class sessions may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

Participation: The Topic Frames will open one at a time to help you follow along with your classmates in accordance with the design of the course. You are expected to login to the class TITANium site at least twice each Topic. It is recommended that your first login be on the first few days that the Topic is scheduled to open in order to review the requirements and plan your time accordingly. You are also required to read the assigned chapters/articles prior to completing the required Topic assignments. These readings are clearly marked in the Course Schedule (last page of syllabus) & Topic Directions (in TITANium). When participating in the discussion forums and blogs, pay special attention to the discussion prompt/instructions because it contains exactly what you are expected to include. Be prepared to share comments, questions, and reflections related to the course material and personal/practical experiences. Demonstrate your understanding of the content, evidence your critical thinking and reflective skills, and engage with your peers!
### Course Requirements

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forum Discussions</strong>&lt;br&gt;(1 intro @ 5pts + 8 discussions x 10pts each = 85pts)</td>
<td></td>
</tr>
</tbody>
</table>
| Given that this is a web-only class with no face-to-face requirements, much of Candidate learning and engagement will be evaluated by online participation in Topic activities, which include eight Forum discussions/blogs, plus a self-introduction. Some of these Forums will require peer replies while some will not. Specific directions related to each Forum’s requirements will be provided within the Topic Frames. All posts (new/original discussion posts and replies) will be read and evaluated with special attention to the following areas:<br>- Completeness and accuracy<br>- Relevance to topic<br>- Evidence of critical thinking<br>- Evidence of original thought/reflection<br>- Professionalism<br>  
The grading rubric is provided at the end of this syllabus. These discussions address Course Objectives 1-9. |
| **Self-Assessments**<br>(2 x 20pts each = 40pts) |        |
| Candidates will complete two multiple choice self-assessment quizzes in which they will have multiple opportunities to complete the quiz in order to demonstrate their learning and correct any inaccuracies in their understanding of the Topic material. Instructions for each self-assessment will be provided. These quizzes address Course Objectives 1-4 and 7. |
| **Brochure**<br>(60pts) |        |
| Candidates will create a brochure or flyer for parents/pediatricians/teachers by gathering factual information on the early signs and symptoms of ASD, learning characteristics, and local supports and resources. Details related to brochure/flier requirements will be provided. The grading rubric is provided at the end of this syllabus. This project addresses Course Objectives 1-4. |
| **Case Studies**<br>(2 x 40pts each = 80pts) |        |
| Candidates will be given case studies that describe students with ASD and their behavioral and communicative needs, then asked to respond to specific questions related to assessment, goals, and intervention based on the principles of ABA and naturalistic teaching (e.g., motivation, choice, and natural environmental stimuli and natural reinforcement). Details related to these case study requirements and feedback will be provided. This activity addresses Course Objectives 1, 3-6. |
| **Intervention Review**<br>(60pts) |        |
| Candidates will research specific autism interventions by gathering information from web sources and journal articles from library databases (e.g., PsycINFO) and presenting an overview of the interventions, their focus, claims, limitations, and classifications according to the National Standards Project and the National Professional Development Standards. Details related to assignment requirements will be provided. The grading rubric is provided at the end of this syllabus. This project addresses Course Objectives 5-10. |
| **Final Exam**<br>(60pts) |        |
| One multiple-choice final exam will be given as a means to address concepts and information from class sessions as well as key principles from the required readings. Details related to this exam will be provided. This exam addresses Course Objectives 1-9. |
Course Schedule
Note: all class sessions are web-based; there will be no required in-person meetings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
<th>Topic Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>#2. Screening, Typical &amp; Atypical Development, Early Diagnosis &amp; Prognostic Indicators</td>
<td>Overcoming Autism- ch.1 Discussion Forum (10pts)</td>
<td>T 9/3-T 9/10</td>
</tr>
<tr>
<td>4</td>
<td>#3. Parent Perspectives &amp; Collaboration</td>
<td>Discussion Forum (10pts) Self Assessment Quiz (20pts)</td>
<td>T 9/10-T 9/17</td>
</tr>
<tr>
<td>5</td>
<td>#4. A Brief History of Autism Intervention &amp; Education, Early Intervention, Inclusion</td>
<td>Overcoming Autism- ch.7 Discussion Forum (10pts)</td>
<td>T 9/17-T 9/24</td>
</tr>
<tr>
<td>7</td>
<td>-- Best Practices Continued--</td>
<td>Discussion Forum (10pts) Brochure (60pts)</td>
<td>T 10/8</td>
</tr>
<tr>
<td>8</td>
<td>#6. Symptom Area 1: Behavior, Positive Behavior Interventions &amp; Support</td>
<td>Overcoming Autism-ch. 3, 4, 6</td>
<td>T 10/8 to</td>
</tr>
<tr>
<td>9</td>
<td>--Behavior Continued--</td>
<td>Behavior Case Study (40pts)</td>
<td>T 10/22</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Dates</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>10</td>
<td><strong>#7. Symptom Area 2:</strong> Communication, Language/Communication Intervention</td>
<td>Overcoming Autism- ch. 2</td>
<td>T 10/22 to</td>
</tr>
<tr>
<td>11</td>
<td><strong>--Language Continued--</strong></td>
<td>Communication Case Study (40pts)</td>
<td>T 11/5</td>
</tr>
<tr>
<td>12</td>
<td><strong>#8. Symptom Area 3: Socialization, Social Intervention</strong></td>
<td>Overcoming Autism- ch. 5</td>
<td>T 11/5 to</td>
</tr>
<tr>
<td>13</td>
<td><strong>--Socialization Continued--</strong></td>
<td>Discussion Forum (10pts) Self-Assessment Quiz (20pts)</td>
<td>T 11/19</td>
</tr>
<tr>
<td>14</td>
<td><strong>#9. Supplementary Symptom Areas &amp; Issues: Sensory Sensitivity, Self-Restrictive Diets, Irregular Sleep Patterns, Toilet Training</strong></td>
<td>Overcoming Autism- ch.8 &lt;br&gt; Your choice of 3 articles from a list of journal articles and other resources provided in TITANium.</td>
<td>T 11/19 to</td>
</tr>
<tr>
<td>15</td>
<td><strong>--Supplementary Symptoms Continued--</strong></td>
<td>Discussion Forum (10pts) Intervention Review (60pts)</td>
<td>T 12/10</td>
</tr>
<tr>
<td>16</td>
<td><strong>#10. Review &amp; Wrap-Up</strong></td>
<td>Discussion Forum (10pts) Final Exam (60pts)</td>
<td>T 12/10-12/17</td>
</tr>
</tbody>
</table>

Note: the instructor reserves the right to change/modify topics & assignments as the need arises.
Course Grading Scale

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
<th>Percent of Total</th>
<th>Grade Point Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forums</td>
<td>(5+8x10) 85</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Self-Assessments</td>
<td>(2x20) 40</td>
<td>10%</td>
<td>A= 346.5 - 385</td>
</tr>
<tr>
<td>Brochure</td>
<td>60</td>
<td>16%</td>
<td>B= 308 - 346</td>
</tr>
<tr>
<td>Case Studies</td>
<td>(2x40) 80</td>
<td>20%</td>
<td>C= 269.5 - 307.5</td>
</tr>
<tr>
<td>Intervention Review</td>
<td>60</td>
<td>16%</td>
<td>D= 231 - 269</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
<td>16%</td>
<td>F= 230.5 or below</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>385</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: The plus/minus system will not be used in this course; Extra credit will not be made available.

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton Credential Candidate can receive is a C. Anything below a C will not be accepted and the Candidate will need to retake that course.

### Participation/Online Discussion Forum Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 5 components were satisfactorily evident. The student contributed on time. Content in the post suggests sustained engagement with and understanding of the topic of the discussion, materials, concepts. The student showed initiative and interpreted materials, synthesized concepts, integrated various concepts, backed up opinions with examples, backed up factual points with course material, or (in the case of a reply) redirected discussion in original, reflective, and professional ways. All aspects of the discussion prompt were addressed.</td>
<td>100%</td>
</tr>
<tr>
<td>Four of the 5 components were satisfactorily met. For example, the student’s contribution was minimal and demonstrated only a cursory understanding/grappling with course material (e.g., basic facts, simple/narrow implications); Or, the contributions were incomplete in that not all the discussion prompt was addressed; Or, the contribution was not original.</td>
<td>80%</td>
</tr>
<tr>
<td>Three of the 5 components were satisfactorily met. For example, the student did not reply to peers as directed; Or, the student’s contribution was minimal, simplistic and demonstrated only a cursory understanding/grappling with course material and the ideas of their peers (e.g., basic facts, simple/narrow implications), and focused on personal experiences to the exclusion of course content.</td>
<td>50%</td>
</tr>
<tr>
<td>The student did not contribute at all or only met one or two of the 5 components. The student was obviously underprepared and the contributions (or lack of them) suggest incompletion of the readings and other module content.</td>
<td>0%</td>
</tr>
</tbody>
</table>
# Brochure Grading Rubric

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>Points Earned/Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Competence</strong></td>
<td></td>
</tr>
<tr>
<td>Clear &amp; logically organized/formatted (2pts)</td>
<td>/10pts</td>
</tr>
<tr>
<td>Appropriate style, writing mechanics, person-1st language (2pts)</td>
<td></td>
</tr>
<tr>
<td>Appropriate word choice, no misused words, no typos (2pts)</td>
<td></td>
</tr>
<tr>
<td>Information is easy to read, flows (2pts)</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Information included is accurate; Informational topics are presented thoroughly and well researched and thought out (5pts)</td>
<td>/15pts</td>
</tr>
<tr>
<td>Focus and goal of information is clear; Information is presented in an uplifting and positive way, and does not come across fearful, despairing, depressing (5pts)</td>
<td></td>
</tr>
<tr>
<td>Includes a minimum of three informational topics (e.g., key terms and definitions, early signs and symptoms, information about early diagnosis, facts &amp; statistics, screening tools &amp; diagnostic assessments, evidence based best practices, how parents can get help and what they can do to help their child, etc.) (5pts)</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Resources are reputable, high quality, and appropriate/relevant for the focus/audience (5pts)</td>
<td>/15pts</td>
</tr>
<tr>
<td>Includes 6 or more of a variety of resources from the following categories: web sites, books, local agencies and community groups/supports/services, movies, other publications (5pts)</td>
<td></td>
</tr>
<tr>
<td>Includes an explanation/description of the type of information or service each resource offers, etc.; and the resources are visually presented in a way that makes them easy for the reader to find/access (e.g., pictures, organized by category, colors used that are easy to read, etc.) (5pts)</td>
<td></td>
</tr>
<tr>
<td><strong>Hope</strong></td>
<td></td>
</tr>
<tr>
<td>Seriousness of issue may be conveyed, but tone/style of message is hopeful/positive/optimistic Includes at least one explicit, written (text) message of hope; points to child’s potential, future prognoses with intervention, etc. Message of hope is inspirational, uplifting (not dry, does not simply state “there is hope”). Examples that add to the informational content include quotations, poems, phrases, and other hopeful original messages (5pts)</td>
<td>/10pts</td>
</tr>
<tr>
<td>Uses at least 2 uplifting images portraying positive child interactions, symbols with a hopeful message, etc. Images are positive and hopeful, high quality, well placed within the design, and otherwise add to the messages of hope (5pts)</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Creativity &amp; Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>Graphic art design is attractive &amp; attention-grabbing (2pts)</td>
<td></td>
</tr>
<tr>
<td>Design enhances the flow of reading and highlights the important information Design makes it easy to find topics and refer back to them (4pts)</td>
<td>/10pts</td>
</tr>
<tr>
<td>Includes graphic art such as color, text boxes, patterns/images, and professional layout (2pts)</td>
<td></td>
</tr>
<tr>
<td>Information is presented clearly and succinctly, appropriate for the intended audience (2pts)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

60-54 (A), 53-48 (B), 47-42 (C), 41-36 (D), 53> (F) /60pts
## Intervention Review Grading Rubric

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>Points Earned/Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Competence</strong> (professional writing style, proper mechanics, person-first language)</td>
<td></td>
</tr>
<tr>
<td>Clear &amp; logically organized/formatted, synthesis of information</td>
<td>Minor errors in 1-2 categories</td>
</tr>
<tr>
<td>Distinctive voice/tone, strong word choice</td>
<td></td>
</tr>
<tr>
<td>Correct writing mechanics, person-1st language</td>
<td></td>
</tr>
<tr>
<td>Info cited; free of plagiarism</td>
<td></td>
</tr>
<tr>
<td><strong>Section 1: Description</strong></td>
<td></td>
</tr>
<tr>
<td>Clear &amp; Complete Description of Intervention</td>
<td>Minor errors in 1-2 categories or one category not completed</td>
</tr>
<tr>
<td>Definition of Key terms</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2: Purpose &amp; Scope</strong></td>
<td></td>
</tr>
<tr>
<td>Thoroughly describes the purpose of the intervention</td>
<td>Minor errors in 1-2 categories or one category not completed</td>
</tr>
<tr>
<td>Notes whether the intervention is domain specific or comprehensive including a brief (1-2 sentence) explanation</td>
<td></td>
</tr>
<tr>
<td><strong>Section 3: Specific Autism Population &amp; Context(s) Addressed</strong></td>
<td></td>
</tr>
<tr>
<td>Discusses specific target population information</td>
<td>Minor errors in 1-2 categories or one category not completed</td>
</tr>
<tr>
<td>Discusses common contexts in which the intervention is typically used</td>
<td></td>
</tr>
<tr>
<td><strong>Section 4: ASD Symptoms Addressed</strong></td>
<td></td>
</tr>
<tr>
<td>Thorough and complete</td>
<td>Minor errors</td>
</tr>
<tr>
<td><strong>Section 5: Learning Characteristics Addressed</strong></td>
<td></td>
</tr>
<tr>
<td>Lists the Learning characteristics addressed and not addressed with a brief explanation</td>
<td>Minor errors, or simply lists the characteristics with no further commentary</td>
</tr>
<tr>
<td><strong>Section 6: Benefits &amp; Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>Description is clear, thorough, accurate</td>
<td>Either not clear, not thorough/complete, or not accurate; May not be linked to research findings</td>
</tr>
<tr>
<td>Linked to research findings and other credible resources</td>
<td></td>
</tr>
<tr>
<td><strong>Section 7: Limitations and Weaknesses</strong></td>
<td></td>
</tr>
<tr>
<td>Clearly &amp; thoroughly discussed</td>
<td>Either not clear, not thorough/complete, or not accurate; May not be linked to research findings</td>
</tr>
<tr>
<td>Linked to research findings and other credible resources</td>
<td></td>
</tr>
<tr>
<td>Section 8: Intervention Classification</td>
<td>Clearly identified</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>May include a discussion if not explicitly listed in NAC/NAD/Simpson sources</td>
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</tbody>
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<tr>
<th>Section 9: References</th>
<th>Sources are high quality, appropriate, and relevant; Include:</th>
<th>Sources provided are of average quality or distantly related; A minimum of 1 website and 1 journal article included.</th>
<th>Insufficient number of sources, and/or inappropriate, poor-quality, not relevant.</th>
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<tr>
<td></td>
<td>* web source of choice</td>
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<td>* 2 journal articles of choice</td>
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<td>* NPD on ASD web source</td>
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<td>* Best Practice ppt</td>
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<td>* Simpson (2005)</td>
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<td>* NAC NSP</td>
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<tr>
<th>TOTAL</th>
<th>6/60</th>
<th>100%</th>
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Table 1: Education Unit Conceptual Framework

**EDUCATION UNIT CONCEPTUAL FRAMEWORK**

**Mission**

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT
The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

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

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primarily teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each established a conceptual base of understanding of persons with disabilities.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the Assessment and Accreditation section of the COE website.

RESPONSE TIME
The instructor will be online once per day (Monday through Friday) and respond to email inquiries within 36 hours, with the exception of weekends and holidays.

COURSE DESCRIPTION
Introduction to the field of autism. Foundations and characteristics of autism spectrum disorders (ASD) and up-to-date evidence-based best practices for teaching students with ASD.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This course was developed to address the standards for professional teacher preparation set forth by CCTC, CEC, and NCATE.

1. Students will understand the definitions and symptoms of autism spectrum disorders.
   (Assessment: discussion forums, self-assessment quiz, brochure project)

2. Students will define the early signs of autism and understand the diagnostic process.
   (Assessment: discussion forums, self-assessment quiz, brochure project)
3. Students will understand the importance of parent perspectives, priorities, & participation.  
   *(Assessment: discussion forums, self-assessment quiz, brochure project)*

4. Students will demonstrate knowledge of the learning characteristics of individuals with ASD and the core challenges associated with language/communication, social skills, behavior, cognition/neurology/processing; and understand implications for program planning.  
   *(Assessment: discussion forums, self-assessment quiz, brochure project, case studies, intervention review)*

5. Students will understand the importance of natural environment assessment and training, inclusive education and its positive impact on the culture of schools and communities.  
   *(Assessment: discussion forums, self-assessment quiz, case studies, final exam)*

6. Students will demonstrate the ability to access the literature and explore the many treatment options available for individuals with autism, evaluate autism treatments and supports, and recognize/identify what the field considers to be evidence based best practice.  
   *(Assessment: discussion forums, brochure project, intervention review project)*

7. Students will understand the importance of data-collection, data-based decisions, and individualized program planning and development.  
   *(Assessment: discussion forums, case studies, intervention review, final exam)*

8. Students will demonstrate the ability to select contemporary evidence-based practices for individuals with ASD to address communication, socialization, behavior and supplemental (diet, sleep, sensory, toileting) needs.  
   *(Assessment: discussion forums, self-assessment quiz, case studies, intervention review project, final exam)*

**ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS**
Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at [http://www.iste.org/](http://www.iste.org/) and [http://www.cec.sped.org/](http://www.cec.sped.org/)

**REQUIRED TEXT**

RECOMMENDED TEXT

ATTENDANCE
Candidates are expected to participate in the bi-weekly online modules. For online requirements, the instructor will track Candidate activity by maintaining a copy of access and postings.

Candidates wishing to add the class should do so during the first two weeks of the course. The instructor reserves the right to decline permission to add late. In addition, candidates enrolled but not participating the first two weeks may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
Letter grades will be given for this course. The plus/minus system will not be used. Incompletes may be given in extenuating circumstances with instructor and department chair approval.

- A= 370 - 333
- B= 332 - 296
- C= 295 - 259
- D= 258 – 222
- F= 221 or below

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.

EXTRA CREDIT OPTIONS
None.

LATE ASSIGNMENTS
In accordance with professional dispositions, it is expected that all work be submitted on time. Late work will not be accepted, though extenuating circumstances will be considered should they arise. In such cases, please notify the instructor as soon as possible and be prepared to provide documentation.

ASSIGNMENTS
1. Forum Discussions
2. Self-Assessments
3. Brochure Project
4. Case Studies
5. Intervention Review Project
6. Final Exam

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value = % of Total</th>
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<tbody>
<tr>
<td>1. Forum Discussions</td>
<td>70 pts = 19%</td>
</tr>
<tr>
<td>2. Self-Assessments</td>
<td>40 pts = 11%</td>
</tr>
<tr>
<td>3. Brochure Project</td>
<td>60 pts = 16%</td>
</tr>
<tr>
<td>4. Case Studies</td>
<td>80 pts = 22%</td>
</tr>
<tr>
<td>5. Intervention Review Project</td>
<td>60 pts = 16%</td>
</tr>
<tr>
<td>6. Final Exam</td>
<td>60 pts = 16%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>370 pts=100%</strong></td>
</tr>
</tbody>
</table>

Assignments are due by 11:59pm PST of the Tuesday date listed in the course schedule/Titanium. In the event of technical problems such as Titanium shutdowns, submit the assignment directly to the instructor via email by the deadline. Candidate work will be authenticated by (a) comparing submissions to similar work submitted by other students, (b) comparing submissions with other work submitted by the same student, and/or (c) making use of tools such as TurnItIn.

ASSIGNMENT DESCRIPTIONS

1. Forum Discussions= 70 points
   • Candidates will be required to participate in 5 Titanium Forums (3 @ 10pts & 2 @ 20 pts). Some forums will require a single posting while others will require both an initial post and a follow-up response 2-7 days later.
   • Details, discussion prompts, posting (initial and response) deadlines, and a grading rubric for online participation will be posted in Titanium.

2. Self-Assessments= 40 points
   • Candidates will complete two multiple choice self-assessment quizzes (20 points each) in which they will have multiple opportunities to complete the quiz in order to demonstrate their learning and correct any inaccuracies in their understanding of the Topic material.
   • Instructions for each self-assessment will be provided in Titanium.

3. Brochure Project= 60 points
   • Candidates will create a brochure or flier for parents/pediatricians/teachers by gathering factual information on the early signs and symptoms of ASD, learning characteristics, and local supports and resources.
   • Details related to brochure/flier requirements as well as the grading rubric will be provided in Titanium.
4. Case Studies= 80 points
- Candidates will be given two case studies that describe students with ASD and their behavioral and communicative needs, require a response to specific questions related to assessment, goals, and intervention based on the principles of ABA and naturalistic teaching (e.g., motivation, choice, and natural environmental stimuli and natural reinforcement).

- The Behavior Case Study consists of four vignettes, which include student descriptions, functional behavior assessment data, and questions related to data analysis (e.g., identifying patterns, function) and intervention (e.g., functionally-equivalent communicative replacement behavior, evidence based teaching strategies/plan).

- The Communication Case Study consists of four vignettes, which include student descriptions and questions related to IEP goals, assessment, and evidence based intervention strategies (e.g., prompts and reinforcement).

- Details related to specific requirements will be provided in Titanium.

5. Intervention Review Project= 60 points
- Candidates will research specific autism interventions by gathering information from web sources and journal articles from library databases (e.g., PsycINFO) and presenting an overview of the interventions, their focus, claims, limitations, and classifications according to the National Standards Project and the National Professional Development Standards.

- Details related to assignment requirements and grading rubric will be provided in Titanium.

6. Final Exam= 60 points
- One multiple-choice final exam will be given as a means to address concepts and information from class sessions as well as key principles from the required readings.

- Details related to this exam will be provided in Titanium.

**ALTERNATE PROCEDURE FOR SUBMITTING WORK**
In the event of technical problems such as Titanium shutdowns, submit the assignment directly to the instructor via email by the deadline. If email also becomes unavailable, please deliver a hard copy to CP-570 by the deadline.

**SYNCHRONOUS/ASYNCHRONOUS/HYBRID INSTRUCTION**
There will be no required face-to-face or synchronous instruction in this course. One optional synchronous Adobe Connect meeting will be held. Details will be provided in Titanium.

**TECHNICAL REQUIREMENTS**
A reliable computer, an active email, and Microsoft Power Point, Word or Word Perfect, Adobe Acrobat, Acrobat Reader.

Ability to upload and download files/attachments and save files in common file types such as .doc or .docx (not .txt. or .pages). Apple Works files may not be accessible by the instructor.

Access to the Student Portal and Titanium.

Regular use of email. YOU are responsible for receiving postings from the instructor.

Use of most Titanium functions including the Discussion Forum and Assignment link for submitting/uploading documents.

Access to Technology Help:

- CSUF Student Help Desk for Technical problems: 657-278-8888 or helpdesk@fullerton.edu
- Student Titanium help: Logon and you will find a “resources” page; you will find information there on how to use Titanium.
- Online support site with tutorials: http://oasis.fullerton.edu/tutorials.aspx

NETIQUETTE REQUIREMENTS

- Netiquette refers to a set of behaviors that are appropriate for online activity – especially with email and threaded discussions. The netiquette rules can be found at: http://www.studygs.net/netiquette.htm
- These include obeying copyright laws and citing the source of any information you use
- Do not post any messages that would not be deemed appropriate and acceptably spoken in a classroom. This includes posted photos!
- Be respectful, courteous, and remember that ALL CAPS is reserved for strong emphasis and can be interpreted as screaming.
- Maintain confidentiality (“a special education teacher” v. “Mrs. Norman at Sandals Elementary”) and do not post photos of others unless you have written permission to do so.
- Title your discussion posts with specific and informative subject lines.
- Do not use texting language in your online postings. Maintain correct spelling and
grammar.

- For longer postings, type in a word document and then copy and paste it into the forum.
UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work
Student work will be saved for a minimum of one semester.

**Authentication of Student Work**
Student work will be authenticated by (a) comparing submissions to similar work submitted by other students, (b) comparing submissions with other work submitted by the same student, and/or (c) making use of tools such as TurnItIn.

**TENTATIVE SCHEDULE**

**WEEK 1: Aug 23-Sept 1**
Topics: Introduction to the Class; Foundations of ASD (diagnosis, prevalence, etiology, symptoms)
Reading: Snow, K. (2007); Introduction of the Overcoming Autism text
Videos: Autism Speaks- Autism Everyday and Overview of ASD
Assignment: Discussion Forum posts (10 points)

**WEEKS 2 & 3: Sept 2-Sept 15**
Topics: Screening and Early Diagnosis (early identification, screening tools/diagnostic assessments, predicting outcomes); Parent Perspectives and Collaboration (parent professional relationships, partnership model, family stress & adaptation)
Reading: Text chapter 1 & 8; Welcome to Holland; Parent questionnaire
Videos: Autism Speaks- Screening & Diagnosis and Parent Perspectives
Assignments: Discussion Forum posts (20 points); Self-Assessment (20 points); Optional Adobe Connect Meeting on 9/10 at 7pm

**WEEKS 4 & 5: Sept 16-Sept 29**
Topics: Teaching Students with ASD (history and law, early intervention & inclusion, learning characteristics, evidence-based practices, current issues)
Reading: Text chapter 7 & 10; Harrower & Dunlap (2001); NAC (2009); Odom et al. (2010); Odom, Boyd, et al. (2010); Schreibman et al. (2015)
Videos: Teacher’s Toolbox- Quality Inclusion
Assignments: Discussion Forum posts (20 points); Brochure (60 points)

**WEEKS 6 & 7: Sept 30- Oct 13**
Topics: Behavioral Needs and Intervention (applied behavior analysis, functional behavioral assessment, replacement behaviors, self-management)
Reading: Text chapters 3, 4, 6, & 9
Videos: Autism Speaks- Repetitive Behaviors & Restricted Interests
Assignment: Behavior Case Study (40 points)
WEEKS 8 & 9: Oct 14-Oct 27
Topics: Communication Needs and Interventions (assessment in natural contexts, goal selection and instruction, pivotal response teaching, picture exchange communication system)
Reading: Text chapter 2
Videos: Autism Speaks- Communication
Assignment: Communication Case Study (40 points)

WEEKS 10 & 11: Oct 28-Nov 10
Topics: Socialization Needs and Interventions (assessment, goal selection, social facilitation strategies, friendship)
Reading: Text chapter 5, Strichter et al. (2007)
Videos: Autism Speaks- Social Interaction
Assignments: Discussion post (10 points), Self-Assessment (20 points)

WEEKS 12 & 13: Nov 11-Dec 1 (fall break the week of Nov 22)
Topics: Supplementary Issues: Diet, Sleep, Sensory, and Toileting
Reading: Your choice of three journal articles
Assignment: Discussion post (10 points)

WEEK 14 & 15: Dec 2-Dec 15
Final Projects: Intervention Review (60 points), Final Exam (60 points)

Note: Exact due dates for individual requirements within each module are posted in Titanium.
CSUF Conceptual Framework

*The University*
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

*The Students*
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

*The Faculty*
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

**Education Unit Conceptual Framework**

*A transformational journey toward educational advancement and achievement*
Student Outcomes & Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

Outcome 3: Committed and Caring Professionals
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

Department of Special Education: Mission statement and goals

Department of Special Education Mission Statement
The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education
As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
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<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
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</table>
Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives. All Portfolio entries, course evaluations

Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices. All Portfolio entries, course evaluations

Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support. All Portfolio entries, course evaluations

Graduates will be interested in life-long learning. All Portfolio entries, and individual induction plan

CSUF Policy on Students with Disabilities
According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000 www.fullerton.edu/disabledservices/

CSUF Policy on Academic Dishonesty, Appeals, & Conduct
Academic Dishonesty- prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, assisting or allowing these acts Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the procedure for appealing. Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning. Please feel free at all times to participate and offer varying perspectives in turn.

*Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate.

Responsible Learning: Candidates are expected to take an active role in their own learning. This includes taking responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course. Students should be proactive about contacting the instructor with any problems or questions and familiarize themselves with and adhere to the CSUF University Regulations found in the catalog. (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

Student Learning Goals/Course Objectives

Course Goals:
Goal 1.0 To present an overview of the impact of an individual with exceptionalities may have on their families.

Objectives: The candidate will be able to (CCTC Standard 2, 14; ECSE 3. 5)
1.1 Describe family characteristics, in terms of size, cultural background, socioeconomic status, and geographical location.
1.2 Describe family functions.
1.3 Describe various theories of family interactions.
1.4 Develop and conduct family interview to identify needs, concerns, and priorities for IFSP and IEP planning.

Goal 2.0: To present detailed information regarding P.L. 94-142 and IDEA and parental rights. (CCTC Standard 2; ECSE,3)
Objectives: The candidate will be able to
2.1 Demonstrate knowledge of the law and legislation related to families.
2.2 Identify the family's involvement in the special education process.

Goal 3.0: To present information on ways to establish a productive parent-professional
partnership. *(CCTC Standard 4, 7; ECSE 3, 8; M/S 7)*

**Objectives:** The candidate will be able to

3.1 Explain the benefits of parent-professional partnership.
3.2 Identify effective listening techniques.
3.3 Explain ethical practices to others about individual pupils.
3.4 Accommodate for special considerations including minority considerations, the single-parent family, blended families, and life cycle changes in the family.

Goal 4.0: To present information on planning and conducting parent meetings. *(CCTC Standard 4; ECSE 8)*

**Objectives:** The candidate will be able to

4.1 Demonstrate techniques to establish collaborative meetings.
4.2 Identify resources in the community.

Goal 5.0: To gain knowledge of typical and atypical human development from prenatal to adulthood *(CTCC Standard 11; ECSE 2)*

**Objectives:** The candidate will be able to

5.1 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions
5.2 Demonstrate skill required to provide information to family members regarding the impact of the disability on developmental progress

**Course Policies & Expectations**

**Assignment Policy:** Candidates are expected to have proficient & professional English writing skills and to type & proof-read all posts and assignments as points are deducted on papers that include multiple/significant spelling or grammatical errors.

- All written assignments must be prepared on a word processor and must be printed out in clean clear black ink in the Times New Roman 12 point font.
- Papers and reports must be submitted in APA style (6th edition) unless specifically noted otherwise in the syllabus or assignment description.
- All written assignments and Discussion Forum postings must be free of grammar, punctuation, and spelling errors.
- Assignments will be returned to students for correction at the discretion of the instructor.
- Late assignments will be penalized two percent of the possible points for each 24 hour period after the established due date for up to five calendar days.

Feel free to contact the course instructor if you have a question, concern or suggestion for the course. Do not wait until the end of the semester to ask for help. The goal is for this class to attain 100% mastery on the course content.

**Course Textbooks & Technology**

Overton, *Collaborating with Families*, Columbus, OH: Merrill

Fiedler, Simpson, Clark, *Parents and Families of Children with Disabilities*. Columbus, OH: Merrill

**Course readings are available on TITAnium.**


Technology Requirement
Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active CSUF email account and word processing software (please note that many classmates are not presently able to read Word 2007/Vista files and thus previous versions should be used). Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, submit postings/assignments through the Discussion Forum, the Assignment link, and TurnItIn via TITANium.

Candidates are also expected to check the course TITANium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 657-278-7777.
Additionally, below are some helpful sites:

http://fdc.fullerton.edu/technology/TITANium/welcome.htm#techsupport
(They have prepared several online tutorials that may help you)

http://distance-ed.fullerton.edu/ (Click on “students”)
http://my.fullerton.edu/nursing/bsn/default.htm (click on orientation)

Posting

Your posts are not formal essays, but neither are they private conversations. You will not be held accountable for the formal standards of academic writing (grammar, usage, mechanics), but you will be expected to write as clearly as you can. Remember, whenever you write you are sending two messages. One is contained in the content of your message. But you are also sending a second message to your readers regarding who you are as a writer and thinker. You always want to write as well as you can because you want your readers to see you as a careful thinker and writer. Sloppy writing may leave readers with the impression that you have not taken the time needed to craft a carefully worded post. Crafting your messages in a word processing program and then cutting and pasting your messages into the discussion Forum is a good idea. This forces you to slow down and also gives you the chance to edit carefully.

You are also required to adhere to the norms of online courtesy and collegiality, summed up generally as “netiquette” http://www.albion.com/netiquette/corerules.html
Consistently inappropriate posting by any student will be treated similarly to consistently inappropriate classroom behavior, and may result in that student’s being barred from further online discussion in the class, with a resulting loss of the participation grade for the course. Please see me if you have any questions about this.

If you get stuck..

Helpful Phone numbers and contacts:
CSUF Student Help Desk for Technical problems: 657-278-7777
URL of Titan Help: http://www.fullerton.edu/helpdesk/index.asp
Please visit this link for a list of the system requirements for TITANium users:
http://TITANium.fullerton.edu/student/requirements.htm There is access to a HELP desk and other technical support available at this link: http://TITANium.fullerton.edu/student/default.htm

Course Grading Scale
NOTE: The + I - grading system WILL be used in this course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Assignment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>150</td>
<td>145</td>
<td>Assignment Summary</td>
</tr>
<tr>
<td>A</td>
<td>144</td>
<td>139</td>
<td>Family Interview</td>
</tr>
<tr>
<td>A-</td>
<td>138</td>
<td>135</td>
<td>Exceptional Child Activity</td>
</tr>
<tr>
<td>B+</td>
<td>134</td>
<td>130</td>
<td>IRIS modules (5)</td>
</tr>
<tr>
<td>B</td>
<td>129</td>
<td>124</td>
<td>Film Review</td>
</tr>
<tr>
<td>B-</td>
<td>123</td>
<td>120</td>
<td>On-Line Discussion(5)</td>
</tr>
<tr>
<td>C+</td>
<td>119</td>
<td>115</td>
<td>Article Reflections(4)</td>
</tr>
<tr>
<td>C</td>
<td>114</td>
<td>109</td>
<td>Final</td>
</tr>
<tr>
<td>C-</td>
<td>108</td>
<td>104</td>
<td>Total</td>
</tr>
<tr>
<td>D+</td>
<td>103</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>98</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>93</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXTRA CREDIT OPTIONS:
There will be no extra credit assignments.

Course Requirements

Participation and Class Activities

All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related chapter assignments, and assigned readings.

Active and high-level critical analysis and participation is a key component of this course. It is expected that you will be a member of the discussions every class. You will be asked to contribute original, well written, and critically thought out responses to the weekly discussions, and respond to those made by others in the class.

Please note that online participation is automatically tracked by the TITANium software that will be used in this course. Of special note, because of the intensive nature of online learning, students should expect to allocate at least 6 hours per module (including readings) for this course.

If you do not participate in an online session, you will lose points in participation credit for each discussion assignment you missed.

Special Note: The Discussion Forum will be closed after the due date which means you will not be able to respond. Your grade will be based on what you submitted on the due date. Please submit your online discussion assignments on time to avoid losing your participation points.

1. Discussion Forum Points (4 Discussions at 7.5 points each and 1 at 5 points):

Since participation in all online activities counts for a substantial portion of your overall grade, our online threaded discussions will count for a significant part of that overall piece of your grade. I will read all the posts throughout the term. Discussions will have deadlines, and late posts will not receive credit. All your posts will be read and evaluated with special attention to several areas:

- Frequency of posting
- Appropriate length (your response: at least 3 paragraphs and responses to your classmates: 1-2 paragraphs)
- Relevance to topic
- Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
• Evidence of critical thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, original ideas. What do you think?)
• Temporal placement (i.e. do your posts all come in the last 20 minutes before the deadline for ending a particular discussion, or is there evidence of sustained engagement over time?)
• Collegiality - adherence to the norms of courtesy appropriate in academic (but informal) discussion

The following rubric may help you gauge your performance. You may earn a maximum of 6 points for each discussion question.

ONLINE DISCUSSION RUBRIC

<table>
<thead>
<tr>
<th>Quantity Criteria</th>
<th>Quality Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student contributed regularly. Temporal placement suggest sustained</td>
<td>The student showed initiative and interpreted material, synthesized concepts, integrated various</td>
<td>6</td>
</tr>
<tr>
<td>engagement with the topic of the discussion, materials, concepts.</td>
<td>threads, backed up opinions with examples, or re-discussion.</td>
<td></td>
</tr>
<tr>
<td>The student’s level of contribution was acceptable/of average value, but not</td>
<td>The student contributed more than just facts, and responded to the implications of other students’ ideas.</td>
<td>4</td>
</tr>
<tr>
<td>considered outstanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student rarely contributed or posts all came in final few minutes before</td>
<td>The student’s contribution was minimal, and demonstrated only a cursory understanding/grappling</td>
<td>2</td>
</tr>
<tr>
<td>discussion deadline.</td>
<td>with course material and the ideas of peers.</td>
<td></td>
</tr>
<tr>
<td>The student did not contribute at all.</td>
<td>The student was underprepared and contributions (or lack of them) suggest incompletion of readings.</td>
<td>0</td>
</tr>
</tbody>
</table>

2. On-line IRIS STAR LEGACY MODULE Reading Assignments (5 modules: 5 points each at 25 points total).

Students will complete assigned on-line IRIS module assignment.
Log into the below website and follow the due dates in the course schedule.

http://iris.peabody.vanderbilt.edu/onlinemodules.html

You will post your answers as instructed. Point-specific assignment details for each module can be found in the 'Assignment' tab of TITANium.

You will post your activity assignments through the 'Assignment' tab in TITANium.

3. Article Reflection Activity (4 article reviews: 5 points each at 20 points total):

Students are required to read the 4 assigned practical articles (see required article reading list) before you complete the activity. The articles will be posted under each module.

You will post your article response through the 'Assignment' tab in TITANium.
4. Family Interview Assignment (30 total pts)

Each student is required to develop in writing a family interview for a family with one child who is labeled as having a disability. For those students interested in early childhood special education, please interview a family (or member of a family) with a young child with a disability or a child that is at-risk. Students may utilize any format they chose, as long as it is of a comprehensive nature.

Assignment details and rubric can be found in the 'Assignments' tab in Discussion Forum.

You should submit this assignment (Part I and Part II) in the ‘Assignments’ box listed in Discussion Forum by the dates indicated on the syllabus.

5. Exceptional Child Activity (15 points)

For this assignment you will be adopting or giving birth to a hypothetical child with a disability and you will educate your colleagues about the impact of your child’s disability on his/her growth and development and your family. Specific requirements will be provided on Discussion Forum.

6. Movie Review Assignment (10 points)

Each student will choose one movie from the required movie list and watch it independently. The review write up details can be found in the assignment section of Discussion Forum, where specific questions exist for the chosen film.

The movies are available via live-stream under ‘Assignments’.

You will post your movie review assignment through the 'Assignment' tab.

7. Final Exam (20 points)

Each student will submit an open book, take home exam to the instructor on the final day of class, per the course outline.

You will post the final exam to the ‘Assignment’ tab.

Please be responsible for completing your work on time. Since this class is 100% online, you need to back-up your assignments in case there is a computer failure. You need to have several alternative ways to complete your assignments on time.
## TENTATIVE COURSE OUTLINE

****All assignments must be submitted on or by due date before 11:55 p.m. ****

<table>
<thead>
<tr>
<th>Date &amp; Module</th>
<th>TOPICS COVERED</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor reserves the right to change/add to adjust readings and activities as the need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 1</strong></td>
<td>Unit 1 should be completed by 12/30/12 and includes Modules 1-3</td>
<td></td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td>Topic: Family-Centered Practices Legislative Foundations, Family Systems Theory, Family Systems Activity Read the syllabus carefully, make sure you are familiar with the Discussion Forum course site and email me if you have any questions.</td>
<td>Overton Ch. 2 Fiedler et al. Ch. 1 Please introduce yourself to your classmate’s on TITANium. See instructor model. Respond to Module 1 Part 1 &amp; Part 2 questions on Discussion Forum by December 27 Important note: The Discussion Forum will be closed after the due date which means you will not be able to respond.</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td>Topic: Providing Parental and Family Support In Diverse Schools Socioeconomic Status, Race/Ethnicity, Family Membership, Constructing Classrooms that Reflect Our Diverse Society</td>
<td>Fielder et al. Ch. 2 Discussion Forum discussion #1 Due Initial post due by December 27 Post to two classmates due December 30 Important note: The Discussion Forum will be closed after the due date which means you will not be able to respond.</td>
</tr>
</tbody>
</table>
| Module 3 | Topic: Collaborating with Families | Overton Ch. 3  
Activity (IRIS #1) DUE December 30  
Exceptional Child Activity Part 1 Due December 30 |
|---|---|---|
| UNIT 2 | Unit 2 should be completed by January 6 and includes Modules 4-6 | Fielder et al. Ch 3 & 5  
Look under ‘Articles’  
Look under ‘Articles’  
Article reflection #1 DUE January 2 details in Discussion Forum. |
| Module 4 | Topic: Family Functions  
Look under ‘Articles’  
Article reflection #1 DUE January 2 details in Discussion Forum. |
| Module 5 | Topic: Collaborating with Families | Activity (IRIS 2) DUE January 6  
Discussion Forum discussion #2 DUE on January 6  
Initial post to entire class due January 2 and posts |
| Module 6 | Topic: Historical & Current Roles of Families and Parents and Parents as the Source of their Child’s Disability  
Parents as Service Developers, Parents as Recipients of Professional Decisions, Parents as Teachers, Parents as Advocates, Parents as Educational Decision Makers, Families as Collaborators | Fiedler et al. Ch 8  
Overton Ch. 4  
Article Reflection 2 DUE January 6  
**Family Interview Assignment Part 1 DUE by January 6** |
| --- | --- | --- |
| UNIT 3 | Unit 3 should be completed by January 13 and includes Modules 7-10 | Overton Ch. 8  
Fielder et al. Ch. 7  
Activity (IRIS 3)  
DUE January 9 |
| Module 7 | Topic: Partnerships as Archways  
Communicating and Collaborating Among Partners  
Creating a Collaborative Climate, Using Positive Interpersonal Communication Skills | --- |
| Module 8       | Topic: Communicating and Collaborating Among Partners  
Creating a Collaborative Climate, Using Positive Interpersonal Communication Skills | Fiedler et al. Ch. 11  
Overton Ch. 6  
Article: Packing the Parachute  
Discussion Forum discussion #3—Initial Post due January 9 with 2 responses due by January 13 |
|---------------|----------------------------------------------------------------------------------|
| Module 9      | Topic: Educational Support Systems to Assist Parents and Families                  | Overton Ch. 11  
Fiedler et al. Ch. 9 |
| Module 10     | Topic: Collaborating with Families-----Assessment                                  | Online Assignment (IRIS 4) DUE January 13  
Movie Reflection DUE-January 13 |
| UNIT 4        | Unit 4 should be completed by January 20 and includes Modules 11-13               |
| Module 11     | Topic: Meeting Families Basic Needs                                               | Overton Ch. 9 & 12  
Fiedler et al. Ch 5 & 6  
BlackForum discussion #4 DUE: Initial Post due January 16 with 2 responses due by January 20 |
<table>
<thead>
<tr>
<th>Module 13</th>
<th>Module 14</th>
<th>UNIT 5</th>
<th>Module 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic: Families as Partners in Student Evaluation</td>
<td>Topic: Supporting Students’ Individualized Achievement and Performance</td>
<td>Unit 5 is due by January 26, 2013 and includes Module 15 and the Final Exam</td>
<td>Topic: Supporting Students’ Individualized Achievement and Performance</td>
</tr>
<tr>
<td>Referring students for Special Education services, Collecting information for Shared Decision Making</td>
<td>Benefits of Collaborating with Families, Collaborating in Homework, Sharing Information About Student Achievement and Performance</td>
<td></td>
<td>Benefits of Collaborating with Families, Collaborating in Homework, Sharing Information About Student Achievement and Performance</td>
</tr>
<tr>
<td>Overton Ch. 8</td>
<td>Fiedler et al. Ch 11</td>
<td></td>
<td>Salend, S.J. (2006). Explaining your inclusion program to families. Teaching Exceptional Children, 6-11. (article 4)</td>
</tr>
<tr>
<td>36(3), 34-39 (article 3)</td>
<td>Article reflection #3 DUE January 20</td>
<td></td>
<td>Article reflection #4 DUE January 23</td>
</tr>
<tr>
<td>Exceptional Child Activity Part 3 Due January 20</td>
<td>IRIS Assignment #5 DUE January 20</td>
<td></td>
<td>Fiedler et al. Ch 10</td>
</tr>
<tr>
<td>Family Interview</td>
<td>Family Interview Assignment—Part II</td>
<td>Family Interview Assignment PART II due to the digital drop Box on January 23</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
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<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>January 23-25</td>
<td>Final Exam Posted January 23</td>
<td>FINAL EXAM DUE IN ASSIGNMENT BOX</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM DUE January 25 by midnight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
California State University, Fullerton  
College of Education  
Department of Special Education  
P. O. Box 6868  
Fullerton, CA 92834-6868

Instructor: Stephen D. Aloia, Ph.D.  
E-mail: sped425@earthlink.net  
Phone: 951-662-0959

SPED 425-01 Foundations of Teaching and Learning for Students who are CLDE  
(Culturally/Linguistically Diverse and Exceptional)  
Fall Semester 2011

Class Location: MH 238  
Office: CP 570

Tuesday 7:00 – 9:45

Office Hours:  
Tuesday 5:00 – 7:00  
Wednesday: 3:00 – 4:00

Course Description:  
Foundations of Teaching and Learning for students who are CLDE (Culturally/Linguistically Diverse and Exceptional) including the historical changes that involve the teaching, factors of outside the classroom (e.g., parent involvement) that contribute to the academic achievement, the various types of assessment strategies currently being used in the schools to place and monitor, review the history relevant to the assessment of CLDE students, and a variety of curriculum delivery models currently being used in the schools for CLDE students.

Units: (3)

Education Unit Conceptual Framework

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists

a. demonstrate strong foundation in subject matter or field of study  
b. demonstrate strong understanding and implementation of pedagogical skills or skills in their field  
c. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners

a. promote diversity  
b. make informed decisions  
c. engage in collaborative endeavors  
d. think critically

Outcome 3: Committed and Caring Professionals

a. become change agents  
b. maintain professional and ethical standards  
c. become life-long learners
Marks of the Department of Special Education

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from... teacher preparation programs?” (1997, pg. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

### Specific Marks of the Quality Education Provided by the Department of Special Education

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
<td></td>
</tr>
</tbody>
</table>

### Course Objectives:

At the end of this course, students will be able to:

1. Explain the linguistic development, first and second language acquisition, positive and negative language transfers, and how home language literacy connects to second language development.
2. Review current research and practice on how cognitive, pedagogical, and individual factors affect students’ language acquisition.
3. Explain basics of managing and organizing a classroom with first- and second-language learners.
4. Explain effective program design and structures for English learners.
5. Review state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.
6. Demonstrate competence in learning, comparing, contrasting, and appropriately using the foundational terminology of both bilingual and special education.
7. Examine and reflect upon the significance of the historical foundations of both special and bilingual education.
8. Explore the challenges that general, bilingual and special educators have faced in the past in educating CLDE students and working with their families.
9. Demonstrate understanding of cultural and linguistic issues for CLDE students and their families relevant to the IEP process: planning and conducting assessment, writing goals and objectives, and making placement decisions.
10. Examine similarities and differences between evidence-based teaching strategies and methods for English learners and for students with disabilities.

11. Demonstrate knowledge of instructional strategies that create a safe classroom environment that is non-biased and culturally sensitive and that utilize authentic and performance-based learning experiences to promote optimum academic and social engagement and progression.

12. Analyze strengths and weaknesses from assessment to plan differentiated lessons that include a) observable, measureable student goals and objectives based State standards, b) appropriate grouping, c) culturally sensitive classroom management techniques and d) evidence-based strategies.

13. Observe and reflect on how effective teachers of CLDE students interpret and communicate assessment data to families and other professionals in oral and written form for the purposes of monitoring student progress and planning short and long-term instruction.

14. Students will create, in graphic or narrative or a combination of both, a personal philosophy that reflects dispositions, core values and teaching and learning goals related to working with CLDE students and their families.

15. Students will explore multiple aspects of their education community beginning with the classroom and extending to the school, the district and beyond, and collect relevant information that relates to the CLDE population at all levels.

**Student Behavior and Academic Ethics:**
Students are expected to maintain a high standard of academic integrity. Policies on academic integrity will be strictly enforced. Each student should become familiar with the academic dishonesty policy, since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree. Policies can be found on the web at [http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf](http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf)

Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced.

**Cellular Phones Policy:**
Cellular phones should be turned off or kept in silence mode during class sessions. During exams cellular phones and personal desk assistants (PDA’s) may not be used.

**Technical Requirements:**
- Microsoft Power Point, Word or Word Perfect, and Adobe Acrobat.
- You must know how to access to your Student Portal and Blackboard.
- Students are required to use the CSUF email address when communicating with faculty. All emails sent from the department, college, university and faculty will be sent to your CSUF email.
- You must understand how to use most Blackboard functions including: Digital Drop Box, Discussion Board, and the Virtual Classroom.

**Blackboard Support Handouts:**
Log onto your portal and open your blackboard site for this class. Under the “Help” button you will find many tools, including tutorials that will help you use this site more efficiently.

**CSUF Help Desk:**
The Help Desk is available to all students in the event that technical difficulties arise. Contact the Help Desk at 657-278-7777.

**Students with Disabilities:**
Please inform the instructor during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending the class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office, located in University Hall, 101. For more information, the Disabled Student services office can be reached by calling 657-278-3117 or by visiting their website at [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/)  *It is your responsibility to inform the instructor in writing by the second class meeting.* Confidentiality will be protected.
Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Grading:
Points will be translated to letter grades according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 97%</td>
<td>200 – 194</td>
</tr>
<tr>
<td>A</td>
<td>96% - 94%</td>
<td>193 – 188</td>
</tr>
<tr>
<td>A-</td>
<td>93% - 90%</td>
<td>187 – 180</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87 %</td>
<td>179 – 174</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
<td>173 – 168</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
<td>167 – 160</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>159 – 154</td>
</tr>
<tr>
<td>C</td>
<td>76% - 74%</td>
<td>153 – 148</td>
</tr>
<tr>
<td>C-</td>
<td>73% - 70%</td>
<td>147 – 140</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
<td>139 – 134</td>
</tr>
<tr>
<td>D</td>
<td>66% - 64%</td>
<td>133 – 128</td>
</tr>
<tr>
<td>D-</td>
<td>63% - 60%</td>
<td>127 – 120</td>
</tr>
<tr>
<td>F+</td>
<td>59% - 57%</td>
<td>119 – 114</td>
</tr>
<tr>
<td>F</td>
<td>56% - 54%</td>
<td>113 – 108</td>
</tr>
<tr>
<td>F-</td>
<td>&lt; 54%</td>
<td>&lt; 108</td>
</tr>
</tbody>
</table>

Grading Procedures and Policy:
Assignments must be neat, be free of punctuation and spelling errors, and meet APA style, unless stated differently by the instructor. **In-class assignments cannot be made up. Where noted in the syllabus, major assignments can be submitted up to one week late ONLY and will receive a grade penalty (-30%).** Unless noted in the syllabus, all assignments are due at the START of class, and anything submitted after the start on the due date will be considered late.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>50 points</td>
</tr>
<tr>
<td>Personal Philosophy Statement (disability/diversity)</td>
<td>25 points</td>
</tr>
<tr>
<td>Understanding Your Community Project</td>
<td>50 points</td>
</tr>
<tr>
<td>Search, Analysis and Evaluation of Resources Project</td>
<td>25 points</td>
</tr>
<tr>
<td>Field Experience Journal</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Lesson and Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>200 Points</strong></td>
</tr>
</tbody>
</table>

1. **Attendance and Participation (50 points)**
Students are expected to attend class and to participate in class activities and discussions. Included in these points are written reflective responses to topical discussions to be turned in either in-class or between classes on the Blackboard Discussion Board. For the Discussion Board, students will be required to write and respond to
peers about to in-class discussions. These reflections will be evaluated on writing quality, topic maintenance, and relevance to the in-class discussion. There will be no length requirement.

2. **Personal Philosophy Statement (25 points)**
   A clear statement of your stance/core beliefs and values can provide meaning to your actions and help you face the many demands of working successfully with culturally and linguistically diverse (CLDE) populations and their families. Based on readings, discussions with peers, and field experiences, develop your own stance toward teaching culturally and linguistically diverse populations and students with disabilities in the context of your Specialist emphasis (mild-moderate, moderate–severe or early childhood specialist). Product will be scored on 1) clarity, 2) writing and grammar, 3) definition and use of the following concepts:

   **What is the purpose of education? Who should be educated? Where do students with diverse cultures and languages and students with disabilities fit into the schema that you have created in your heart and mind of education, teaching and learning?**

   **What is equity? Social Justice? Equality? “Melting pot”? Pluralism? How do these concepts connect with teaching CLDE students and your work with their families?**

   **What is the nature of teaching/learning?**

   **What do you bring (or hope to bring) to the classroom that will make your CLDE students successful academically and socially?**

   **What does it mean to possess and demonstrate Cultural Competence?**

3. **Understanding Your Community Project (50 points)**
   The families of your students and the community in which they live, regardless of income level, offer tremendous resources from which teachers should draw. These resources include cultural heritage, language, and unique knowledge and experience. In all communities there are people with disabilities. The purpose of this assignment is to learn about the community in which you live or work.

   1. Think about the community surrounding your local school or the school at which you teach. Ask yourself, ‘what can the community do for the CLDE students and their families? How does the community care for this population?'
   2. To answer these questions, you will need to find out as many facts as you can about the school and the community with regards to cultural and linguistic diversity.
   3. Based upon your study of the community, compose a description of the school’s community. Tell a story about the community that shows the resources from which you can draw to support you as you implement programs for your CLDE students and their families.
      a. Be careful of your biases as you draw conclusions about your community. Consider an alternate explanation for what you think is true about certain groups or situations.
      b. Consider how certain conditions in the community impact the lives of the culturally and linguistically diverse members of the community and how they impacts those with disabilities, and those who are EL and have disabilities.
   4. Finally, make recommendations. Your responsive reflection needs to include the responses from head and heart. Use your head and your heart to ask? “What can my community do for the school?” and “What can the school do for the community?” Be specific as possible in your recommendations for particular groups. Statistical information may be included. The narrative is expected to be typed, double-space and 5 pages minimum in length.

4. **Search, Analysis and Evaluation of Resources Project (25 points)**
   Effective Specialists never stop learning. They continually search out and utilize resources to meet the varied needs of their students. Use this assignment to explore technology-based resources that might meet the needs of your students and their families. Please complete ‘a’ and chose ‘b’ or ‘c’. If possible, compile the results onto a Power Point presentation and then burn onto a CD to be turned in.

   a. Conduct an online search for resources related to a topic of your choice that pertains to the teaching of CLDE students and working with their families. Consider the issues involved in the development of the IEP: legal aspects, language aspects, access to transportation, etc. Look for resources that provide
practical strategies that will help both the student and his or her family. Please have the instructor approve the topic you chose, then compile a list of web resources onto a single page and turn it in.

b. Conduct an online search on appropriate use of computer-based technology in teaching and learning that can serve CLDE students. Check with the instructor for approval of the list.

c. Conduct a literature search on grouping practices and differentiated instruction for CLDE students. Read one article from your search and prepare a one-page summary of it. Your summary should include a graphic organizer of the main points as well a narrative that explains why you chose the article you did. Please submit a copy of the article as well, and be prepared to share with a partner or small group.

5. Field Experience Journal (50 points)

   In your classroom, school, or field placement, chose a CLDE student and observe that student for at least 30 hours over a 10 week period. If you do not have access to a school, the instructor will provide a list of recommended sites. Students will be given a letter of introduction that must be signed by the site administrator prior to the first observation day. The time spent in observation must be signed off by the teacher and administrator of the site on a form provided by your instructor.

Part I: Reflective Observations (25 points)
All responses are to be posted on the Discussion Board forum. Each week, respond to at least two other students’ reflections.
*In your first response, provide a brief narrative (2-3 pages) in which you describe your school and classroom fieldwork site. Also describe your chosen CLDE student and your reason(s) for choosing the student (use a fictitious name) and provide school information: principal’s name, host teacher’s name, grade level, and type of class. Include the daily classroom schedule.
*Interview the teacher for how he or she differentiates instruction for diverse student needs. Include grouping, curriculum, and instructional differences.
* At least once per week, you are to reflect on their experiences in the classroom. What are you observing about CLDE students? What activities are the students engaging in? What questions or concerns do you have as you observe the class? What impresses you and why?

Part II. Assessment Investigation (25 points).
As a teacher of CLDE students, your most important role is multi-dimensional assessment that drives instruction. You will also be responsible for looking at developmental language levels, cultural constructs and standardized tests that determine both Special Education and EL placements. Collect the information gained from interview and observation in a 3-ringed binder.

1. Interview the teacher of the student you are observing. Learn what the teacher believes to be his/her unique responsibilities toward this student and his or her family. Explore the current practices of assessing and reporting student learning for the purpose of developing culturally and linguistically appropriate IEP goals and objectives for services and for planning instruction for these students based upon the assessments.

2. Interview the a bilingual specialist and a special education specialist (one person may be fulfilling more than one role) at your site, to determine what assessments they use, what their core beliefs about assessment of CLDE students are and how they use the assessment data that they collect. Ask how they use assessment to plan instruction, make grouping decisions and plan programs for their CLDE students. Ask about how they share assessment results with parents and families of students who are CLDE. Be sure to include standardized assessment and authentic and performance assessment questions.

6. Final Lesson Presentation
Teachers must plan effective lessons that meet state and district standards and utilize various instructional methods that best meet needs of all learners. This assignment allows you to practice
examining standards, planning curriculum, and designing lessons. It also offers an opportunity to implement and reflect on the lessons planned.

For this assignment you will plan, prepare and teach a lesson to a group of your peers in class. The presentations will be during finals week.

There will be a post-lesson group discussion and evaluation and a chance for you to reflect and respond. You must submit a written lesson plan. You will develop the lesson plan in accordance with the grade level of your fieldwork assignment so that you may use it when you begin your student teaching. This lesson will be based on national, state and district standards for the content area of your choice. Use the lesson plan format provided (including an open, body, close structure), but include as much detail as you require. Include use of concrete materials--this lesson should involve students actively. Include how you will modify the lessons to consider second language learners, gifted and special education students. The standard(s) you are teaching must be cited.

A. You will bring a draft of your lesson plan to class on the designated date (see schedule). At that time we will trade, read and critique each other’s plans to offer feedback and suggestions. This critique is intended to allow you to make any revisions you’d like prior to teaching it.

b. On the day you are scheduled to teach your lesson you must: submit your final written lesson plan to the instructor; bring all the materials necessary to teach the lesson to a group of four/five students, and; provide a copy of your lesson to the members of your group. You will turn in the reflective evaluation sheet the following week so that you can have ample time for reflection and response. Lessons will be assessed based upon a rubric provided by the instructor.

Scoring rubric: Final Learning Experience Plan/Lesson Presentations SPED 425

Please do all work on a separate sheet of paper for your self-evaluation and for each of the presenters in your group. Presenters will be getting back all of the feedback from their groups. I will keep the self-evaluations. If your group finishes while other groups are still presenting, please pick another group and review as many more lessons as time permits.

Score of 3: Lesson contains reference to an overall unit plan and complete information about grade level, content area and standard to be addressed. Detailed description of the CLDE group you are teaching. Lesson contains a clear objective using A,B,C,C,D (Actor, Behavior, Criteria, Conditions and documentation) principles. Lesson and learning experiences follow Open, Body Close format and have appropriate teacher/student behaviors (observable and measurable for each section. Lesson addresses implementation of evidenced-based strategies, resources and techniques for CLDE students. Lesson contains all of the elements of the required Lesson Plan Format.

Score of 2: Lesson contains most of the information about grade level, content area and standard to be addressed. Somewhat detailed description of the CLDE population you are teaching. Lesson contains a somewhat clear objective using most of the A,B,C,C,D principles. Lesson and Unit plan partially follow Open, Body Close format and have some appropriate teacher/student behaviors for each section. Lesson addresses CLDE students’ needs students only partially. Lesson contains most of the elements of the required Lesson Plan Format.

Score of 1: Lesson does not contain sufficient information about grade level, content area and standard to be addressed or sufficient description of the CLDE students you are teaching. Lesson objective is not clear and is not stated in behavioral, observable, measurable terms. Lesson and unit plan do not follow Open, Body, Close format and has inappropriate teacher/student behaviors for each section. Lesson does not address CLDE students’ needs. Lesson contains very few of the elements of the required Lesson Plan Format.

Notes on the Reflection Portion of the Scoring sheet:
Reflections should reflect your philosophy of teaching and learning, definition of teacher roles and CLDE student roles in the lesson. Strengths of the lesson as well as need areas in the lesson with suggestions for improvement. Try to show, in your reflection, knowledge, terminology and strategies that you have learned so far in your courses and field experiences. Be sure to justify any statement that you make with a ‘why? Because……

Have Fun!!!!!

After each presentation, (no more than five minutes), peers will score each colleague’s lesson using the rubric, and reflect on strengths and needs of the lesson….be specific, positive and constructive… explain the score. The presenter will do a self-evaluation of his or her own lesson (lots of specific and detailed self-praise and reflection on next steps).

Please do all work on a separate sheet of paper for your self-evaluation and for each of the presenters in your group. Presenters will be getting back all of the feedback from their groups. I will keep the self-evaluations. If your group finishes while other groups are still presenting, please pick another group and review as many more lessons as time permits and give feedback to the presenter.

Required Textbooks:


Other Readings:


Course Packet: available at Copyco: Instructor will notify students when ready for purchase.

Course Packet TBA


Tentative Course Schedule SPED 425

<table>
<thead>
<tr>
<th>n</th>
<th>CONTENT FOCUS</th>
<th>READINGS/NOTES Activities</th>
<th>ASSIGNMENTS DUE Next Class Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course syllabus and objectives, assignments and calendar</td>
<td>Use KWL to Review background knowledge of CLDE &amp; Guillaume TOC</td>
<td>Guillaume Ch. 1 Guillaume: Ch. 2, Course Packet: Faltis and Macedo.</td>
</tr>
<tr>
<td>2</td>
<td>Context of CLDE Classroom teaching</td>
<td>Group Activity: Discuss readings and compare and contrast strategies</td>
<td>Read Guillaume: Ch. 3</td>
</tr>
<tr>
<td>3</td>
<td>Philosophies, ethics, values and the laws relating to teaching CLDE</td>
<td>Development and sharing of “I am from” Poems and discussion/application to teaching</td>
<td>First draft of Personal Philosophy due. Read Guillaume: Ch. 4, Peregoy: Ch. 1</td>
</tr>
<tr>
<td>4</td>
<td>Learner diversity (linguistic and cultural) Inclusion Detecting Bias Collecting and analyzing assessment data</td>
<td>Five Families DVD Reafia activity Prep for Instructional planning EL standards discussion and reflection</td>
<td>Read Guillaume: Ch. 5, Course Packet: Valbuena article, Access, download and print chosen content standards.</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Intelligences and Learning styles, application to CLDE students</td>
<td>“Come In” activity Analysis of IEP for CLDE students</td>
<td>Read Guillaume: Ch. 6 Law &amp; Eckes: Sample IEPs in Appendix</td>
</tr>
<tr>
<td>6</td>
<td>Writing effective lessons IEP Process RTI for CLDE</td>
<td>Practice Lesson Plan format and peer review using grading rubric Guided practice in writing learning objectives Review sample IEPs and discuss and reflect</td>
<td>Work on Community Assignment Read Peregoy: Ch. 3,</td>
</tr>
</tbody>
</table>

Always bring your course notebook, texts and Field Handbooks to every meeting of our class.
|   | Planning the instructional day | Discuss KW from first day of class, then L (What I learned) from Peregoy, Ch. 3. Jigsaw Instructional Strategies. Discussion content standards and grouping for instruction. Begin development of learning experiences. | Guillaume Ch. 6  
Peregoy, Ch. 4. |
|---|---|---|---|
| 8 | Instructional strategies (continued): principles, planning, and grouping | Demonstrations of strategies. Sharing of Web resources. Review. Assessment assignment. | Guillaume Ch. 7  
Peregoy, Chapter 5 |
First 5 reflective responses from field experience with CLDE student due.  
Guillaume, Ch.8 |
| 10 | Elements of the lesson (continued) Structure of a lesson | Archer’s structure of a lesson: Model, group work, independent work. Introduction to the scoring rubric for the lesson. | Plan your Assessment interview.  
Peregoy, Ch. 6 |
| 11 | Discussion: Chapter 6 in Peregoy | 2 groups jigsaw “The Important Book”. | Assessment Interview should take place. |
| 12 | Assessment: Mandated standardized tests and authentic assessment | Compare and Contrast bilingual and special education assessment. Look at evidence of assessment in sample IEPs: “Think-Pair-Share”. Dunlap text: Choose one strategy and apply to CLDE. | Assessment assignment due  
Guillaume Ch. 9 |
| 13 | Relating lesson plan objectives and activities to assessment | Modeling and power point. Discussion of readings. | Community assignment due  
Guillaume Ch. 10 |
| 14 | Engaging in a Group of Professionals | Peer review of Lesson Plan. | Lesson Plan draft due. |
| 15 | Group work on lesson presentations | Group activity: Short term/long term planning. Dunlap text: strategies. | Last 5 Reflective Responses from field experience with your CLDE student due. |
| 16 | Lesson Presentations: Peer evaluations and self-reflections evaluations | Field Experience Journal due. | KWL on course objectives to be turned in during finals week. |
SPED 429 Introduction to Collaboration and Consultation
3 Units
Fall 2013 WEB
Co-requisite: SPED 488

Instructor: Juda Carter, MA
Office: CP-570
Office Hours: Mondays 2:30-3:30pm
Phone: 949-370-8050 (always use email first!)
Email: judacarter@fullerton.edu (course instructor will respond to emails within 24 hours, excluding 9pm Saturday until 7am Monday.)

This class must be taken concurrently with SPED 488 Fieldwork experience. Only students admitted to the SPED credential candidate program are eligible for this class. No undergraduate credit is available.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a lifelong process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.
Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- a) Demonstrate strong foundation in subject matter or field of study
- b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c) Demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- a) Promote diversity
- b) Make informed decisions
- c) Engage in collaborative endeavors
- d) Think critically

**Outcome 3: Committed and Caring Professionals**
- a) Become change agents
- b) Maintain professional and ethical standards
- c) Become life-long learners

**DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

**COURSE DESCRIPTION FROM THE CATALOG**

This course is designed to support beginning Education Specialists in ways that will foster life-long learning and a successful career in teaching. It includes training in skills that promote collaboration with colleagues and the successful inclusion of students with special needs into general education environments when appropriate.

There is one time-intensive field assignment required for this class. Class time will be given to complete these requirements. Students who do not have their own classroom should arrange with peers or other sources to find a classroom in order to complete the requirements. *This course cannot be taken for graduate credit.*

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral expectations within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions.

**STUDENT LEARNING GOALS**

1.0 Read about and demonstrate understanding of the Six Principles of IDEA
2.0 Know how to access the legal regulations of IDEA
3.0 Practice writing a legally defensible IEP
4.0 Read about and discuss effective interpersonal communication for Education Specialists
5.0 Identify models of collaboration/consultation and discuss their applicability in the education setting.
6.0 Identify and implement models of co-teaching in an education setting (i.e. fieldwork)
7.0 Identify and demonstrate effective communication techniques to enhance successful collaborations
8.0 Utilize an effective collaborative problem solving model on a real student (fieldwork)
9.0 Identify barriers to collaboration and strategies to overcome those barriers
10.0 Evaluate the effectiveness of assistance provided during collaboration
11.0 Develop strategies for working effectively with and managing paraprofessionals
12.0 Explore ways to maintain a work/home/school balance to insure success as an Education Specialist
13.0 Describe CA Content Areas for Health Education and how these can be used to guide health instruction. Collaborate with school personnel to learn procedures for dealing with crises and reporting child abuse.
14.0 Diversity assignment that reflects candidates’ opportunity to work with students who are ethnically, culturally, linguistically and or diverse ability levels. The anonymous scores for this assignment are reported to the COE Research Analyst and will be utilized for program evaluation and improvement.

PROGRAM OUTCOMES AND ASSOCIATED NCATE STANDARDS:
PO#2a: Reflective and Responsive Practitioners: Promote Diversity (NCATE 4a)
PO#3b: Committed and Caring Professionals: Maintain Professional and Ethical Standards (NCATE 1g)

STUDENT LEARNING OUTCOMES
• Demonstrate knowledge of student learning needs related to ethnic, cultural, linguistic and academic diversity.
• Evaluate, plan and develop appropriate instructional materials and/or learning environments that meet the needs of diverse student populations.
• Demonstrate a commitment to the ideal of fairness* and the belief that all students can learn through responding to diverse educational needs
  o *Fairness – A commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory and equitable manner.

COURSE EXPECTATIONS AND STANDARDS:
1. All written assignments must be prepared on a word processor, double-spaced and in Times New Roman 12 point font.
2. Papers and reports must be submitted in APA style (6th edition) unless specifically noted otherwise.
3. All written assignments and Discussion Board postings must be free of grammar, punctuation and spelling errors. NO EXCEPTIONS!
4. Late papers will not be accepted, no exceptions.
5. Technology Requirements:
6. Student’s computer needs to have an Internet connection that can access both email and course web materials through Titanium website
7. The only email account you may use for the online course is your CSU Fullerton email. (eff. F08)
8. Students must have the skill to send and receive attached files
9. Minimum software requirements are Microsoft Office 2000 or Windows XP. Microsoft Office 2001 for MACs
10. CSUF Help Desk for technical problems 657-278-7777 or helpdesk@fullerton.edu

REQUIRED TEXT:
ASSIGNMENTS
This course consists of 7 Web Modules. Each Module will contain a lecture, required readings, a web or a field activity and a Discussion Board assignment. There are two field assignments, a Co-teaching Lesson and an IEP Case Study. Resources to detail these assignments will be distributed through the Titanium website. Each Module begins at 7AM on Monday and ends two weeks later at 6pm on Sunday evening. Although modules will last 2 weeks, you will have something due every week on Sunday by 6pm.

1. Discussion Board Assignments 10 pts. X 8 discussions = 80 Points

All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related chapter assignments, and assigned readings. In addition to posting their own answer for each topic question, each student is required to reply to at least one other student’s discussion postings with well articulated feedback.

In order to promote a useful interaction for each discussion, all students will make their first post with their original thoughts no later than 6pm on the 1st Sunday of week 1 of each Module. The response to a fellow students’ post must be posted in the second week no later than 6pm Sunday of week two of the module.

Scoring rubric:
10 points available for each DB
5 points maximum for original response to the DB prompt if the response is strong and reflects the reading material and thoughtful analysis and reflection. One additional point for meeting the required timeframes. Total available for first post is 6 points.
3 points maximum for the response to one fellow student based upon critical thinking and strong articulation in the post. One additional point for meeting the time frames. Total available for second post is 4 points.

2. Activities 10 points X 7 Activities = 70 Points

Activities will assess the student’s understanding of the concepts from each module.

3. IEP Case Study 50 Points

Objective: Students will practice their understanding of the IEP/IFSP based upon their reading of the selected material and observation of an actual IEP. Students will prepare a 3 to 5 page paper analyzing the IEP observed. Specific questions to address for the paper will be provided in a Titanium block per the course calendar.

4. Co-taught Lesson 50 Points

Objective: To practice collaboration and co-teaching IN THE GENERAL EDUCATION CLASSROOM, and to learn to modify/design a lesson or unit of instruction to meet the needs of all students in the class. Students will plan, design, implement, and debrief a co-taught lesson together, with you acting as an education specialist and collaborating with the general educator. More information will be posted on Titanium.
5. Literature Review 75 Points

Objective: To deepen knowledge about best practices in IEP development and implementation, to practice reading and reviewing literature in the field, and to develop and sharpen scholarly writing skills. Students will select 3-5 peer-reviewed articles related to IEP’s (such as “effective IEP meetings” or “writing IEP goals” or “IEPs and parent involvement”) and write a 5-7 page paper using correct APA style. More information will be posted on Titanium.

GRADING POLICY FOR THE COURSE

Discussion Board Assignments 80
Activities 70
Co-taught Lesson 50
IEP Case Study 50
Literature Review 75

Total: 325 Points*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100%</td>
<td>325</td>
</tr>
<tr>
<td>A</td>
<td>99% - 94%</td>
<td>324 - 305</td>
</tr>
<tr>
<td>A-</td>
<td>93% - 90%</td>
<td>304 - 292</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
<td>291 - 282</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
<td>281 - 273</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
<td>272 - 260</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>259 - 250</td>
</tr>
<tr>
<td>C</td>
<td>76% - 74%</td>
<td>249 - 240</td>
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<tr>
<td>C-</td>
<td>73% - 70%</td>
<td>239 - 227</td>
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<tr>
<td>D+</td>
<td>69% - 67%</td>
<td>226 - 217</td>
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<tr>
<td>D</td>
<td>66% - 64%</td>
<td>216 - 208</td>
</tr>
<tr>
<td>D-</td>
<td>63% - 60%</td>
<td>207 - 195</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>194 and below</td>
</tr>
</tbody>
</table>

Grading Percentages And Corresponding Letter Grades

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill that he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated...
to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/.

**Links to University Offices:**
- Special Education: [http://ed.fullerton.edu/sped/](http://ed.fullerton.edu/sped/)
- College of Education: [http://ed.fullerton.edu/](http://ed.fullerton.edu/)
- Student Resources: [http://ed.fullerton.edu/Current/studentresources.html](http://ed.fullerton.edu/Current/studentresources.html)
- Office of Disabled Student Resources: [http://www.fullerton.edu/DSS/](http://www.fullerton.edu/DSS/)

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Servic
# SPED 429 Class Schedule

This schedule is subject to change as necessary by the instructor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon 8/26/2013</strong></td>
<td>Module 1</td>
<td>Course Overview: The Roles of an Education Specialist as Collaborator and Case Manager</td>
</tr>
</tbody>
</table>
| 7am to Sun 9/8 6pm |       | - Overview of Collaboration and Conflict Management  
|                |       | - Read Syllabus, People First Language document and Discussion Board Policy  
|                |       | - Read Friend & Cook *Interactions* Chapters 1 & 2  
|                |       | - Complete Discussion Board 1  
|                |       | - Complete Activity 1  
| **Mon 9/9** | Module 2 | Diversity Makes Us Stronger |
| 7am to Sun 9/22 6pm |       | - Lecture on Styles of Interaction  
|                |       | - Read Chapters 3 & 4 in *Interactions*  
|                |       | - Complete DB 2  
| **Mon 9/23** | Module 3 | Two Heads are Better Than One: Co-Teaching |
| 7am to Sun 10/6 6pm |       | - Read *Interactions* Chapter 5  
|                |       | - View all other module materials  
|                |       | - Complete DB 3  
|                |       | - Complete Activity 3  
| **Mon 10/7** | Module 4 | Case Management and SPED law |
| 7am to Sun 10/20 6pm |       | - Lecture on IDEA, LRE and FAPE  
|                |       | - Read “IEP Guide”  
|                |       | - Complete DB 4  
|                |       | - Complete Activity 4  
| **Mon 10/21** | Module 5 | Writing a Legally Defensible IEP |
| 7am to Sun 11/3 6pm |       | - Lecture on Preparing a Legally Defensible IEP  
|                |       | - Read *Writing Measurable Goals and Objectives* by Bateman and Herr, Parts I and II, pp. 10-60  
|                |       | - Complete DB 5  
|                |       | - Complete Activity 5  
| **Mon 11/4** | Module 6 | Communications |
| 7am to Sun 11/17 6pm |       | - Read Chapters 9 & 12 in *Interactions*  
|                |       | - Complete Activity 6: IRIS Module-“Effective School Practices: Promoting Collaboration and Monitoring Student’s Academic Achievement”  
|                |       | - Complete DB 6  

IEP Case Study Due Sunday 11/17 by 6pm  
No late papers accepted
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Mon 11/18</td>
<td>Module 7 – Working with Paraprofessionals and School Health Personnel</td>
<td>Read Chapter 6 in <em>Interactions</em> (\checkmark) (\checkmark) Complete DB 7 (\checkmark) Complete Health Education Activity – Instructions on Titanium</td>
</tr>
<tr>
<td>7AM to Sun</td>
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<td>12/8 6pm</td>
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<tr>
<td>Mon 12/9</td>
<td>Open week to work on IEP Literature Review and Co-taught lesson</td>
<td>Co-lesson due Sunday, 12/15 6pm (\checkmark) No late papers accepted</td>
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<tr>
<td>7am</td>
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<tr>
<td>To Sun 1/15</td>
<td></td>
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<tr>
<td>6pm</td>
<td></td>
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<tr>
<td>Finals week</td>
<td>Literature Review due Friday 12/20 6pm (\checkmark) No late papers accepted</td>
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</table>
SPED 432 Curriculum and Instruction: Mathematics and Science

Description: Prerequisites: Admission to the Special Education Credential Program, SPED 322, 371, and 425. An emphasis on the education of students with disabilities in general education will be maintained while learning standards, field-based learning, problem solving, direct instruction and accommodations/modifications designed for k-12 mathematics and science teaching in inclusive settings.

Units: (3)

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, pg. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
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<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
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<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
<td></td>
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<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
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<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
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<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
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</table>
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

COURSE OBJECTIVE/ STUDENT LEARNING GOALS (Based on CTC Education Specialist Standards)

• Demonstrates the ability to develop, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. (PES 13)
• Demonstrates strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs. (PES 13)
• Applies these skills as across age and grade levels. (PES 13)
• Knows how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas. (MM 5)
• Designs instructional plans that are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. (MS 4)
• Uses computer-based technology to facilitate the teaching and learning process. (PES 6)

REQUIRED Readings

REQUIRED Readings Available through electronic links on Titanium


GRADING PROCEDURES
The plus/minus system will be used for this course.
There will be no extra credit opportunities.
GRADING POLICY FOR THE COURSE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>243-250</td>
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<tr>
<td>B+</td>
<td>218-224</td>
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<tr>
<td>C+</td>
<td>193-199</td>
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<tr>
<td>D+</td>
<td>168-174</td>
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<tr>
<td>A</td>
<td>233-242</td>
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<tr>
<td>B</td>
<td>208-217</td>
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<tr>
<td>C</td>
<td>183-192</td>
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<tr>
<td>D</td>
<td>158-167</td>
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<tr>
<td>A-</td>
<td>225-232</td>
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<tr>
<td>B-</td>
<td>200-207</td>
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<tr>
<td>C-</td>
<td>175-182</td>
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<td>D-</td>
<td>150-157</td>
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<tr>
<td>F</td>
<td>&lt;150</td>
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</tbody>
</table>

ASSIGNMENTS

Math and Science Content Standards Review-40 points (20 points each area)
For this assignment, you will be examining the CA content standards across one grade level for both math and science. You may choose any grade level from k-12. You will be required to describe an activity/lesson that might be used to meet this standard for an entire class of students in general education. You will also be required to discuss any necessary accommodations and modifications for second language learners, high achievers, and students with special needs. A format will be provided for this activity. Students will be graded on demonstration of understanding content standards, ability to describe a standards-based activity, as well as quality of writing. Specific requirements and rubric will be posted on Titanium.

Small-Group Mathematics and Science Lesson - 50 points (25 points each area)
You will be required to write 2 different lessons (both mathematics and science) designed specifically for a hypothetical group of students with special needs who are included in a k-8 general education classroom. You will be required to briefly describe the hypothetical group of students, their individual needs, and the grade level standards to which it was aligned. You will be using the lesson plan format provided. You will also be asked to specifically describe how the lesson was adapted, modified, or accommodated from what might have been done for the students’ general education peers. Specific requirements and rubric will be posted on Titanium.

Quick Write and Quick Calculate/Application Activities-50 points total (5 points each)
During the course of the term, there will be 10 in-class and/or short take-home assignments based upon topics assigned in readings or in-class activities. Each application assignments will be scored at 5 points each, and these activities may not be turned in late, or made-up if missed.

Math Night Activity-50 points
You will be required to design a math night activity for the teaching, remediation or enrichment of math skills. This activity should be for a group of students in k-8 and will be something that parents could do with a group of children and their parents. For this assignment you will be required to write a complete lesson plan for a 15-20 minute activity, design the activity and all required materials and submit this to the instructor for grading. This activity should be designed so that it can be led by a volunteer and should encourage parent participation. Additional assignment details and rubric will be provided.

Progress Monitoring Inclusive Math/Science Final Project-50 points
You will be required to design an inclusive math OR science learning unit, designed to be taught in a general education classroom that includes students with disabilities, and align it to state standards. You will be required to provide a plan for instruction that includes a system for data tracking. This will be submitted at the time of the final and at that same time you will share a small project summary with your classmates. Additional assignment details and rubric will be provided on Titanium.
Attendance-10 points
You are required to attend and participate in all class sessions, and any absences greater than 1 missed class will result in no attendance points assigned. You will be required to sign in at each class session.

COURSE EXPECTATIONS
Please respect your colleagues and the instructor at all times (both in online forums and in face to face sessions).
Cellular phones are not to be used (or checked) during class.

Contacting the instructor: In contacting the instructor please use email. Please title all emails SPED 432. Emails are a professional form of communication and it is common courtesy to address the recipient of the email and to close with your name.

Late Assignment policy: All assignments are allocated a due date to help students stay on track and to allow for adequate feedback and grading. Due dates and times for assignments can be found in the course schedule. No assignments will be accepted more than one week late and assignments submitted late will have a 20% point deduction.

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course TITANium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings.
For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.
In the event of emergency, contact the University Police at 657-278-3333.
http://emergencypreparedness.fullerton.edu/
## 16-WEEK CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Course Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tue 8/28</td>
<td>Introductions</td>
<td>Van de Walle et al., Ch 1 &amp; 2</td>
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<td>Lesson Planning</td>
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<td>Accommodations /Modifications</td>
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<td>2.</td>
<td>Thur 8/30</td>
<td>Content standards</td>
<td>CDE Math Standards</td>
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<td></td>
<td>Planning for Instruction</td>
<td>Van de Walle et al. Ch 3 &amp; 4</td>
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<td></td>
<td></td>
<td>Problem Solving</td>
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<td>3.</td>
<td>Tue 9/4</td>
<td>Differentiating Instruction</td>
<td>Math Standard Review Due</td>
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<td>UDL/Technology</td>
<td>Van de Walle et al., Ch 6 &amp; 7</td>
</tr>
<tr>
<td>4.</td>
<td>Online Thur 9/6</td>
<td>Assessment/RTI</td>
<td>Van de Walle et al., Ch 5 and Module 4</td>
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<td>CBM</td>
<td>Iris Module: RTI Math</td>
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<tr>
<td>5.</td>
<td>Tue 9/11</td>
<td>Number concepts/operations</td>
<td>Van de Walle et al., Ch 8, 9, &amp; 10</td>
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<td>Basic Facts</td>
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<td>6.</td>
<td>Thur 9/13</td>
<td>Place value</td>
<td>Van de Walle et al., Chap 11, 12, &amp; 13</td>
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<td></td>
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<td>Estimation</td>
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<td>Computation</td>
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<tr>
<td>7.</td>
<td>Tue 9/18</td>
<td>Fractions/decimals</td>
<td>Van de Walle et al., Ch 15, 16, 17, &amp; 18</td>
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<td>Proportions</td>
<td>Math Lesson Due</td>
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<tr>
<td>8.</td>
<td>Thur 9/20</td>
<td>Measurement</td>
<td>Van de Walle et al., Ch 19 &amp; 20</td>
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<td>Geometry</td>
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<td>9.</td>
<td>Online Thur 9/25</td>
<td>Data Analysis/probability</td>
<td>Van de Walle et al., Ch 21, 22, 23</td>
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<td>Exponents and Integers</td>
<td>Iris Case: Algebra Pt 1</td>
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<tr>
<td>10.</td>
<td>Thur 9/27</td>
<td>Standards-based Science</td>
<td>Chap 1-2: Secrets to Science</td>
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<td>Classroom Design</td>
<td>CDE Science Standards</td>
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<td>Math Night Project Due</td>
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<tr>
<td>11.</td>
<td>Thur 10/4</td>
<td>Inquiry based Science</td>
<td>Chap 3-4: Secrets to Science</td>
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<td>Iris Info Brief: Sci. Inquiry</td>
</tr>
<tr>
<td>12.</td>
<td>Thur 10/11</td>
<td>Scientific Processes</td>
<td>IRIS Info Briefs</td>
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<td>Science Differentiation</td>
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<td>Sci. and Students w/ASD</td>
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<td>Science Stand. Review Due</td>
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<td>Experimental design</td>
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<tr>
<td>14.</td>
<td>Online Thur 10/25</td>
<td>Assessment</td>
<td>Chap 5-6: Secrets to Science</td>
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<td>Universal Design</td>
<td>CAST UDL Module 1</td>
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<td>Date</td>
<td>Subject</td>
<td>Topic</td>
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<tr>
<td>15.</td>
<td>Thur 11/1</td>
<td>Field-based Science</td>
<td>Chap 9, 12: Secrets to Science</td>
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<td>Science Lesson Due</td>
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<tr>
<td>16.</td>
<td>Thur 12/20</td>
<td>Progress Monitoring</td>
<td>Unit DUE</td>
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<td>Final Times 2:30-4:20 pm</td>
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</tbody>
</table>
Course Description: An overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, the role of phonics, emergent literacy, and diagnosis of reading problems.

Prerequisites
- Students in 433 must be admitted to the credential program.
- SPED 371, 425, and 322 must be completed.
- Students must be concurrently enrolled in SPED 429 and 488, and SPED 463/464 (463/464 could be completed before 433).

Education Unit Conceptual Framework

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### Professional Dispositions Expected of Candidates

**Professional Protocol (5 Rules):**

1. **Engage in highly professional behavior at all times.** Your behavior and your appearance in class is as much a reflection of your teaching potential as your behavior and the way you present yourself in your own classrooms.
2. **Speak and write using “Person First” vocabulary.** That means that when you are referring to a person with a disability you need to mention the person first and then their disability (e.g., "a woman with autism," or "a student with cognitive disabilities").
3. **Uphold privacy and confidentiality at all times.** Use fictitious names to refer to your students. Do not discuss students or course content outside of class. Do not discuss your grades with each other.
4. **Respect others while they are speaking and minimize disruption.**
5. **Engage in class content at all times and do not engage in other behaviors such as correcting papers, reading for other classes, reading email, text messaging, doing crafts, etc.** If you choose to use a laptop during class, it must be used for note-taking only and must be put away during quizzes.

**Responsible Learning:** Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalogue (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

**Academic Dishonesty** is prohibited at all levels and includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. For other information on student policies and procedures see the university catalog. **Academic Senate UPS Document 300.021.**

**Instructor Availability:** The instructor will be available to answer questions before, during, and/or after class. Should you have questions or concerns that cannot wait until the next class meeting, or if you would like to schedule an individual appointment, email the instructor @ kmamrot@fullerton.edu and every effort will be made to respond as quickly as possible. Please be aware, however, that the instructor is not available on weekends.

**Enrollment Policy:** Candidates wishing to add the class should do so during the first two class sessions. The instructor reserves the right to decline signing add forms after the second class session. In addition, candidates enrolled but not in attendance one of the first two class sessions may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.
CSUF Policy on Students with Disabilities: According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.00

STUDENT LEARNING GOALS

ON THE TEACHING OF READING IN CALIFORNIA
Requirements include specific university instruction and classroom-based experiences that will help candidates develop their knowledge, skills, and abilities in reading education. Additionally, candidates must demonstrate their knowledge of reading and reading instruction by passing a state-developed test, the RICA, in order to apply for a teaching credential.

This course is aligned with current statutory and regulatory requirements affecting pre-service reading instruction in California, designed to provide the knowledge and skills for you to reach mastery on the competencies assigned by the State of California Reading Instruction Competence Assessment (RICA). You will be required to take this exam to earn your credential; therefore, all lectures, readings, projects and activities will directly relate to the RICA competencies.

COURSE GOALS

Upon completion of this course, the student will demonstrate:

1.0 Knowledge of the linguistic and cognitive basis of reading.
2.0 Knowledge of oral and written language development and ability to develop lessons which explicitly teach transfer skills from oral to written language.
3.0 Ability to use a variety of informal measures to determine students' independent, instructional and frustration levels of reading.
4.0 Ability to plan and organize reading instruction based on ongoing assessment for individuals, small, and large groups of students.
5.0 Knowledge of the role of phonemic awareness, concepts of print, vocabulary, fluency and spelling in the development of reading and writing proficiency and the ability to develop curriculum which explicitly teaches these skills.
6.0 Ability to model and explicitly teach word identification and comprehension strategies.
7.0 Knowledge of different types and functions of text and skills and strategies necessary for reading and comprehending different types of text.
8.0 Knowledge of research on effective teaching of reading and the ability to apply this research in classroom situations.
9.0 Familiarity with the current California State Department of Education English-Language Arts Framework.
10.0 Knowledge of environmental, psychological, physical, cultural, and linguistic factors that influence motivation and ability to learn to read, and ability to develop curriculum which reflects this knowledge.
11.0 Knowledge of the interrelatedness of oral and written language development with proficiency in reading and writing.
12.0 Knowledge of stages of the writing process and ability to assess student writing.
13.0 Knowledge of the structure of the English language.
14.0 Ability to develop curriculum which instructs students to interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts.

CLASS STRUCTURE

Each class will usually consist of a combination of at least two of these instructional components:

1. Directed-lessons: Lectures and activities related to classroom practices.
2. Curriculum Seminars: Critical discussions related to decisions about the elementary curriculum and instruction.
3. Experiential activities and critical thinking responses in person and online. This will be a time to demonstrate an understanding of the assigned text reading and class content. Preparation and participation are essential.
4. Student Presentations: Students will present information related to course assignments, including making use of technology.
5. Hands-on Activities: Activities that demonstrate various models of teaching and other issues will involve active participation.
### COURSE TEXTS

**REQUIRED TEXTS**


Johns, J.L. (2012). *Basic Reading Inventory.* Dubuque, IA: Kendall Hunt


Lowry, L. (1989). *Number the Stars.* Paperback: Yearling. **Available at any bookstore.**

**OPTIONAL TEXTBOOKS**


You will need to have access to the following:


### COURSE REQUIREMENTS

1. **Weekly Competency Assignments** 10 points/assignment = 100 Points
   Students will be given regular quizzes/essays/responses/discussion board prompts on the topic from previous week and readings for the current week. Students are expected to read the assigned reading prior to scheduled class sessions.

2. **Curriculum Review** 20 points
   You will review and analyze a CA state adopted RLA curriculum. Information on this assignment will be distributed in class.

3. **Literature-Based Reading Activity Lesson Plan and Presentation** 30 Points
   Use the book “Number the Stars” for this assignment. Choose one of the Literacy Activities from Yopp and Yopp to plan and teach a lesson that teaches a literacy reading skill to the class.

4. **Reading Case Study** 40 Points
   For this assignment, you will need access to a classroom and a student reading at a comprehension level, in 3rd grade or above. You’ll meet with this student at least 4 times (one assessment and 3 lessons). Complete the following steps:
   
   - Assess your student using the *Basic Reading Inventory* and the Pretest in the *Preskills for Paraphrasing* manual to determine the student’s reading level.
   - Choose curriculum that is appropriate for the student’s reading level (from the *Preskills* manual and other material).
   - Teach at least three lessons and reflect on each lesson as to what the student learned what you plan to do during the next lesson.

5. **RICA Practice Exam** 10 points
   Students will take a RICA practice exam, which will be scored and reviewed.

**Total:** 200 Points
CSUF Education Specialists Program Assessment 2013

COURSE GRADING

Students are expected to attend class and to participate in class activities, including any online class sessions. It is the students’ responsibility to sign the weekly attendance sheet.

Students are allowed one free absence during the semester. Further absences will result in a 10 point deduction, with a maximum penalty of 20 points.

Assignments must be typed (except for in-class assignments) and be free of punctuation and spelling errors. Papers will be returned to students for correction at the discretion of the instructor.

Late work will be accepted up to one week after the due date with a 30% penalty, except for the Reading Case Study due the last day of class.

Please make arrangements with a classmate to get handouts and class information in case you are absent. Examinations will only be offered as scheduled. Cultural, socio-economic status, and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 97%</td>
<td>200 – 194</td>
</tr>
<tr>
<td>A</td>
<td>96% - 94%</td>
<td>193 – 188</td>
</tr>
<tr>
<td>A-</td>
<td>93% - 90%</td>
<td>187 – 180</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
<td>179 – 174</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
<td>173 – 168</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
<td>167 – 160</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>159 – 154</td>
</tr>
<tr>
<td>C</td>
<td>76% - 74%</td>
<td>153 – 148</td>
</tr>
<tr>
<td>C-</td>
<td>73% - 70%</td>
<td>147 – 140</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
<td>139 – 134</td>
</tr>
<tr>
<td>D</td>
<td>66% - 64%</td>
<td>133 – 128</td>
</tr>
<tr>
<td>D-</td>
<td>63% - 60%</td>
<td>127 – 120</td>
</tr>
<tr>
<td>F+</td>
<td>59% - 57%</td>
<td>119 – 114</td>
</tr>
<tr>
<td>F</td>
<td>56% - 54%</td>
<td>113 – 108</td>
</tr>
<tr>
<td>F-</td>
<td>&lt; 54%</td>
<td>&lt; 108</td>
</tr>
</tbody>
</table>
**Course Timeline**

**THIS CLASS SCHEDULE IS TENTATIVE AND SUBJECT TO CHANGE**

<table>
<thead>
<tr>
<th>Class # Date</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week 1**  | Course Overview | • Gunning Ch. 1 Pages 19-24  
• Gunning Ch. 2 Pages 28-31 | Read assigned chapters before class each week. |
| August 26    | NO CLASS – CAMPUS IS CLOSED LABOR DAY | • Gunning Ch. 4 Pages 123-155 | • Online Class Session  
See Titanium  
• Competency Assignment |
| **Week 2**  | Emergent/Early Literacy  
• Concepts of Print  
• Spelling  
• Phonological and Phonemic Awareness | • Gunning Ch. 4 Pages 155-183 | • Competency Assignment |
| September 2  | Teaching Phonics  
• Syllabic and Structural Analysis  
• High Frequency Words  
• Building Fluency | • Gunning Ch. 5 | • Optional: Bring Cunningham  
Making Words  
• Competency Assignment |
| **Week 3**  | Building Vocabulary | • Gunning Ch. 6 | • Competency Assignment |
| September 9  | Comprehension: Theory and Strategies | • Gunning Ch. 7 | • Bring Glaeser  
Preskills for Paraphrasing,  
Visual Imagery, & Self-Questioning  
• Competency Assignment |
| **Week 4**  | Comprehension: Text Structures and Teaching Procedures | • Gunning Ch. 8 | • Competency Assignment |
| September 16 | Reading Literature  
• Literary Response and Analysis | • Gunning Ch. 10  
• Yopp & Yopp Pages15-18; 55-57; 95-96  
• Finish Number the Stars | • Curriculum Review Assignment Due  
• Bring Yopp & Yopp  
Literature-Based Reading Activities |
| October 7    | Assessment  
• IRIS Module: Classroom Assessment – Evaluating Reading Progress | • Gunning Ch. 3 | • Bring Johns  
Basic Reading Inventory  
• Competency Assignment |
| **Week 5**  | Assessment  
If you haven’t already, make sure you identify a student for your case study and begin assessment! | • Gunning Ch. 3 | • Literature Activity Lesson Plan Presentations |
| October 21   | | | |
| **Week 6**  | | | |
| October 28   | | | |

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This page contains a course timeline for the CSUF Education Specialists Program Assessment 2013. The schedule is tentative and subject to change. Each week focuses on different aspects of reading, including course overview, assessment, and specific content areas such as phonological and phonemic awareness, teaching phonics, and building vocabulary. Assignments include readings from specific chapters in Gunning's text, as well as class sessions and competency assignments. The timeline is designed to facilitate comprehensive learning and assessment in the field of reading instruction.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11</td>
<td>Approaches to Teaching Reading</td>
<td>Gunning Ch. 11</td>
<td>Literature Activity Lesson Plan Presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td>NO CLASS – CAMPUS IS CLOSED</td>
<td>NO CLASS – CAMPUS IS CLOSED</td>
<td>Online Class Session See Titanium</td>
</tr>
<tr>
<td></td>
<td>VETERAN’S DAY</td>
<td>Review of course content</td>
<td>Competency Assignment</td>
</tr>
<tr>
<td>Week 13</td>
<td>Reading and Writing in the Content Areas</td>
<td>Gunning Ch. 9</td>
<td>Competency Assignment</td>
</tr>
<tr>
<td>Week 14</td>
<td>Writing and Reading</td>
<td>Gunning Ch. 12</td>
<td>Competency Assignment</td>
</tr>
<tr>
<td></td>
<td>NO CLASS – CAMPUS IS CLOSED</td>
<td>FALL BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of course content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Creating and Managing a Literacy Program</td>
<td>Gunning Ch. 13</td>
<td>Case Study Due</td>
</tr>
<tr>
<td>Week 16</td>
<td>RICA Overview</td>
<td></td>
<td>RICA Practice Exam Due</td>
</tr>
<tr>
<td></td>
<td>Review of Course Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINALS WEEK</td>
<td>RICA Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructor: Vita Jones, Ph.D. E-mail: vjones@fullerton.edu
Office hours: Thursday 2-3:30 and by appt.

Class Time: Thursday 4-6:45
Class Location: LH 320
Office Location: CP 570-12

Course Description:
Prerequisite: Special Education 400 and Special Ed 371. Students enrolled in the Early Childhood Special Education credential program will learn the basic principles of and teaching techniques for emergent literacy in reading, emergent language arts for EL very young children, writing and verbal and non-verbal communication for children with disabilities birth to age five. Not available for graduate degree credit.
Units: (3)

CAL STATE FULLERTON EDUCATION CONCEPTUAL FRAMEWORK

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with
**Student Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

*Outcome 1: Knowledgeable and Competent Specialists*
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

*Outcome 2: Reflective and Responsive Practitioners*
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

*Outcome 3: Committed and Caring Professionals*
- become change agents
- maintain professional and ethical standards
- become life-long learners

**COLLEGE OF EDUCATION MISSION STATEMENT**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serves the educational community by providing applied scholarship.

**DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:
- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides...
credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each established a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education
As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are:  What do candidates know and what can they do when they graduate from teacher preparation programs?” (1997, pg. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, able ness and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
<td></td>
</tr>
</tbody>
</table>
CSUF Education Specialists Program Assessment 2013

*****Students, you must be enrolled in both the Titan System and Blackboard each semester.******

CCTC & NCATE Standards Addressed by the Course Objectives
The codes corresponding to the standards addressed by the course objectives appear next to each course objective. The course was developed to address the standards for professional teacher preparation set forth by the following agencies:

- Council for Exceptional Children (CEC) Knowledge and Skill Base for All Entry-Level Special
  Education Teachers of Students in Early Childhood [http://www.cec.sped.org/ps/earlychildhood.doc

- National Association for the Education of Young Children (NAEYC) Standards for Early Childhood
  Professional Preparation

- California Commission on Teacher Credentialing (CCTC) Standards of Quality and Effectiveness
  for Education Specialist Credential Programs [http://www.ctc.ca.gov/educator-standards/speced.pdf

Course Objectives:

1.0 Knowledge of the linguistic and cognitive basis of reading. (CEC CC6K1; CC7K1) [NAEYC
   Standard 1] {CCTC Standard 20}

2.0 Knowledge of the skill benchmarks for pre-kindergarten children. (CEC EC4S2; EC4S3; CC7K3)
   [NAEYC Standard 4 & 5] {CCTC Standard 20}

3.0 Comprehension of the current California State Department of Education guidelines for Preschool
   Language and Literacy as well as federal and state special education guidelines. (CEC CC9S4;
   EC9S7; CC7K3) [NAEYC Standard 5] {CCTC Standard 19}

4.0 Comprehension of research on effective teaching of preschool literacy and communication skills in
   Early Childhood Special Education and the ability to apply this research in classroom situations.
   (CEC CC6K4; CC6S1) [NAEYC Standard 1] {CCTC Standard 19}

5.0 Comprehension, application, and analysis of the role of phonemic awareness, concepts of print,
   and language development in emergent literacy as evidenced by an assessment of these skills and
   the development of curriculum for students receiving services in Early Childhood Special Education
   which is communicated to parents and colleagues in a professional manner. (CEC CC8S1 thru 9;
   EC8S1; EC8S2; CC9S8; CC9S9; CC9S11; CC10S10; EC10S2) [NAEYC Standard 3, 4, & 5]
   {CCTC Standard 22, 24, 25, & 31}

6.0 Application and analysis of oral and written language development as evidenced by the
   development, implementation, and evaluation of lessons which foster language and communication
   development which is communicated to parents and colleagues in a professional manner. (CEC
   CC6K4; CC6S1; EC6S1; CC7S1; CC7S4; CC7S6; CC7S8 thru 12; EC7S2; CC9S8; CC9S9;
   CC9S11; CC10S10; EC10S2) [NAEYC Standard 3, 4, & 5] {CCTC Standard 22, 24, 25, & 31}

7.0 Ability to plan and organize a classroom environment which promotes literacy and communication
   development for students receiving services in Early Childhood Special Education. (CEC CC5S4;
   EC7S4) [NAEYC Standard 1] {CCTC Standard 26}

University Policies:
Academic Dishonesty: Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. See the CSU Fullerton Catalog or the university Student Handbook for further details.

Academic Appeals: the procedure for appealing a grade that you feel was awarded arbitrarily or capriciously

Student Conduct: see the CSU Fullerton catalogue for details about prohibited conduct

Students with Disabilities: Students who have identified disabilities or those who suspect that they might have a disability should report this information to the instructor if specific arrangements are required. Accommodations and modified material should be facilitated through the Disabled Student Center at http://www.fullerton.edu/disabledservices/.

Coursework Standards:

- All written assignments must be prepared on a word processor and must be printed out in clean clear black ink in the Times New Roman 12 point font.
- Papers and reports must be submitted in APA style (6th edition) unless specifically noted otherwise in the syllabus or assignment description. All written assignments and Discussion Board postings must be free of grammar, punctuation, and spelling errors.
- Assignments will be returned to students for correction at the discretion of the instructor.
- Late assignments will be penalized two points of the possible points for each 24 hour period after the established due date for up to five calendar days.
- Technology Requirements: Students will be required to use a reliable computer during the course. The computer needs to have an Internet connection that can access both e-mail and course web materials that I may have you access. The e-mail account must be capable of sending and receiving attached files. The software that you will need is Microsoft Office 2007 or XP (for Windows) or Microsoft Office 2008 (for Mac's). The computer will need a printer that prints cleanly and clearly in black ink. I will not read papers in colored or faded ink. In case of technical problems helpful phone numbers and contacts:
  - CSUF Student Help Desk for Technical problems: 714-278-7777 or helpdesk@fullerton.edu
  - Student Blackboard help: Logon and you will find a “resources” page; you will find information there on how to use Blackboard.
  - Library Support: Access to the CSU Fullerton library is available on the Blackboard website. Click on the “Library” tab or enter http://library.fullerton.edu as the URL. For online library support, look under “Library Services,” then “Online Services.”
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Assignments (7 @ 5 pts. each) must be uploaded in BB for Credit</td>
<td>35</td>
<td>17.5%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Case Study &amp; Presentation</td>
<td>55</td>
<td>27.5%</td>
</tr>
<tr>
<td>Multicultural Book Box Presentation</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total Points</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Assignments:

1. **Attendance/Participation (20 points)**
   Students are expected to attend class and to participate in activities and discussions. Students are asked to refrain from texting and surfing during class time. For each class missed 5 points will be deducted with the exception of one “freebie.” Students arriving late or leaving early are subject to a loss of points. It is each student’s responsibility to sign the attendance sheet.

2. **Weekly Competency Assignments (5 points each x 7 = 35 points)**
   Weekly Competencies are assigned Weeks 2 through 8 during the semester. The assignments are posted under Weekly Assignments in the Assignments section on Blackboard prior to the class period. In
addition to uploading these assignments, students must bring a copy to share from during class lectures. Come ready to discuss your answers. The due dates for each assignment are listed in the syllabus.

3. **Case Study (55 points)**

Each student is required to complete a case study of a preschool child. The purpose of the case study is to acquire experience in diagnosing the strengths and weaknesses of a child in his or her literacy skills and to develop an instructional plan based on this diagnosis. Please create specific headings in your paper that align with the categories listed below.

**Steps**

a) Identify a child with whom you can work for at least four weeks. You should identify a preschool child who has goals that pertain to the development of emergent literacy and language skills. Choose a student in the class that you are currently teaching or at a public preschool special education program that has been approved by the instructor. Obtain permission to conduct this assignment in the classroom from the school administrator and classroom teacher (15 pts.)

b) Maintain the confidentiality of the student by changing identifying information such as name and birth date. Collect the following information from the child's records or from the teacher:
   - School and medical history, if applicable.
   - Information regarding the student's first language, if applicable
   - Information regarding speech and language development and difficulties, if applicable.
   - Any special services information (IEP), including the name and type of services the students receives. (10 pts.)

c) Assess emergent literacy and language skills using the tools discussed in class and/or the assessment instruments used by teachers in the student's school district.
   a. Analyze the results. Write an overall plan for instruction.
   b. Carry out instruction for at least 6 times. The number of sessions beyond six is up to you.
   c. Keep a log in which you include:
      - Dates of meetings,
      - Lesson plans,
      - Data collection, evaluations of lessons, and goals for the next lesson.
      - MOST IMPORTANT are critical analysis statements of your own instruction: what you observed the student doing, and how you analyzed and responded to student needs.
      - Your lesson plans should reflect changes based on weekly observations of the child's response to instruction. (10 pts.)
      - Name of school, and signature of instructor.

d) The final product should include the following components with a title page formatted in 6th ed. APA style. Include page numbering and a manuscript header starting on the title page and continuing on each typed page. The log from section c) should be included in an appendix in APA style as well as any sections that include handwritten information or additional documentation. Be sure to properly cite any information that you obtain from a published source. This report must be a minimum of 4 pages without counting References or Appendices. The report should include:
   i. student information and summary of background information obtained in section b) of the syllabus assignment description
   ii. summary of the assessment including:
      - measures or approaches to assessment used
      - summary of the results from each assessment
interpretation of the results for each measure
the intervention plan related to the results and interpretation of the assessment

iii. Write an overall evaluation of the case study, including a report of what the child learned over time, and what you learned in conducting the study.
iv. Write a goal with at least two objectives based on what you learned about the student’s emergent literacy skills during the course of the assignment. (10 pts.)
e) Be ready to discuss your Case Study in class on the due date (10 pts.) Tell the class the language level of the child and the components of the instructional plan. Provide as much information about the child and their language level as possible.

5. **Multicultural Book Box Presentation. (40 points)**
   Chose a children’s book and develop the pre-reading activity of a book box. To determine specific pre-reading activities review information from text. Consider strategies teachers incorporate to set the stage for literacy. The presentation should be visually appealing and well organized. Incorporate rationale from Ch. 9 of text and assigned articles. Discuss adaptations you would make for a student with disability and second language learners. You will have a maximum of 10 minutes to present. Please consider the list of Multiethnic/Multicultural books from page 316 of your text. The following components should be included in your presentation:
   1. The actual book box (5 pts.)
   2. The copy of book (5 pts.)
   3. Copies (provide via web for class) of your write-up that will include
      1. List of items in box (5 pts.)
      2. Open ended questions to establish relationship between items in box and book (include ideas from Ch.9) (10 pts.)
      3. Extension activities (based on Ch. 9) (10 pts.)
   4. Include a demonstration of the teaching techniques. (5 pts.)

6. **Midterm Examination (25 points)**

7. **Final Examination (25 points)**
   A take home final exam will be given based on the criteria outlined in the course objectives. The exam will be distributed one week before Finals Week and it will be due on Thursday, December 15th. All exams must be submitted through the Blackboard system by 11:55 Thursday, December 15th for credit.

**Required Course Materials:**
California Department of Education Language Arts Preschool Foundations


Articles Posted on Blackboard
This is a tentative outline and may change as necessary

Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments</th>
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<td>Course Overview</td>
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<td>Aug. 25</td>
<td>Introduction to Reading and Reading Instruction</td>
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<td>Beginnings of Communications</td>
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<td>Week 2</td>
<td>The Tasks of the Toddler</td>
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<td>Preschool Years</td>
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<td>Week 3</td>
<td>Growth Systems Affecting Early Language Ability</td>
<td>Ch. 4</td>
<td>Weekly Assignment 1 DUE</td>
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<td>Sept. 8</td>
<td>Understanding Difference</td>
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<td>Week 4</td>
<td>Achieving Language &amp; Literacy Goals through Program Planning</td>
<td>Ch. 6</td>
<td>Weekly Assignment 2 DUE</td>
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<td>Sept. 15</td>
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<td>Week 5</td>
<td>Promoting Language &amp; Literacy</td>
<td>Ch. 7</td>
<td>Weekly Assignment 3 DUE</td>
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<td>Sept. 22</td>
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<td>Week 6</td>
<td>Developing Listening Skills</td>
<td>Ch. 8</td>
<td>Weekly Assignment 4 DUE</td>
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<td>Sept. 29</td>
<td>Children &amp; Books</td>
<td>Ch. 9</td>
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<td>*Online Class</td>
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<td>Week 7</td>
<td>MIDTERM</td>
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<td>Week 8</td>
<td>Storytelling</td>
<td>Ch.10</td>
<td>Weekly Assignment 5 DUE</td>
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<td>Poetry</td>
<td>Ch. 11</td>
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<td>Week 9</td>
<td>Flannel/Activity Sets</td>
<td>Ch. 12</td>
<td>Weekly Assignment 6 DUE</td>
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<td>Oct. 20</td>
<td>Realizing Speaking Goals</td>
<td>Ch. 13</td>
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<td>Week 10</td>
<td>Guest Presenter</td>
<td>Ch.14</td>
<td>Weekly Assignment 7 DUE</td>
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<td>Oct. 27</td>
<td>Multicultural Education in Literacy</td>
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<tr>
<td>Week 11</td>
<td>Puppetry &amp; Beginning Drama</td>
<td>Ch.15</td>
<td>Case Study Due</td>
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<td>Nov. 3</td>
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<td>Week 12</td>
<td>Print—Early Knowledge &amp; Emerging Interest</td>
<td>Ch.16</td>
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<td>Nov. 10</td>
<td>*Online Class</td>
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<td>Week 13</td>
<td>Developing a Literacy Environment Reading &amp; Preschoolers</td>
<td>Ch. 17</td>
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<td>Nov. 17</td>
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<td>Ch. 18</td>
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<td>Week 14</td>
<td>No Class—Thanksgiving Holiday</td>
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<tr>
<td>Week 15</td>
<td>Multicultural Book Box Presentations</td>
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<td>Week 16</td>
<td>Multicultural Book Box Presentations</td>
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<tr>
<td>Finals</td>
<td>Final Due</td>
<td>Final exam due on Blackboard by 11:55 pm</td>
<td></td>
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</tbody>
</table>

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

**Academic Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/).

**Two week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 714-278-4444.

**Fieldwork Requirement:** If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan. This may be required for observations at school sites.
In the event of emergency, contact the University Police at 714-278-3333.
California State University, Fullerton
Department of Special Education
College of Education
P.O. Box 6868
Fullerton, CA  92834-6868

SPED 463: Characteristics of Mild/Moderate Disabilities (WEB)

Instructor: Dr. Erica Howell  Office hours: M12-2 & T 12-2
Office: CP 570  Class time: WEB
Phone: (657) 278-8623  Class Location: WEB
E-mail: ehowell@fullerton.edu  Fax: (657) 278-5085

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
demonstrate strong foundation in subject matter or field of study
demonstrate strong understanding and implementation of pedagogical skills or skills in their field
demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
promote diversity
make informed decisions
engage in collaborative endeavors
think critically

Outcome 3: Committed and Caring Professionals
become change agents
maintain professional and ethical standards
become life-long learners
DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental, and social aspects of exceptionality. Candidates will learn effective research-based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

MARKS OF THE DEPARTMENT OF SPECIAL EDUCATION

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ... teacher preparation programs?” (1997, pg. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
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</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, able ness and economic status.</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
<td></td>
</tr>
</tbody>
</table>
Catalog Description of Course: Characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

This course is designed to assist general and special education teachers, school administrators, and parents to implement the “Least Restrictive Environment” placement requirement of Individuals with Disabilities Education Act (IDEA). Emphasis will be placed on techniques that modify general education in order to accommodate all students with ability differences.

Course Goals:
1. Describe the characteristics of individuals with mild/moderate disabilities, including students identified with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders
2. Define and describe the basic issues related to the determination of eligibility for special education services in each of the categories of mild to moderate disability
3. Understand how mild-moderate disabilities affect learning and describe the implications of these characteristics for service delivery.
4. Understand the interaction between students with special needs and cultural/linguistic differences

Course Objectives:
1. Articulate the characteristics of individuals with mild/moderate disabilities
2. Articulate the basic issues related to eligibility for special education services
3. Understand how mild/moderate disabilities affect learning
4. Understand the interaction between students with special needs and cultural/linguistic differences
5. Explain the process of planning appropriate services for students with mild/moderate disabilities.
6. Describe service delivery systems provided for individuals with mild/moderate disabilities.
7. Identify instructional methods used to enhance the learning of students with mild/moderate disabilities.
8. Identify the major contributions to the development of the field of learning disabilities.
9. Explain how the definition and identification of mild/moderate disabilities impact individuals with cultural/linguistic differences.
10. Explain the importance of curriculum modification for individuals with mild/moderate disabilities.
11. Describe the impact having a child with a mild/moderate disability has on the family.
12. Explain how teachers can support students’ understanding of content subject matter.

1. Identify characteristics of mild/ moderate disabilities. (CEC - CC2K1, CC2K2, CC2K3, CC2K5, CC2K6, CC3K1, CC3K2, LD3K1); (CCTC MM Program Standard 1)
2. Identify the issues related to labeling in the field in special education. (CEC - CC1K5, LD8K2); (CCTC MM Program Standard 1)
3. Explain the role of allied disciplines in the field of special education. (CEC - CC1K3, LD9K2, LD10K2); (CCTC MM Program Standard 6)
4. Explain the process of planning appropriate services for students with mild/moderate disabilities. (CEC - CC7K1, CC7K2, CC8K5); (CCTC MM Program Standards 2, 3, 5)
5. Describe service delivery systems provided for individuals with mild/moderate disabilities. (CEC - CC5S3); (CCTC MM Program Standards 5, 6)
6. Identify instructional methods used to enhance the learning of students with
mild/moderate disabilities. (CEC - LD4K2, LD4S1, CC7K1); (CCTC MM Program Standards 3, 5)

7. Identify the major contributions to the development of the field of learning disabilities. (CEC - LD1K1, LD1K2); (CCTC MM Program Standard 1)
8. Explain how the definition and identification of mild/moderate disabilities impact individuals with cultural/linguistic differences. (CEC - CC2K3, CC6K2); (CCTC MM Program Standards 1, 2)
9. Explain the importance of curriculum modification for individuals with mild/moderate disabilities. (CEC - CC7S1); (CCTC MM Program Standards 1, 3)
10. Describe the impact of having a child with a mild/moderate disability has on the family. (CEC - CC2K4, CC3K3, CC3K4); (CCTC MM Program Standard 6)
11. Explain how teachers can support students’ understanding of content subject matter. (CEC - CC5K3, CC5K4, CC9K2); (CCTC MM Program Standard 3)

**Expected Behavior in an Online Environment**

1. Do not post any messages which would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor.
3. ALWAYS change the subject line to reflect your posting!
4. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
5. Give examples from your experience.
6. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
7. For longer postings, use your word processor so you can use spell checker.
8. Remember –ALL CAPS is reserved for strong emphasis.
9. Post page numbers and references when answering questions
10. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written.
11. Make sure your spelling and grammar are correct.
12. Make sure your postings are timely.
13. You may compare and contrast various student points of view as a quality posting.
14. Maintain consistency with the thread discussion. Follow the thread posting or begin a new thread.
15. Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.
Technical Requirements:

1. Microsoft Power Point, Word or Word Perfect, and Adobe Acrobat.
2. Please do not use Apple computers to make and send files. *Apple Works files cannot be opened by the instructor.*
3. You must know how to access to your Student Portal and Titanium.
4. Your e-mail preference MUST entered into the Titanium system. YOU are responsible for receiving postings from the instructor.
5. You must understand how to use most Titanium functions including: Digital Drop Box, Discussion Board, and the Virtual Classroom.

CSUF Help Desk:
The Help Desk is available to all students in the event technical difficulties arise. Contact the Help Desk at 657-278-7777.

**In the event of technical difficulties, assignments can be faxed directly to instructor.**

Some helpful sites:

http://oasis.fullerton.edu/tutorials.aspx
They have prepared several online tutorials that may help you.

Distance Education:

http://distance-ed.fullerton.edu/ (Click on “students”)

http://my.fullerton.edu/nursing/bsn/default.htm (click on orientation)

REQUIRED TEXTBOOK

COURSE REQUIREMENTS

The class is designed for you to learn at your own pace. The class content and discussion modules are to be read and discussed in order of presentation and within the timeline indicated in numbers one and two below.

1. Class Participation and Attendance

Students are expected to login to the online system to participate in class discussions and view learning modules. Instructor will track online activity of all students. Instructor will maintain a copy of all online discussions. Taking a class on-line requires a student to work independently. You must be disciplined and program time for yourself to be on-line. You are in charge of your own learning. As the instructor, I will participate in sharing learning modules and in answering questions, in much the same fashion as I would if you were a student in any of my other classes located on campus. You may work ahead and submit assignments early.

2. Class Content and Discussion of the Content

You are responsible for reading the PowerPoint presentations (Modules) and other lecture materials as stated in this syllabus. The PowerPoint slides contain the same material as would be presented in a classroom at the university. What is missing is the rich discussion that the instructor facilitates. We are going to replicate this discussion via the Discussion Boards (Communication section of Titanium). After you read the PowerPoint slides and the textbook chapters, go to the Discussion Board and complete the related Discussion as outlined below.

Assignments

The following discussions will take place via the Discussion Forums located in Titanium. Students will reply to their instructor and classmates via the Titanium system. LATE DISCUSSION BOARD POSTINGS WILL RECEIVE ZERO POINTS – NO EXCEPTIONS.

**Discussion One** – Read the PowerPoint Module One. Go under “Communication” and open the “Discussion Board” and introduce yourself. Tell your classmates (colleagues on-line) a little about yourself. Are you currently teaching? If so, in what grade level? How many experiences have you had with students with special needs? What are you hoping to learn from this class? Feel free to ask your instructor anything related to the class or his/her background in special education. **This assignment is worth 5 points.** Due: _____ by midnight.

*Activity 1* - Please go to You Tube and search for My Life with a Learning Disability (6:34) posted by the Fletcher Academy. It is a brief introduction to what it is like to live with a learning disability.
*Activity 2 - Visit the Vanderbilt University’s IRIS website at http://iris.peabody.vanderbilt.edu. Follow these instructions:

Click on Resources, then under Topic – choose Disability. Under Activities, choose People-First Language and read the information posted there.

Discussion Two – Read the box titled “I have a kid who” about Tiger on page 41 (Chapter 1) in the Lerner text. In your entry, answer the following questions: Why do you think the IEP team decided that Tiger has a learning disability? What are Tiger’s strengths? What are Tiger’s areas of need? Share your personal experiences (if applicable) with a child similar to Tiger. This assignment is worth 5 points. Due: midnight

*Activity 1 - Please go to You Tube and search for LD – Helping Children in School (5:15) posted on 1/27/09 by Beverly Stewart. This is one expert’s description of how a student is determined to have a learning disability.

*Activity 2 - Visit the Vanderbilt University’s IRIS website at http://iris.peabody.vanderbilt.edu. Follow these instructions:

Click on Resources, then under Topic – choose Disability. Read the module called Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns. Complete the Activity on The Cosby Show: Characteristics of Learning Disabilities by responding to your choice of two questions on the activity sheet. Post your answers in the corresponding Titanium forum.

Discussion Three – As we read in Chapter 4 of the Lerner text, there are various placement options for serving children with special needs. First, describe the placement options for students with mild/moderate disabilities. Share a success story of an appropriate placement. If you have not been involved in a successful placement, discuss the issues related to a placement that was not successful. If you do not yet have this experience, briefly interview a teacher about a successful placement and share this with the class. This assignment is worth 5 points. Due: midnight

*Activity - visit the Vanderbilt University’s IRIS website at http://iris.peabody.vanderbilt.edu. Follow these instructions:

Click on Resources, then under Topic – choose Disability. Read two Activities: (a) ADHD and (b) LD and ADHD Simulated Website Activity and for each, respond to two questions. Post your answers in the corresponding Titanium forum.

Discussion Four – Read the box titled “I have a kid who” about Tony on page 243 (Chapter 7) in the Lerner text. In your entry, answer the following questions: Should the teacher anticipate this kind of problem in a student with ADHD with hyperactivity and impulsivity? Should the teacher have allowed Tony to leave the
classroom? Do you think this was the best educational setting for Tony? Due: _____ by midnight

*Activity* – Please visit the Vanderbilt University’s IRIS website at [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu). Follow these instructions:

Click on Resources, then under Topic – choose Disability. Select Activities and complete your choice of two questions each for Understanding Language Disorders: Expressive Language, Pragmatics, and Receptive Language (3 separate activities). Post your answers in the corresponding Titanium forum.

**Discussion Five** – Now that we have learned the characteristics of mild/moderate disabilities at different ages, describe the characteristics and share what you learned about each type of mild/moderate disability through your readings, online modules, IRIS activities, and embedded videos in the following categories: (a) learning disabilities, (b) mild mental retardation, (c) autism, (d) emotional/behavioral disorder, (e) attention deficit disorder, and (f) culturally and linguistically diverse exceptional learners. Did the students that you have observed demonstrate the same characteristics as stated in the course materials? Share specific examples. Also, use this discussion to talk about your experience in modifying curriculum for students with mild/moderate disabilities. **This assignment is worth 5 points.** Due: _____ by midnight

*Activity* - Please visit the Vanderbilt University’s IRIS website at [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu). Follow these instructions:

1. Click on Resources, then under Topic – choose Accommodations.

2. Select Activities and choose “He’s Just a Goofy Guy.” Respond to two of the four discussion questions on page three of the activity for 5 additional points. Email your responses directly to me at ehowell@fullerton.edu. The final date to submit the extra credit assignment is _____ by midnight.

**4. Observation Report:** Developing any sort of understanding of learners with disabilities and special education services must involve some degree of first-hand observation. Students are required to observe for a minimum of 1-1/2 hours in an educational setting in which a child with a disability is receiving services (SDC, RSP, full inclusion, etc.). Students are required to submit a written report discussing their observation experience. This can be in outline form (APA is not required). This must be in a classroom **DIFFERENT** from the one in which you teach. The following information MUST be included in your 2-3 page observation report:

   - Name, address and phone number of school at which you observed
   - Grade and age of the child/children in the setting
   - Length of time of observation (beginning and ending time)
   - Name of teacher
   - Child – Adult ratio (number of adults and number of students)
   - Type of setting: Describe the setting and provide details on classroom arrangement
Population served in this setting (disability categories)
Describe adaptations or assistive technology used in this setting
Describe the lesson you observed as well as the student’s behavior during the lesson
Your overall opinion of the setting
What did you learn from this observation?
Ask the teacher the following questions:
  o What background do you have in working with persons with disabilities?
  o What is the most challenging aspect of your job?
  o What is the most rewarding aspect of your job?
  o What advice would you give a college student who plans on pursuing this profession?

This assignment must be typed in 12-point font and free of major spelling or punctuation errors. This assignment is worth 25 points. Due: ______ by midnight. A LATE OBSERVATION REPORT WILL RECEIVE HALF CREDIT – NO EXCEPTIONS.

5. Research Paper: Each student is required to write a 5-7 page research paper. Papers must be in APA format. This assignment must be typed in 12-point font and free from spelling and punctuation errors. Suggestions for topics include but are not limited to the following:
   Characteristics of mild/moderate disabilities (choose a specific disability and report on the characteristics and classroom strategies for this specific disability)
   Controversial issues in the field of special education
   Inclusive education practices in other countries
   Transition issues for students with mild/moderate disabilities
   Classification issues in special education for English Language Learners with mild/moderate disabilities
   Trends in placement issues for students with mild/moderate disabilities
   Issues, trends, and challenges in early intervention
   Issues in curriculum-based measurement
   Trends and issues in behavioral interventions for students with mild/moderate disabilities

This assignment is worth 50 points. Due: _____ by midnight. A LATE RESEARCH PAPER WILL RECEIVE HALF CREDIT – NO EXCEPTIONS.

5. Examination

Exam (Chaps. 1 - 14): Worth 100 points Due: _____ by midnight.
A study guide is posted on Titanium. The exam will be posted one week prior to the examination due date and is open book/notes.

Other important policies concerning students are included in the university catalog. Among them are the following:
  • Academic Dishonesty - cheating on an examination or presenting the work of another as your own
• Academic Appeals - procedure for appealing a grade which you feel was awarded arbitrarily or capriciously

• Student Conduct - conduct which is prohibited

Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

**GRADING:**
All assignments must be neatly word processed (Microsoft word is the preferred format) and free of punctuation and major spelling errors. **All assignments are due by midnight on the due date listed on this syllabus.** *Late papers will be given half credit. Late discussion board postings will not be accepted. NO ASSIGNMENTS WILL BE ACCEPTED AFTER _____.* Points will be converted to letter grades using the following system:

<table>
<thead>
<tr>
<th>Discussions</th>
<th>5 @ 5 points each</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>1 @ 25 points</td>
<td>25</td>
</tr>
<tr>
<td>Research</td>
<td>1 @ 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Exam</td>
<td>1 @ 100</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL POINTS**

200

A 186 to 200
B 160 to 185
C 140 to 159
D 120 to 139
F 0 to 119

**TENTATIVE OUTLINE**

<table>
<thead>
<tr>
<th>Dates and COE Outcomes</th>
<th>Topics (All topics correspond with assignments, readings and modules listed in the third column)</th>
<th>Assignments, Readings, and Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due:</td>
<td>Mild/Moderate Disabilities and Related Disorders (OHI, TBI, MMR, ED and Autism): Definitions, Characteristics, and Current Directions</td>
<td>Read Lerner – Ch. 1</td>
</tr>
<tr>
<td>1a, b</td>
<td></td>
<td>Read Modules 1-3</td>
</tr>
<tr>
<td>2a, b, c, d</td>
<td></td>
<td>Discussion 1 due</td>
</tr>
<tr>
<td>3b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due:</td>
<td>The Assessment and the IEP Process Response to Intervention Clinical Teaching</td>
<td>Read Lerner – Ch. 2-3</td>
</tr>
<tr>
<td>1a, b, c</td>
<td></td>
<td>Read Modules 4-5</td>
</tr>
<tr>
<td>2a, b, c, d</td>
<td></td>
<td>Discussion 2 due</td>
</tr>
<tr>
<td>3a, b, c</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Due: | Systems for Delivering Educational Services  
Least Restrictive Environment Collaboration  
with Families and in School Settings | Read Lerner – Ch. 4  
Read Module 6 |
<table>
<thead>
<tr>
<th>Due:</th>
<th>Theories of Learning: Implications for Mild/Moderate Disabilities</th>
<th>Read Lerner – Ch. 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a, b</td>
<td>Attention Deficit Disorder</td>
<td>Read Modules 7-8</td>
</tr>
<tr>
<td>2a, b, c, d</td>
<td>Emotional Disturbance and Behavior Disorders</td>
<td>Discussion 3 due</td>
</tr>
<tr>
<td>3b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due:</td>
<td>Young Children with Mild/Moderate Disabilities Adolescents and Adults with Mild/Moderate Disabilities</td>
<td>Read Lerner – Ch. 8-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Module 9</td>
</tr>
<tr>
<td>Due:</td>
<td>Medical Aspects of Mild/Moderate Disabilities</td>
<td>Read Lerner – Ch. 10 - 11</td>
</tr>
<tr>
<td>1a, b</td>
<td>Oral Language: Listening and Speaking Difficulties</td>
<td>Read Module 10-11</td>
</tr>
<tr>
<td>2a, b, c, d</td>
<td></td>
<td>Discussion 4 due</td>
</tr>
<tr>
<td>3b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due:</td>
<td>Observation hours</td>
<td>Observation Paper due</td>
</tr>
<tr>
<td>Due:</td>
<td>Reading Difficulties for Students with Mild/Moderate Disabilities</td>
<td>Read Lerner – Ch. 11-12</td>
</tr>
<tr>
<td></td>
<td>Written Expression, Spelling, and Handwriting Difficulties</td>
<td>Read Module 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 5 due</td>
</tr>
<tr>
<td>Due:</td>
<td>Mathematics Difficulties Characteristics for At-Risk Learners</td>
<td>Read Lerner – Ch. 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Modules 13-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Paper due</td>
</tr>
<tr>
<td>Due:</td>
<td><strong>FINAL EXAM</strong></td>
<td>Exam due</td>
</tr>
<tr>
<td>1a, b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a, b, c, d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 463: Characteristics of Mild/Moderate Disabilities
Fall 2015

Location: WEB
Instructor: Pullen
Office: College Park 570-25
E-mail: jpullen@fullerton.edu
Office hours: by appointment
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>EDUCATION UNIT CONCEPTUAL FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</td>
</tr>
</tbody>
</table>

**Program Outcomes and Indicators**
After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

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

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primarily teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each established a conceptual base of understanding of persons with disabilities.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the Assessment and Accreditation section of the COE website.

RESPONSE TIME

The Instructor will be on-line Monday-Friday. Emails will be answered within 36 hours with the exception of holidays. Email is the preferred method of communication, but students are always welcome in office hours and to call the professor’s office.

COURSE DESCRIPTION

This course is designed to assist general and special education teachers, school administrators, and parents to implement the “Least Restrictive Environment” placement requirement of Individuals with Disabilities Education Act (IDEA). Emphasis will be placed on techniques that modify general education in order to accommodate all students with ability differences.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

Course Goals:
1. Know the characteristics of individuals with mild/moderate disabilities
2. Know the basic issues related to eligibility for special education services
3. Understand how disability affects learning
4. Understand the interaction between students with special needs and cultural/linguistic difference
5. Compare issues of language learning as compared to issues of language disability and how these relate to academic achievement of English Learners
Course Objectives:

1. Identify characteristics of mild/moderate disabilities. (CEC - CC2K1, CC2K2, CC2K3, CC2K5, CC2K6, CC3K1, CC3K2, LD3K1); (CCTC MM Program Standard 1)
2. Identify the issues related to labeling in the field in special education. (CEC - CC1K5, LD8K2); (CCTC MM Program Standard 1)
3. Explain the role of allied disciplines in the field of special education. (CEC - CC1K3, LD9K2, LD10K2); (CCTC MM Program Standard 6)
4. Explain the process of planning appropriate services for students with mild/moderate disabilities. (CEC - CC7K1, CC7K2, CC8K5); (CCTC MM Program Standards 2, 3, 5)
5. Describe service delivery systems provided for individuals with mild/moderate disabilities. (CEC - CC5S3); (CCTC MM Program Standards 5, 6)
6. Identify instructional methods used to enhance the learning of students with mild/moderate disabilities. (CEC - LD4K2, LD4S1, CC7K1); (CCTC MM Program Standards 3, 5)
7. Identify the major contributions to the development of the field of learning disabilities. (CEC - LD1K1, LD1K2); (CCTC MM Program Standard 1)
8. Explain how the definition and identification of mild/moderate disabilities impact individuals with cultural/linguistic differences. (CEC - CC2K3, CC6K2); (CCTC MM Program Standards 1, 2)
9. Explain the importance of curriculum modification for individuals with mild/moderate disabilities. (CEC - CC7S1); (CCTC MM Program Standards 1, 3)
10. Describe the impact of having a child with a mild/moderate disability has on the family. (CEC - CC2K4, CC3K3, CC3K4); (CCTC MM Program Standard 6)
11. Explain how teachers can support students’ understanding of content subject matter. (CEC - CC5K3, CC5K4, CC9K2); (CCTC MM Program Standard 3)

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at http://www.iste.org/ and http://www.cec.sped.org/

REQUIRED TEXTS


ATTENDANCE

Students are expected to login to the online system to participate in class discussions and view learning modules. Instructor will track online activity of all students. Instructor will maintain a copy of all online discussions. Taking a class on-line requires a student to work independently. You must be disciplined and program time for yourself to be on-line. You are in charge of your own learning. As the instructor, I will participate in sharing learning modules and in answering questions, in much the same fashion as I would in a face to face class.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

All assignments must be neatly word processed (Microsoft word is the preferred format) and free of punctuation and major spelling errors. All assignments are due by 11:59pm on the due
date listed on this syllabus. Late module assignments will not be accepted. Points will be converted to letter grades using the following system:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Postings</td>
<td>50</td>
</tr>
<tr>
<td>Observation Report</td>
<td>25</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>225</strong></td>
</tr>
</tbody>
</table>

A 202 to 225
B 179 to 201
C 157 to 178
D 134 to 156
F 0 to 133

*The plus/minus system will not be used in this course

EXTRA CREDIT OPTIONS
There are no extra credit opportunities in this class.

LATE ASSIGNMENTS
Late forum postings will receive zero points. Late observation reports and research papers will receive a 5 point deduction per day.

ASSIGNMENT DESCRIPTIONS

1. Class content and discussion of content (forum postings): You are responsible for reading the PowerPoint presentations (Modules) and other lecture materials as stated in this syllabus. The PowerPoint slides contain the same material as would be presented in a classroom at the university. What is missing is the rich discussion that the instructor facilitates. We are going to replicate this discussion via the Discussion Boards (Communication section of Titanium). Forum postings are worth 50 points total (5 Forum Posts at 10 points each).

2. Observation Report DUE April 12, 2015 by 11:59pm: Developing any sort of understanding of learners with disabilities and special education services must involve some degree of first-hand observation. Students are required to observe for a minimum of 1-1/2 hours in an educational setting in which a child with a disability is receiving services (SDC, RSP, full inclusion, etc.). Students are required to submit a written report (outline form is perfect - APA not required) discussing their observation experience in a classroom DIFFERENT from one in which they teach or currently work in. The following information MUST be included in your 2-3 page observation report:

   1. Name, address and phone number of school at which you observed
   2. Grade and age of the child/children in the setting
   3. Length of time of observation (beginning and ending time)
   4. Name of teacher
   5. Child – Adult ratio (number of adults and number of students)
   6. Type of setting: Describe the setting and provide details on classroom arrangement
7. Population served in this setting (disability categories)
8. Describe adaptations or assistive technology used in this setting.
9. Describe the lesson you observed as well as the student’s behavior, attitude, and performance during the lesson and relate what you observed to what a typical child at this grade level would be expected to do cognitively, socially, and behaviorally.
10. Your overall opinion of the setting.
11. What did you learn from this observation?
12. Ask the teacher the following questions:
   a. How do the children in your class compare to typically developing students at this age/grade level?
   b. What background do you have in working with persons with disabilities?
   c. What is the most challenging aspect of your job?
   d. What is the most rewarding aspect of your job?
   e. What advice would you give a college student who plans on pursuing this profession?

This assignment must be typed in 12-point font and free of major spelling or punctuation errors. This assignment is worth 25 points. Post to Titanium.

Table 1: Observation Report Grading Rubric

<table>
<thead>
<tr>
<th>Required Content</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value All listed questions addressed</td>
<td>20</td>
</tr>
<tr>
<td>Free from spelling and punctuation errors</td>
<td>5</td>
</tr>
</tbody>
</table>

25 points

*Late Observation Reports will receive a 5-point deduction per day

3. Research Paper DUE April 26, 2015 by 11:59pm: Each candidate is required to write a 7-10 page APA research paper that illustrates the major categories of Mild to Moderate Disabilities and how development for these students differ from typical students across the lifespan. Include at least 10 references which may include two internet sources and the textbook. Use the following guide for sections to include in your paper:

- Definition of Mild to Moderate Disabilities as described in IDEA
- Percentage of different MM disabilities in the general population
- Detailed comparison of the atypical development of a child with a mild to moderate disability to children without disabilities in five stages:
  - Birth to preschool
  - Early elementary school (K-3)
  - Late elementary (4-6)
  - Adolescence (7-12)
  - Adulthood
- Summary that includes current trends in the education of persons with Mild/Moderate Disability.
Please email your instructor with any questions and view the rubric and resources below to guide your paper’s development. This assignment is worth 50 points. **Post paper to Titanium.**

Table 2: Research Paper Rubric

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Style</td>
<td>5</td>
</tr>
<tr>
<td>7-10 pages excluding title page and references</td>
<td>5</td>
</tr>
<tr>
<td>Strong introduction</td>
<td>5</td>
</tr>
<tr>
<td>Strong Conclusion</td>
<td>5</td>
</tr>
<tr>
<td>Addresses current research or information</td>
<td>5</td>
</tr>
<tr>
<td>Free from spelling and punctuation errors</td>
<td>5</td>
</tr>
<tr>
<td>Comprehensive- addresses topic clearly and completely</td>
<td>15</td>
</tr>
<tr>
<td>References</td>
<td>5</td>
</tr>
</tbody>
</table>

50 points

Research Paper Resources

**CSUF Library:** http://library.fullerton.edu

**Evaluating Websites: Criteria and Tools:**
http://olinuris.library.cornell.edu/ref/research/webeval.html

**Sample APA Paper:** http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

*Late papers will receive a 5-point deduction per day*

4. **Examination**

   **Exam (Chaps. 1 - 14):** **Worth 100 points** **Due May 3, 2015 by 11:59pm.**

   A study guide is posted on Titanium. The exam will be posted one week prior to the examination due date and is a short-answer format with open book/notes. **Post to Titanium.**

**ALTERNATE PROCEDURE FOR SUBMITTING WORK**

All assignments are due on the specified due date and late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you. Should you run into last minute technical difficulties, you are expected to submit your work via email or fax.

**SYNCHRONOUS/ASYNCHRONOUS/HYBRID INSTRUCTION**

There is no face-to-face or synchronous instruction.

**TECHNICAL REQUIREMENTS**

Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active CSUF email account and word processing software (please note that many classmates are not presently able to read Word 2007/Vista files and thus previous versions should be used). Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, submit postings/assignments through the Forums, email, and TurnItIn via Titanium.
Candidates are also expected to check the course Titanium site regularly for announcements. A number of resource materials such as links to websites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 714-278-7777.

NETIQUETTE REQUIREMENTS

1. Do not post any messages which would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”).
4. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. ALWAYS change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. Give examples from your experience.
8. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
9. For longer postings, use your word processor so you can use spell checker.
10. Remember –ALL CAPS is reserved for strong emphasis.
11. Post page numbers and references when answering questions.
12. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written.
13. Make sure your spelling and grammar are correct.
14. Make sure your postings are timely.
15. You may compare and contrast various student points of view as a quality posting.
16. Maintain consistency with the thread discussion (i.e., either follow the thread posting or begin a new thread).
17. Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions,
carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

**Academic Dishonesty Policy**

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact
does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on retention of Student Work
The instructor will keep a copy of all student work on Titanium.

Authentication of Student Work
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including forum postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TENTATIVE SCHEDULE

Module 1, January 18

   Topic
   1. LD: Definitions, Characteristics, and Current Directions

   Assignments Due
   February 1 by 11:59pm
Module 2, February 2

Topics
1. The Assessment-Teaching Process
2. Clinical Teaching
3. Systems for Delivering Educational Services

Assignments Due
February 15 by 11:59pm

Module 3, February 15

Topics
1. Theories of Learning: Implications for LD
2. Attention Deficit Disorder
3. Young Children with LD
4. Adolescents and Adults with LD

Assignments Due
March 1 by 11:59pm

Module 4, March 1

Topics
1. Medical Aspects of LD
2. Oral Language: Listening and Speaking

Assignments Due
March 15 by 11:59pm

Reading Assignments
Insert

Module 5, March 15 *Last Online Module

Topics
1. Reading
2. Written Expression, Spelling, and Handwriting
3. Mathematics
4. Social and Emotional Behavior
Assignments Due
April 5 by 11:59pm

Point Value
10 points

Observation Report

Assignment Due
April 12 by 11:59pm

Point Value
25 points

Research Paper

Assignment Due
April 26 by 11:59pm

Point Value
50 points

Final Exam

Assignment Due
May 3 by 11:59pm

Point Value
100 points
CSUF Conceptual Framework

**The University**

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

**The Students**

The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multi-cultural population.

**The Faculty**

The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

<table>
<thead>
<tr>
<th>Education Unit Conceptual Framework</th>
<th>a transformational journey toward educational advancement and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Values</strong></td>
<td>We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.</td>
</tr>
</tbody>
</table>

**Based on our core values, our mission is as follows:**

Statement: Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.
After successful completion of a program of study, our credential recipients and program graduates are:

- **Outcome 1: Knowledgeable and Competent Specialists**
  - Demonstrate strong foundation in subject matter or field of study
  - Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
  - Demonstrate ability to use technology as a resource

- **Outcome 2: Reflective and Responsive Practitioners**
  - Promote diversity
  - Make informed decisions
  - Engage in collaborative endeavors
  - Think critically

- **Outcome 3: Committed and Caring Professionals**
  - Become change agents
  - Maintain professional and ethical standards
  - Become life-long learners

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**Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.**

**Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.**

**Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, able ness and economic status.**

**Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.**

**Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.**

**Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.**

**Graduates will be interested in life-long learning.**

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**Core Values**

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their education journey, we believe our students will embrace and in turn, model them in their professional lives.

**Our Mission**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serves the educational community by providing applied scholarship.

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**Student Outcomes & Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
Outcome 2: Reflective and Responsive Practitioners

- Demonstrate ability to use technology as a resource
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

Outcome 3: Committed and Caring Professionals

- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

Department of Special Education: Mission statement and goals

Department of Special Education Mission Statement
The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education
As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

Specific Marks of the Quality Education Provided by the Department of Special Education

<table>
<thead>
<tr>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, able ness and economic status.</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
</tbody>
</table>
Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.

Graduates will be interested in life-long learning.

CSUF Policy on Students with Disabilities
According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000. It is critical that you inform the instructor immediately of any disabilities or special needs that might require specific arrangements. We want to program you for success. Students with special needs should notify the instructor immediately so proper supports can be established.

CSUF Policy on Academic Dishonesty, Appeals, & Conduct
Academic Dishonesty- prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, assisting or allowing these acts
Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the procedure for appealing.
Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning. Please feel free at all times to participate and offer varying perspectives in turn.
*Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate.

Authentication of Student Work
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

SPED 464: Specific Course Information
Prerequisite: SPED 371. The learning characteristics (cognitive, social-emotional, behavioral, physical, sensory) of individuals with moderate/severe disabilities as they apply to their learning potential in general education settings. (Must be completed prior to or during enrollment in SPED 482B).

SPED 464: Course Objectives
1. Students will define the learning, personal-social, sensory and physical characteristics of persons with moderate/severe disabilities. CC2K1, CC2K5, CC2K6, IC2K2, IC2K3, IC2K4, IC1K1, GC2K2, GC2K3, GC2K4, GC5K1 (CCTC Program Standard 2, 11; M/S Standard 1)

2. Students will define the history, research, legislation, and philosophy of services for persons with moderate/severe disabilities. CC1K1, CC2K2, GC1K3, IC1K6, IC1K2, GC9K1; (CCTC Program Standard 2; M/S Standard 1)
3. Students will apply their knowledge of the history of normalization and social role valorization to best or most promising practices for students with moderate/severe disabilities. GC1K8; (CCTC Program Standard 2; M/S Standard 1)

4. Students will understand the contemporary research-based best or most promising practices for students with moderate/severe disabilities. CC2K2, CC9S5, IC9S2, CC9K4, GC9K2; (CCTC Program Standards 2, 13; M/S Standard 1)

5. Students will understand the connection between research and effective practices within all aspects of individuals’ environments (e.g., school, home, community, workplace) emphasizing participation in general education curriculum, activities, and settings. CC2K2, CC3K1; (CCTC Program Standards 2, 13; M/S Standard 4)

6. Students will understand the connection between learning characteristics (e.g., cognitive, language & communication, generalization, etc.) and the planning and development of programs for students with moderate/severe disabilities, with consideration of cultural or linguistic diversity. CC2K3, CC3K3, GC2K1, GC3K1, GC6K1; (CCTC Program Standards 11, 13; M/S Standards 1, 2, 4)

7. Students will understand how inclusion positively impacts the culture of schools and individuals. CC1K9, CC3K4; (CCTC Program Standard 2; M/S Standard 2)

SPED 464: Course Textbooks & Technology

**Required Text**

**Recommended Texts**


Note: texts may be purchased at the CSUF bookstore or on-line (e.g., Amazon.com).

**Technology Requirement**
Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as frequent email access. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, submit postings/assignments through Titanium.

Candidates are also expected to check the course Titanium site **DAILY** for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

**Technical Difficulties**
Should technical difficulties arise, contact the Help Desk at 657-278-7777. Additionally, below are some helpful sites:
- Email: helpdesk@fullerton.edu

SPED 464: Course Policies & Expectations

On-Line Behavior:
1. Do not post any messages that would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. **Use “Person-First Language”** in your postings (e.g., “student with autism” instead of “autistic student”).
4. **Maintain confidentiality** at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. ALWAYS change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. Give examples from your experience.
8. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
9. For longer postings, use your word processor so you can use spell checker.
10. Remember –ALL CAPS is reserved for strong emphasis.
11. Post page numbers and references when answering questions.
12. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written.
13. Make sure your spelling and grammar are correct.
14. Make sure your postings are timely. See rubric.
15. You may compare and contrast various student points of view as a quality posting.
16. Maintain consistency with the thread discussion (i.e., either follow the thread posting or begin a new thread).
17. Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

**Things to Keep in Mind:**

**Responsible Learning:** Candidates are expected to: take an active role in their own learning; take responsibility for reviewing the syllabus, be aware of due dates, monitor progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalog (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

**Assignment Policy:** Candidates are expected to have proficient/professional English writing skills and to type and proofread all written assignments. Points will be deducted on papers that include spelling or grammatical errors.

**All assignments are due by midnight on the specified due date and late submissions will not be accepted.** If you have an “extenuating circumstance” (e.g., hospitalization, death in the family) and can provide appropriate documentation for it, then major assignments (papers & exams) may be submitted late (up to one week) for partial credit. No minor assignments (e.g., Discussion Board postings, weekly/unit activities) will be accepted late. If you are having difficulty meeting an assignment deadline, please contact the instructor as quickly as possible and every effort will be made to assist you.

**Enrollment Policy:** Candidates wishing to add the class should do so during the first two class sessions (given Department approval). The instructor reserves the right to decline signing add forms after the second week. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

**SPED 464: Course Requirements**

Active Participation (14 @ 10 = 140 points) Course Objectives: 2, 3, 4, 5, 6, 7
Given that this is a web-only class with no face-to-face requirements, participation will be evaluated solely on candidates’ on-line participation. Candidates are expected to read the assigned chapters/articles prior to completing the required assignments online. In addition, Candidates are expected to participate in discussion boards within
Titanium each week. In the discussion boards, Candidates are expected to share comments, questions, and reflections related to the course readings, outside research, and personal/practical experiences. Specific directions related to each module’s assignments and requirements will be provided within each individual module folder. Candidates must complete the module (including the Discussion Board assignment, etc.) by midnight on the due date (see Course Syllabus) in order to receive credit for that unit/module. Remember, late postings will not be given credit. Note: The Instructor will track the online activity of all students and will maintain a copy of all online discussions.

It is anticipated that each assignment will take three hours a week, depending on your computer skills. All assignments are due at Midnight on the date specified. If Titanium is down on the day the assignment is due, you can email your answers directly to your instructor.

The schedule lists assignments by weeks. Possible points are 10 per week. You will be graded on appropriate length of your response, relevance to the topic (did you stay on track or bird-walk with the answer), collegiality (professionalism of comments), and evidence of critical thinking and reflection (remember opinions alone will not be given credit; cite the research). It is expected that candidates support opinions with researched-based data and rational discourse.

With respect to Discussion Board assignments, candidates are expected to participate in active, regular, and ongoing discussions within the forums I set up on Titanium. All posts (threads and replies) will be read and evaluated using the Rubric (i.e., page 7) with special attention to several areas:

- Content
- Collaboration
- Quality

The following Rubric will be used to grade your weekly Discussion Board online performance.

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding 10 pts</th>
<th>Noteworthy 9-7 pts</th>
<th>Average 6-5 pts</th>
<th>Unacceptable 4-0 pts</th>
</tr>
</thead>
</table>

Discussion Board Rubric
### Disability Characteristics Topic Paper (230 pts) AND Peer Handout (60 pts)

**Course Objectives: 1, 2, 3, 4, 5, 6, 7**

You will prepare a written paper that focuses on a student with a particular moderate-severe disability. You will provide the instructor with your top 3 preferences in the beginning of the class (i.e., see Course Schedule). The instructor will select one and assign a topic to you. The paper will emphasize characteristics of the disability, how the disability affects learning and participation in life, strategies for supporting learning and inclusion for students with the disability, and finding & sharing resources about the disability. The instructor will provide specific details regarding the topic selection, completion, and submission processes of this assignment in Titanium.

The paper is worth 230 points. Additionally, you will need to prepare a peer handout for your classmates that outlines/summarizes the main components of your paper (see page 9 & 10).

The **Disability Characteristics Topic Paper** must include the following components (SEE RUBRIC below):

1. Disability definition, etiology, and characteristics (45 pts)
2. Ways the disability affects learning in the classroom, community, and workplace (25 pts)
3. Instructional strategies & curricular/environmental modifications that are considered effective for supporting students with this disability (30 pts)- include both a description and a rationale for a minimum of 4 strategies/modifications
4. Strategies for supporting interactions between students w/ this disability and their typical peers (25 pts)- include both a description and a rationale for a minimum of 3 strategies/modifications
5. Resources and strategies for sharing information about individuals with this disability with **typical peers** (25 pts)- describe a minimum of 3 quality resources and provide detailed information for accessing these resources. Examples may include children’s books, websites, videos, etc.
6. Resources and strategies for sharing information about individuals with this disability with **parents and other professionals** (25 pts)- describe a minimum of 4 quality resources and provide detailed information for accessing these resources. Examples may include web sites, books, journals, etc.
7. References in APA format (15 pts)
8. Paper in APA format (10 pts)
9. Writing mechanics (10 pts)
10. Writing style and clarity (10 pts)
11. Proper use of person-first language (10 pts)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Meets</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability definition, etiology, and characteristics</td>
<td>Disability definition, etiology, and characteristics discussed in detail</td>
<td>Disability definition and etiology with characteristics partially discussed</td>
<td>One or more components missing</td>
</tr>
<tr>
<td>Ways the disability affects learning in the classroom, community, and workplace</td>
<td>Ways the disability affects learning in the classroom, community, and workplace discussed in detail</td>
<td>Ways the disability affects learning in the classroom and community discussed, with partial discussion of the workplace</td>
<td>One or more components missing</td>
</tr>
<tr>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability - included both a description and a rationale for a minimum of 4 strategies/modifications</td>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability discussed in detail and included both a description and a rationale for a minimum of 4 strategies/modifications</td>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability partially discussed and included both a description and a rationale for 3 strategies/modifications</td>
<td>Two or more components missing</td>
</tr>
<tr>
<td>Strategies for supporting interactions between students w/ this disability &amp; their typical peers - included both a description and a rationale for a minimum of 3 strategies/modifications</td>
<td>Strategies for supporting interactions between students w/ this disability &amp; their typical peers discussed in detail and included both a description and a rationale for a minimum of 3 strategies/modifications</td>
<td>Strategies for supporting interactions between students w/ this disability &amp; their typical peers discussed and included both a description and a rationale for 2 strategies/modifications</td>
<td>Two or more components missing</td>
</tr>
<tr>
<td>Resources &amp; strategies for sharing information about individuals with this disability with typical peers - describe a minimum of 3 quality resources and provide detailed information for</td>
<td>Resources &amp; strategies for sharing information about individuals with this disability with typical peers discussed in detail and described a minimum of 3 quality resources and provided detailed information</td>
<td>Resources &amp; strategies for sharing information about individuals with this disability with typical peers discussed and described 2 quality resources and provided information for</td>
<td>Two or more components missing</td>
</tr>
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</table>
accessing these resources. Examples may include children’s books, websites, videos, etc.

<table>
<thead>
<tr>
<th>Resources &amp; strategies for sharing information about individuals with this disability with parents &amp; other professionals - describe a minimum of 4 quality resources and provide detailed information for accessing these resources. Examples may include web sites, books, journals, etc.</th>
<th>Resources &amp; strategies for sharing information about individuals with this disability with parents &amp; other professionals discussed in detail - described a minimum of 4 quality resources and provided detailed information for accessing these resources. Examples included web sites, books, journals, etc.</th>
<th>Resources &amp; strategies for sharing information about individuals with this disability with parents &amp; other professionals discussed - described 3 quality resources and provided information for accessing these resources. Examples included web sites, books, journals, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>15-19</td>
<td>Two or more components missing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References in APA format</th>
<th>References in APA format with fewer than one mistake</th>
<th>References in APA format with three or more mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>9-11</td>
<td>&lt;9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APA (i.e., Format, Writing Mechanics, Style &amp; Clarity, Person-First Language)</th>
<th>Paper in APA with fewer than two mistakes</th>
<th>Paper in APA with four or more errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-40</td>
<td>30-34</td>
<td>&lt;29</td>
</tr>
</tbody>
</table>

**Peer Handout (60 pts)**
The Peer Handout must include the following components (SEE RUBRIC below):
Additionally, you will need to prepare a handout for your classmates that outlines/summarizes the following components of your paper:
- Disability description (section 1 above)
- Three ways the disability affects learning (section 2 above)
- Two effective strategies/modifications (section 3 above)
- Two strategies for peer interaction (section 4 above)
- Four resources (sections 5 & 6 above)
You will need to post your Handout to the Discussion Board by the deadline (see Schedule).

| ONLINE Student Profile Handout RUBRIC (Possible 60 Points) |
| --- | --- | --- |
| Criteria | Yes (Target) | Checklist |
| Disability Description (Section 1) | 10 | Yes or No |
| Three Ways the Disability Affects Learning (Section 2) | 10 | Yes or No |
| Two Effective Strategies/Modifications (Section 3) | 10 | Yes or No |
Student Profile Paper (200 pts) Course Objectives: 1, 3, 4, 6

In this assignment, you will: (a) become familiar with a student with a moderate/severe disability, (b) gather information about his/her life and educational program, and (c) reflect on the student’s present and future educational program goals. You will use the knowledge acquired throughout the course of this class to identify best practices for the student with moderate/severe disabilities.

You will need to have access to a student with a mod-severe disability and his or her parent(s) in order to obtain the necessary information. If you are not currently working with students with moderate-severe disabilities, or know anyone within this population, you will need to contact a local educational agency (e.g., school campus/district, SELPA, County Office of Education) to seek permission to observe such a student, interview the teacher, and otherwise gather the necessary information to complete this assignment.

Provide the parent(s) a copy of the requirements for the assignment, and obtain written permission from them to complete the assignment about their child. Keep the permission in your file; you do not need to submit it.

Obtain the following information in order to complete the requirements of the Student Profile Paper (Worth 200 Points).

- Pseudonym (or first name only) (1 point)
- Age (do not use an actual date of birth) (2 points)
- Disability(ies) (2 points)
- Sources of Information for this assignment (e.g., review of assessments, IEP, observation, interviews) (10 points)
- Educational and Residential History (10 points) (do not use specific names of places, schools, or districts)
- Current Type of Educational Placement and Support Services (no specific school or district names) (10 points)
- Student’s Strengths (10 points)
- Student’s Educational Needs and IEP Objectives (may summarize objectives) (10 points)
- How Does the Student Learn Best? (10 points)
- What Types of Educational Methodologies Are Being Used with the Student? (10 points)
- What Does the Student Enjoy Doing with His/Her Life? (10 points)
- What Inclusive Activities Does the Student Participate in with Peers without Disabilities? (10 points)
- What Are the Family’s Priorities and Dreams for the Student? (10 points)
- What Are the Student’s Priorities and Dreams? (10 points)
- What Are the Barriers to Achieving the Student’s and Family’s Dreams? (10 points)
- What Are the Discrepancies between the Student’s Current Educational Program and Best Practices (as discussed in class and the textbook)? (10 points)
- What Strategies Could Address the Barriers? (10 points)
- What Would You Change about the Student’s Educational Program? (10 points)
- What Did You Learn from the Assignment? (10 points)
- Bibliography (5 points)
- APA format (10 points)
- Mechanics (5 points)
- Clarity of written communication (10 points)
- Proper use of person-first language (5 points).

### ONLINE Student Profile RUBRIC (Possible 200 Points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes (Target)</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pseudonym or First Name Only</td>
<td>1</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Age (Date of Birth not included)</td>
<td>2</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Disability(ies)</td>
<td>2</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Sources of Info (e.g., reviewed assessments, IEP, observations, interviews)</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Educational and Residential History (did not include specific school or district names)</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Current Educational Placement and Support Services (did not include specific school or district names)</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Student Strengths</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Educational Needs and IEP Objectives</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed How Student Learns Best</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Types of Educational Methodologies Used with Student</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed What Student Enjoys Doing with His/Her Life</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Inclusive Activities Student Participates in with Peers without Disabilities</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Family Priorities and Dreams for Student</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Student Priorities and Dreams</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Barriers to Achieving Student and Family Dreams</td>
<td>10</td>
<td>Yes or No</td>
</tr>
</tbody>
</table>
## Final Exam (100 points)

**Course Objectives: 1, 2, 3, 4, 5, 6, 7**

The Final Exam includes a case study of a student and a family description. Candidates will address major components of transition planning (i.e., general information and person-centered) for the student and family. General information includes those components that are critical for consideration when developing a transition plan (i.e., self-determination, family needs and concerns, transition challenges, facilitating transitions, employment options and preferences, job training and support, residential options). Person-centered information includes the necessary components for implementing a transition plan (i.e., methods that encourage/develop self-determination, needs/concerns specific to families, ways to address transition challenges, factors that ensure successful transitions, employment based on student/family preferences, needed job skills, residential options based on student and family preference.

### Course Grading Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussed Discrepancies between Student’s Current Ed Program and Best Practices (used text references)</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Strategies to Address Barriers</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Proposed Changes to Student’s Educational Program</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed What Was Learned from Completing the Assignment</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>References/Bibliography</td>
<td>5</td>
<td>Yes or No</td>
</tr>
<tr>
<td>APA Format</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Clarity of Written Communication</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Used Person-First Language</td>
<td>5</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Requirement</td>
<td>Point Value</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Disability Topic Paper</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Handout</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Student Profile</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>730 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

664-730 = A  
598-663 = B  
532-597 = C  
466-531 = D  
465 or <= F  

Note: The plus/minus system will not be used in this course.
# Course Schedule

Note: all class sessions are web-based; there will be no face-to-face meetings.

Note: The instructor reserves the right to change/modify topics & assignments as the need arises.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Due by Midnight</th>
<th>Lecture Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/1</td>
<td>(Module 1 Due by Midnight)</td>
<td>“People First Language” “Netiquette”</td>
<td>Read the Syllabus Purchase the textbook Read the links posted on Module 1</td>
</tr>
<tr>
<td>9/8</td>
<td>(Module 2 Due by Midnight)</td>
<td>Foundations History, People-First Language, Definitions &amp; Labeling Issues Collins Chapter 1</td>
<td>Read Collins Chapter 1 Read materials posted on Module 2</td>
</tr>
<tr>
<td>9/15</td>
<td>(Module 3 Due by Midnight)</td>
<td>Working with Persons with Significant Cognitive Disabilities Collins Chapter 2</td>
<td>Read Collins Chapter 2 Read materials posted on Mod 3</td>
</tr>
<tr>
<td>9/22</td>
<td>(Module 4 Due by Midnight)</td>
<td>Working with Families of Children with Moderate to Severe Disabilities: Sources of Family Stress and Interventions. Chapter 3</td>
<td>Read Collins Chapter 3 Read materials posted on Mod 4</td>
</tr>
<tr>
<td>Date</td>
<td>Module Due by Midnight</td>
<td>Topic</td>
<td>Read Materials</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>9/29</td>
<td>(Module 5 Due by Midnight)</td>
<td>Providing an Appropriate Education for Students with Moderate and Severe Disabilities</td>
<td>Read Collins Chapter 4 Read materials posted on Mod 5</td>
</tr>
<tr>
<td>10/6</td>
<td>(Module 6 Due by Midnight)</td>
<td>Teaching Students with Moderate and Severe Disabilities in School Settings</td>
<td>Read Collins Chapter 7 Read materials posted on Mod 6</td>
</tr>
<tr>
<td>10/13</td>
<td>Module 7 Due by Midnight</td>
<td>Identifying Functional and Age-Appropriate Skills</td>
<td>Read Collins Chapter 5 Read materials posted on Module 7</td>
</tr>
<tr>
<td>10/20</td>
<td>Module 8 Due by Midnight.</td>
<td>Teaching Students with Moderate to Severe Disabilities: Systematic Instruction</td>
<td>Read Collins Chapter 6 Read materials posted on Module 8</td>
</tr>
</tbody>
</table>

**AND**

Disability Paper Due Peer Handout Due
<table>
<thead>
<tr>
<th>Date</th>
<th>Module Due by Midnight</th>
<th>Assignment/Reading</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 10/27 | Module 9               | Post a response to Module 9 | Read Collins Chapter 8  
|       |                        | Respond to one classmate’s question from last week. | Read materials posted on Mod 9 |
|       | Teaching Students with Moderate and Severe Disabilities in Community Settings |
| 11/3  | Module 10              | Post a response to Module 10  
|       |                        | Post one question to your classmates based on specialized health care | Read materials posted on Module 10  
|       | Specialized Health Care | School Nurses: Roles and Responsibilities in the School Setting | http://iris.peabody.vanderbilt.edu/module/nur01-personnel-2/ |
| 11/10 | Module 11              | Post a response to Module 11  
|       |                        | Respond to one classmate’s question from last week. | Read Collins Chapter 11  
|       | Planning for the Life Span: Longitudinal Transition | Read materials posted on Mod 11 |
| 11/17 | Module 12              | Post a response to Module 12  
|       |                        | Post one question to classmates about longitudinal adulthood transition planning  
|       |                        | Respond to one classmate’s post from last week | Read Collins Chapter 12  
<p>|       | Entering Adulthood: Options for Work and Community Living | Read materials posted on Mod 12 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/24</td>
<td>Module 13 Due by Midnight</td>
<td>Post a response to Module 13, Respond to one classmate’s question from last week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dealing with Difficult Issues: A Sampling of Basic Human Rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Collins Chapter 13, Read materials posted on Mod 13</td>
</tr>
<tr>
<td>12/8</td>
<td>Module 14 – Freebie! No module work to do this week.</td>
<td>Begin working on Final Exam</td>
</tr>
<tr>
<td></td>
<td>Final Exam Posted</td>
<td>Student Profile Due</td>
</tr>
<tr>
<td>12/15</td>
<td>Final Exam DUE</td>
<td></td>
</tr>
</tbody>
</table>

**Emergency Procedures Notice to Students**

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

After an emergency occurs:

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University's hotline number at 714-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

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**EMERGENCY CALLS**

DIAL 9-1-1
All campus phones and cell phones on campus reach the University Police Department

Non-emergency line: (657) 278-2515

24-hour recorded emergency information line: (714) 519-0911
CSUF Conceptual Framework

The University
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

Education Unit Conceptual Framework
A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Our Mission
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed
decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serves the educational community by providing applied scholarship.
**Student Outcomes & Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

**Outcome 3: Committed and Caring Professionals**
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

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**Department of Special Education: Mission statement and goals**

**Department of Special Education Mission Statement**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

**Marks of the Department of Special Education**

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, able ness and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
</tbody>
</table>
Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.

Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.

Graduates will be interested in life-long learning.

CSUF Policy on Students with Disabilities
According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000. It is critical that you inform the instructor immediately of any disabilities or special needs that might require specific arrangements. We want to program you for success. Students with special needs should notify the instructor immediately so proper supports can be established.

CSUF Policy on Academic Dishonesty, Appeals, & Conduct
Academic Dishonesty- prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, assisting or allowing these acts
Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the procedure for appealing.
Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning. Please feel free at all times to participate and offer varying perspectives in turn.
*Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate.

Authentication of Student Work
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

SPED 464: Specific Course Information
Prerequisite: SPED 371. The learning characteristics (cognitive, social-emotional, behavioral, physical, sensory) of individuals with moderate/severe disabilities as they apply to their learning potential in general education settings. (Must be completed prior to or during enrollment in SPED 482B).

SPED 464: Course Objectives
8. Students will define the learning, personal-social, sensory and physical characteristics of persons with moderate/severe disabilities. CC2K1, CC2K5, CC2K6, IC2K2, IC2K3, IC2K4, IC1K1, GC2K2, GC2K3, GC2K4, GC5K1 (CCTC Program Standard 2, 11; M/S Standard 1)
9. Students will define the history, research, legislation, and philosophy of services for persons with moderate/severe disabilities. CC1K1, CC2K2, GC1K3, IC1K6, IC1K2, GC9K1; (CCTC Program Standard 2; M/S Standard 1)

10. Students will apply their knowledge of the history of normalization and social role valorization to best or most promising practices for students with moderate/severe disabilities. GC1K8; (CCTC Program Standard 2; M/S Standard 1)

11. Students will understand the contemporary research-based best or most promising practices for students with moderate/severe disabilities. CC2K2, CC9S5, IC9S2, CC9K4, GC9K2; (CCTC Program Standards 2, 13; M/S Standard 1)

12. Students will understand the connection between research and effective practices within all aspects of individuals’ environments (e.g., school, home, community, workplace) emphasizing participation in general education curriculum, activities, and settings. CC2K2, CC3K1; (CCTC Program Standards 2, 13; M/S Standard 4)

13. Students will understand the connection between learning characteristics (e.g., cognitive, language & communication, generalization, etc.) and the planning and development of programs for students with moderate/severe disabilities, with consideration of cultural or linguistic diversity. CC2K3, CC3K3, GC2K1, GC3K1, GC6K1; (CCTC Program Standards 11, 13; M/S Standards 1, 2, 4)

14. Students will understand how inclusion positively impacts the culture of schools and individuals. CC1K9, CC3K4; (CCTC Program Standard 2; M/S Standard 2)

**SPED 464: Course Textbooks & Technology**

**Required Text**

**Recommended Texts**


Note: texts may be purchased at the CSUF bookstore or on-line (e.g., Amazon.com).

**Technology Requirement**
Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as frequent email access. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, submit postings/assignments through Titanium.

Candidates are also expected to check the course Titanium site **DAILY** for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

**Technical Difficulties**
Should technical difficulties arise, contact the Help Desk at 657-278-7777. Additionally, below are some helpful sites:

- **URL of Titan Help:** [http://www.fullerton.edu/helpdesk/index.asp](http://www.fullerton.edu/helpdesk/index.asp)
- **Email:** helpdesk@fullerton.edu
SPED 464: Course Policies & Expectations

On-Line Behavior:
18. Do not post any messages that would not be allowed to be spoken in a classroom.
19. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
20. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”).
21. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
22. ALWAYS change the subject line to reflect your posting!
23. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
24. Give examples from your experience.
25. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
26. For longer postings, use your word processor so you can use spell checker.
27. Remember –ALL CAPS is reserved for strong emphasis.
28. Post page numbers and references when answering questions.
29. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written.
30. Make sure your spelling and grammar are correct.
31. Make sure your postings are timely. See rubric.
32. You may compare and contrast various student points of view as a quality posting.
33. Maintain consistency with the thread discussion (i.e., either follow the thread posting or begin a new thread).
34. Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

Things to Keep in Mind:

Responsible Learning: Candidates are expected to: take an active role in their own learning; take responsibility for reviewing the syllabus, be aware of due dates, monitor progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalog (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

Assignment Policy: Candidates are expected to have proficient/professional English writing skills and to type and proofread all written assignments. Points will be deducted on papers that include spelling or grammatical errors.

All assignments are due by midnight on the specified due date and late submissions will not be accepted. If you have an “extenuating circumstance” (e.g., hospitalization, death in the family) and can provide appropriate documentation for it, then major assignments (papers & exams) may be submitted late (up to one week) for partial credit. No minor assignments (e.g., Discussion Board postings, weekly/unit activities) will be accepted late. If you are having difficulty meeting an assignment deadline, please contact the instructor as quickly as possible and every effort will be made to assist you.

Enrollment Policy: Candidates wishing to add the class should do so during the first two class sessions (given Department approval). The instructor reserves the right to decline signing add forms after the second week. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.
SPED 464: Course Requirements

Active Participation (14 @ 10 = 140 points) Course Objectives: 2, 3, 4, 5, 6, 7
Given that this is a web-only class with no face-to-face requirements, participation will be evaluated solely on candidates’ on-line participation. Candidates are expected to read the assigned chapters/articles prior to completing the required assignments online. In addition, Candidates are expected to participate in discussion boards within Titanium each week. In the discussion boards, Candidates are expected to share comments, questions, and reflections related to the course readings, outside research, and personal/practical experiences. Specific directions related to each module’s assignments and requirements will be provided within each individual module folder. Candidates must complete the module (including the Discussion Board assignment, etc.) by midnight on the due date (see Course Syllabus) in order to receive credit for that unit/module. Remember, late postings will not be given credit. Note: The Instructor will track the online activity of all students and will maintain a copy of all online discussions.

It is anticipated that each assignment will take three hours a week, depending on your computer skills. All assignments are due at Midnight on the date specified. If Titanium is down on the day the assignment is due, you can email your answers directly to your instructor.

The schedule lists assignments by weeks. Possible points are 10 per week. You will be graded on appropriate length of your response, relevance to the topic (did you stay on track or bird-walk with the answer), collegiality (professionalism of comments), and evidence of critical thinking and reflection (remember opinions alone will not be given credit; cite the research). It is expected that candidates support opinions with researched-based data and rational discourse.

With respect to Discussion Board assignments, candidates are expected to participate in active, regular, and ongoing discussions within the forums I set up on Titanium. All posts (threads and replies) will be read and evaluated using the Rubric (i.e., page 7) with special attention to several areas:

- Content
- Collaboration
- Quality
The following Rubric will be used to grade your weekly Discussion Board online performance.

**Discussion Board Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding 10 pts</th>
<th>Noteworthy 9-7 pts</th>
<th>Average 6-5 pts</th>
<th>Unacceptable 4-0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Concepts were clearly interpreted and synthesized, included examples. Included 2 or more references (e.g., text, journal article, website, agency, news event). Person-first language used.</td>
<td>Concepts were clearly interpreted and synthesized, included examples. Included 1 or more references (e.g., text, journal article, website, agency, current news event). Person-first language used.</td>
<td>Minimal interpretation of concepts. Minimal use of references (e.g., text, journal article, website, agency, news event). Person-first language needs to improve.</td>
<td>Concepts were not clearly interpreted. References missing. (e.g., text, journal article, website, agency, news event). Person-first language was not used.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Evident student read posts in the thread and various threads integrated. Responded to at least three classmates. Encouraged on-going discussion/collaboration (e.g., posted questions, first name used in response).</td>
<td>Evident student read posts in the thread and various threads integrated. Responded to at least two classmates. Encouraged on-going discussion/collaboration (e.g., posted questions, first name used in response).</td>
<td>Minimal evidence student read posts in the thread. Responded to at least one classmate. Minimal encouragement of discussion/collaboration.</td>
<td>Not evident student read posts in the thread. Did not respond to classmates. Did not encourage discussion/collaboration.</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>No spelling or grammatical errors.</td>
<td>One spelling or grammatical error.</td>
<td>Two or more spelling or grammatical errors.</td>
<td>Three or more spelling or grammatical errors.</td>
</tr>
</tbody>
</table>

**Disability Characteristics Topic Paper (230 pts) AND Peer Handout (60 pts)**

**Course Objectives: 1, 2, 3, 4, 5, 6, 7**

You will prepare a written paper that focuses on a student with a particular moderate-severe disability. You will provide the instructor with your top 3 preferences in the beginning of the class (i.e., see Course Schedule). The instructor will select one and assign a topic to you. The paper will emphasize characteristics of the disability, typical and atypical human development for a child-stressors at specific points throughout the life cycle, how the disability affects learning and participation in life, strategies for supporting learning and inclusion for students with the disability, and finding & sharing resources about the disability. The instructor will provide specific details regarding the topic selection, completion, and submission processes of this assignment in Titanium.

The paper is worth 230 points. Additionally, you will need to prepare a peer handout for your classmates that outlines/summarizes the main components of your paper (see page 9 & 10).

The **Disability Characteristics Topic Paper** must include the following components (SEE RUBRIC below):

12. Disability definition, etiology, and characteristics (25 pts)
13. Describe typical and atypical human development for a child-stressors at specific points throughout the life cycle (e.g., infancy, adolescence, adulthood) (20 pts)
14. Ways the disability affects learning in the classroom, community, and workplace (25 pts)
15. Instructional strategies & curricular/environmental modifications that are considered effective for supporting students with this disability (30 pts)- include both a description and a rationale for a minimum of 4 strategies/modifications
16. Strategies for supporting interactions between students w/ this disability and their typical peers (25 pts)- include both a description and a rationale for a minimum of 3 strategies/modifications
17. Resources and strategies for sharing information about individuals with this disability with **typical peers** (25 pts)- describe a minimum of 3 quality resources and provide detailed information for accessing these resources. Examples may include children’s books, websites, videos, etc.
18. Resources and strategies for sharing information about individuals with this disability with parents and **other professionals** (25 pts)- describe a minimum of 4 quality resources and provide detailed information for accessing these resources. Examples may include web sites, books, journals, etc.
19. References in APA format (15 pts)
20. Paper in APA format (10 pts)
21. Writing mechanics (10 pts)
22. Writing style and clarity (10 pts)
23. Proper use of person-first language (10 pts)

### ONLINE Disability Characteristics Topic Paper RUBRIC (Possible 230 Points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Meets</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability definition, etiology, and characteristics</td>
<td>Disability definition, etiology, and characteristics discussed in detail</td>
<td>20-25</td>
<td>One or more components missing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15-19</td>
<td>&lt;15</td>
</tr>
<tr>
<td>Typical and atypical human development for a child-stressors at specific points throughout the life cycle (e.g., infancy, adolescents, adulthood)</td>
<td>Typical and atypical human development for a child-stressors at specific points throughout the life cycle discussed in detail</td>
<td>15-20</td>
<td>One or more components missing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12-14</td>
<td>&lt;12</td>
</tr>
<tr>
<td>Ways the disability affects learning in the classroom, community, and workplace</td>
<td>Ways the disability affects learning in the classroom, community, and workplace discussed in detail</td>
<td>20-25</td>
<td>One or more components missing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15-19</td>
<td>&lt;15</td>
</tr>
<tr>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability - included both a description and a rationale for a minimum of 4 strategies/modifications</td>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability discussed in detail and included both a description and a rationale for a minimum of 4 strategies/modifications</td>
<td>25-30</td>
<td>Two or more components missing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-24</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Strategies for supporting interactions between students w/ this disability &amp; their typical peers - included both a description and a rationale for a minimum of 3 strategies/modifications</td>
<td>Strategies for supporting interactions between students w/ this disability &amp; their typical peers discussed in detail and included both a description and a rationale for a minimum of 3 strategies/modifications</td>
<td>Two or more components missing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Resources &amp; strategies for sharing information about individuals with this disability with typical peers - describe a minimum of 3 quality resources and provide detailed information for accessing these resources. Examples may include children’s books, websites, videos, etc.</td>
<td>Resources &amp; strategies for sharing information about individuals with this disability with typical peers discussed and described a minimum of 3 quality resources and provided detailed information for accessing these resources. Examples included children’s books, websites, videos, etc.</td>
<td>Two or more components missing</td>
<td></td>
</tr>
<tr>
<td>Resources &amp; strategies for sharing information about individuals with this disability with parents &amp; other professionals - describe a minimum of 4 quality resources and provide detailed information for accessing these resources. Examples may include web sites, books, journals, etc.</td>
<td>Resources &amp; strategies for sharing information about individuals with this disability with parents &amp; other professionals discussed and described a minimum of 4 quality resources and provided detailed information for accessing these resources. Examples included web sites, books, journals, etc.</td>
<td>Two or more components missing</td>
<td></td>
</tr>
<tr>
<td>References in APA format</td>
<td>References in APA format with fewer than one mistake</td>
<td>References in APA format with five or more mistakes</td>
<td></td>
</tr>
<tr>
<td>APA (i.e., Format, Writing Mechanics, Style &amp; Clarity, Person-First Language)</td>
<td>Paper in APA with fewer than two mistakes</td>
<td>Paper in APA with five or more errors</td>
<td></td>
</tr>
</tbody>
</table>

**Peer Handout (60 pts)**
The Peer Handout must include the following components (SEE RUBRIC below):
Additionally, you will need to prepare a handout for your classmates that outlines/summarizes the following components of your paper:
- **Disability description and Typical Atypical Development** (sections 1 & 2 above)
- Three ways the disability affects learning (section 2 above)
- Two effective strategies/modifications (section 3 above)
Two strategies for peer interaction (section 4 above)
Four resources (sections 5 & 6 above)

You will need to post your Handout to the Discussion Board by the deadline (see Schedule).

<table>
<thead>
<tr>
<th>ONLINE Student Profile Handout RUBRIC (Possible 60 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Disability Description</td>
</tr>
<tr>
<td>Typical and Atypical Development (Sections 1 &amp; 2)</td>
</tr>
<tr>
<td>Three Ways the Disability Affects Learning (Section 2)</td>
</tr>
<tr>
<td>Two Effective Strategies/Modifications (Section 3)</td>
</tr>
<tr>
<td>Two Strategies for Peer Interaction (Section 4)</td>
</tr>
<tr>
<td>Four Resources (Sections 5 &amp; 6)</td>
</tr>
<tr>
<td>Handout Posted in Discussion Board (Met Deadline)</td>
</tr>
</tbody>
</table>

**Student Profile Paper (200 pts) Course Objectives: 1, 3, 4, 6**
In this assignment, you will: (a) become familiar with a student with a moderate/severe disability, (b) gather information about his/her life and educational program, and (c) reflect on the student’s present and future educational program goals. You will use the knowledge acquired throughout the course of this class to identify best practices for the student with moderate/severe disabilities.

You will need to have access to a student with a mod-severe disability and his or her parent(s) in order to obtain the necessary information. If you are not currently working with students with moderate-severe disabilities, or know anyone within this population, you will need to contact a local educational agency (e.g., school campus/district, SELPA, County Office of Education) to seek permission to observe such a student, interview the teacher, and otherwise gather the necessary information to complete this assignment.

Provide the parent(s) a copy of the requirements for the assignment, and obtain written permission from them to complete the assignment about their child. Keep the permission in your file; you do not need to submit it.

Obtain the following information in order to complete the requirements of the Student Profile Paper (Worth 200 Points).
- Pseudonym (or first name only) (1 point)
- Age (do not use an actual date of birth) (2 points)
- Disability(ies) (2 points)
- Sources of Information for this assignment (e.g., review of assessments, IEP, observation, interviews) (10 points)
- Educational and Residential History (10 points) (do not use specific names of places, schools, or districts)
- Current Type of Educational Placement and Support Services (no specific school or district names) (10 points)
- Student’s Strengths (10 points)
- Student’s Educational Needs and IEP Objectives (may summarize objectives) (10 points)
How Does the Student Learn Best? (10 points)
What Types of Educational Methodologies Are Being Used with the Student? (10 points)
What Does the Student Enjoy Doing with His/Her Life? (10 points)
What Inclusive Activities Does the Student Participate in with Peers without Disabilities? (10 points)
What Are the Family’s Priorities and Dreams for the Student? (10 points)
What Are the Student’s Priorities and Dreams? (10 points)
What Are the Barriers to Achieving the Student’s and Family’s Dreams? (10 points)
What Are the Discrepancies between the Student’s Current Educational Program and Best Practices (as discussed in class and the textbook)? (10 points)
What Strategies Could Address the Barriers? (10 points)
What Would You Change about the Student’s Educational Program? (10 points)
What Did You Learn from the Assignment? (10 points)
Bibliography (5 points)
APA format (10 points)
Mechanics (5 points)
Clarity of written communication (10 points)
Proper use of person-first language (5 points).

<table>
<thead>
<tr>
<th>ONLINE Student Profile RUBRIC (Possible 200 Points)</th>
<th>Yes (Target)</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pseudonym or First Name Only</td>
<td>1</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Age (Date of Birth not included)</td>
<td>2</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Disability(ies)</td>
<td>2</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Sources of Info (e.g., reviewed assessments, IEP, observations, interviews)</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Educational and Residential History (did not include specific school or district names)</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Current Educational Placement and Support Services (did not include specific school or district names)</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Student Strengths</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Educational Needs and IEP Objectives</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed How Student Learns Best</td>
<td>10</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Discussed Types of Educational Methodologies Used with Student</td>
<td>10</td>
<td>Yes or No</td>
</tr>
</tbody>
</table>
**Final Exam (100 points)**

**Course Objectives: 1, 2, 3, 4, 5, 6, 7**

The Final Exam includes a case study of a student and a family description. Candidates will address major components of transition planning (i.e., general information and person-centered) for the student and family. General information includes those components that are critical for consideration when developing a transition plan (i.e., self-determination, family needs and concerns, transition challenges, facilitating transitions, employment options and preferences, job training and support, residential options). Person-centered information includes the necessary components for implementing a transition plan (i.e., methods that encourage/develop self-determination, needs/concerns specific to families, ways to address transition challenges, factors that ensure successful transitions,
employment based on student/family preferences, needed job skills, residential options based on student and family preference.

### Course Grading Scale

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>140</td>
</tr>
<tr>
<td>Disability Topic Paper</td>
<td>230</td>
</tr>
<tr>
<td>Handout</td>
<td>60</td>
</tr>
<tr>
<td>Student Profile</td>
<td>200</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 730 points

- 664-730 = A
- 598-663 = B
- 532-597 = C
- 466-531 = D
- 465 or <= F

Note: The plus/minus system will not be used in this course.
### Course Schedule

Note: all class sessions are web-based; there will be no face-to-face meetings.
Note: The instructor reserves the right to change/modify topics & assignments as the need arises.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Due by Midnight</th>
<th>Lecture Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>(Module 1 Due by Midnight)</td>
<td>“People First Language” “Netiquette”</td>
<td>Read the Syllabus Purchase the textbook Read the links posted on Module 1</td>
</tr>
<tr>
<td></td>
<td>· Post a response to the Module 1 forum on Titanium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/7</td>
<td>(Module 2 Due by Midnight)</td>
<td>Foundations History, People-First Language, Definitions &amp; Labeling Issues Collins Chapter 1</td>
<td>Read Collins Chapter 1 Read materials posted on Module 2</td>
</tr>
<tr>
<td></td>
<td>· Post a response to the Module 2 forum on Titanium</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>· Sign up for a Disability Topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Start thinking about a Student for the Student Profile Assignment.</td>
<td></td>
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</tr>
<tr>
<td>9/14</td>
<td>(Module 3 Due by Midnight)</td>
<td>Working with Persons with Significant Cognitive Disabilities Collins Chapter 2</td>
<td>Read Collins Chapter 2 Read materials posted on Mod 3</td>
</tr>
<tr>
<td></td>
<td>· Post a response to Module 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Post one question to your classmates based on readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>(Module 4 Due by Midnight)</td>
<td>Working with Families of Children with Moderate to Severe Disabilities: Sources of Family Stress and Interventions. Chapter 3</td>
<td>Read Collins Chapter 3 Read materials posted on Mod 4</td>
</tr>
<tr>
<td></td>
<td>· Post a response to Module 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Post one question to your classmates based on readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Respond to one classmate’s question from last week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Due Date</td>
<td>Module Details</td>
<td>Reading Material</td>
</tr>
<tr>
<td>--------</td>
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<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9/28   | (Module 5 Due by Midnight) | - Post a response to Module 5  
- Post one question to your classmates based on readings  
- Respond to one classmate’s question from last week. | Providing an Appropriate Education for Students with Moderate and Severe Disabilities  
Read Collins Chapter 4  
Read materials posted on Mod 5 |
| 10/5   | (Module 6 Due by Midnight) | - Post a response to Module 6  
- Post one question to your classmates based on readings  
- Respond to one classmate’s question from last week. | Teaching Students with Moderate and Severe Disabilities in School Settings  
Read Collins Chapter 7  
Read materials posted on Mod 6 |
| 10/12  | Module 7 Due by Midnight | - Post a response to Module 7  
- Post one question to your classmates based on readings  
- Respond to one classmate’s question from last week. | Identifying Functional and Age-Appropriate Skills  
Read Collins Chapter 5  
Read materials posted on Module 7 |
| 10/19  | Module 8 Due by Midnight | - Post a response to Module 8  
- Post one question to your classmates based on readings  
- Respond to one classmate’s question from last week. | Teaching Students with Moderate to Severe Disabilities: Systematic Instruction  
Read Collins Chapter 6  
Read materials posted on Module 8 |

*Disability Paper Due  
Peer Handout Due*
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26</td>
<td>Module 9 Due by Midnight. Post a response to Module 9. Respond to one</td>
<td>Teaching Students with Moderate and Severe Disabilities in Community Settings.</td>
</tr>
<tr>
<td></td>
<td>classmate’s question from last week.</td>
<td>Read Collins Chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read materials posted on Mod 9</td>
</tr>
<tr>
<td></td>
<td>your classmates based on specialized health care.</td>
<td>Licensed Professionals/Agencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read materials posted on Module 10 Access websites embedded in PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>presentation</td>
</tr>
<tr>
<td></td>
<td>classmate’s question from last week.</td>
<td>Read Collins Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read materials posted on Mod 11</td>
</tr>
<tr>
<td>11/16</td>
<td>Module 12 Due by Midnight. Post a response to Module 12. Post one question to</td>
<td>Entering Adulthood: Options for Work and Community Living Developing and</td>
</tr>
<tr>
<td></td>
<td>classmates about longitudinal adulthood transition planning. Respond to one</td>
<td>Implementing Systematic Evidence Based Instructional Strategies within School,</td>
</tr>
<tr>
<td></td>
<td>classmate's post from last week.</td>
<td>Community and Work Settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Collins Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read materials posted on Mod 12</td>
</tr>
<tr>
<td>Date</td>
<td>Task</td>
<td>Reading</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11/23</td>
<td>Module 13 Due by Midnight</td>
<td>Dealing with Difficult Issues: A Sampling of Basic Human Rights</td>
</tr>
<tr>
<td></td>
<td>Post a response to Module 13</td>
<td>Read materials posted on Mod 13</td>
</tr>
<tr>
<td></td>
<td>Respond to one classmate's question from last week.</td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Thanksgiving Break!</td>
<td></td>
</tr>
<tr>
<td>12/7</td>
<td>Module 14 Due by Midnight – see instructions posted online</td>
<td>Begin working on Final Exam</td>
</tr>
<tr>
<td></td>
<td>Final Exam Posted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Profile Due</td>
<td></td>
</tr>
<tr>
<td>12/14</td>
<td>Final Exam DUE by midnight</td>
<td></td>
</tr>
</tbody>
</table>
Emergency Procedures Notice to Students

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines:

After an emergency occurs:

3. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.

4. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 714-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

<table>
<thead>
<tr>
<th>EMERGENCY CALLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIAL 9-1-1</td>
</tr>
<tr>
<td>All campus phones and cell phones on campus reach the University Police Department</td>
</tr>
<tr>
<td>Non-emergency line: (657) 278-2515</td>
</tr>
<tr>
<td>24-hour recorded emergency information line: (714) 519-0911</td>
</tr>
</tbody>
</table>
California State University, Fullerton
Department of Special Education

SPED 482A:
Curriculum and Methods for Individuals
with Mild/Moderate Disabilities

Instructor:

Instructor: ________ Ph.D.

Phone: 657 278-3760 (voice mail for messages)
Note: If there is a person in the office when the phone rings, I will allow the voice mail to pick up the call.

Office hours: After class – I will remain until ?’s are answered
On campus Monday, Tuesday, Wednesday
Online Thursday Friday
Available to make additional hours by appointment

Address: Dr. ________
800 North State College Department
of Special Education California
State University, Fullerton Fullerton,
CA  92834-6868

Email address: ________@fullerton.edu (best way to reach me!)

Prerequisites: SPECIAL EDUCATION 371, 488 (OR 439A UNDER OLD PROGRAM), 463

Campus Construction
& Closure Information: 657-278-4444

In the event of emergency, contact the University Police at 657-278-3333

THIS COURSE IS DESIGNED FOR STUDENTS IN THE EDUCATION SPECIALIST MILD/MODERATE DISABILITIES PROGRAM.

California State University, Fullerton
...where learning is preeminent
## Education Unit Conceptual Framework

**Core Values**

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

**Based on our core values, our mission is as follows:**

### Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

### Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through the program it is expected they demonstrate these dispositions. Please review the full list of dispositions at Disposition Statement for Students.

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

CATALOG DESCRIPTION OF COURSE: PRESENTS CURRICULUM DEVELOPMENT, INSTRUCTIONAL METHODOLOGY AND MATERIALS FOR TEACHING INDIVIDUALS WITH MILD/MODERATE DISABILITIES. FOCUSES ON INSTRUCTIONAL STRATEGIES PERMITTING ACCESS TO THE CORE CURRICULUM.

THE COURSE WAS DEVELOPED TO ADDRESS THE STANDARDS FOR PROFESSIONAL TEACHER PREPARATION SET FORTH BY THE FOLLOWING AGENCIES:

- Council for Exceptional Children (CEC) knowledge a Skill Base for All Entry-Level Special Education Teachers of Students in:
  - Early Childhood (EC) http://www.cec.sped.org/ps/earlychildhood.doc
  - Individualized General Curriculum (GC) (Mild/Moderate) http://www.cec.sped.org/ps/gencurriculum.doc
  - Individualized Independence Curriculum (IC) (Moderate/Severe) http://www.cec.sped.org/ps/independence.doc
- National Council for Accreditation of Teacher Education (NCATE) http://www.ncate.org/standards

EXPLANATION OF COURSE

This special education methods course is designed to present information on the instruction of diverse students with mild/moderate disabilities. Emphasis will be placed on instructional planning that permits addressing the student’s IEP goals and objectives within the appropriate age and grade level related to the general curriculum. Initially, a general model of direct and systematic instruction will be presented including the following steps:
Course Goals:
The participant will:

1.0 Review structure of the lesson by participating in lecture, video and web-based demonstrations of effective instructional delivery that includes the SIOP Model for English Learners, and a generic model of orientation, presentation, structured practice, guided practice and independent practice and then design lessons using all components.

2.0 Design, modify, supplement, or adapt instructional sequences for all students (including diversity and disability); all participants will be able to demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including using flexible grouping, selections from the State Recommended Literature and using all components of the CA SBE-adopted core instructional materials.

3.0 Formulate long- and short-term instructional objectives and demonstrate the ability to participate in process of developing appropriate planning goals based on standards following all legal requirements.

4.0 Design instructional lessons and units that provide academic engagement strategies for students with mild/moderate disabilities in general education classrooms;

5.0 Demonstrate the ability to participate in process of planning specifically designed instruction to support access to the core curriculum.

6.0 Be knowledgeable about collaboration and co-teaching strategies.

7.0 Learn to measure student progress via curriculum based assessments.

8.0 Learn strategies for modifying the instructional program based on student performance.

9.0 Read and review substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts, writing, mathematics, science etc.

10.0 Describe factors influencing motivation in learners who have been diagnosed with mild/moderate disabilities.

11.0 Describe how curriculum characteristics and environmental characteristics influence the learning process.

12.0 Receive instruction in instructional design that includes what to teach, when to introduce skills and concepts, how to integrate standards, and how to teach for transference and generalization of skills.

13.0 Use standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans responsive to the needs of the student and the requirements of the core curriculum.

This general model will then be applied to basic skill areas: reading (decoding and comprehension), spelling, handwriting, written expression, and math (e.g., basic operations, problem solving, auxiliary skills). Within each of these areas, specific empirically validated teaching procedures will be presented and demonstrated by the instructor. This course is designed to highlight research based teaching models that are successful for persons who teach.
students who fall under the mild/moderate area including ADHD, Learning disabilities, autism etc. This includes special attention to ethnicity, race, gender, second language learners, etc.

As an Education Specialist candidate at CSU Fullerton you will take two reading methods courses, SPED 433 and SPED 482A. These courses provide preparation that addresses a review of the following. **Thus, the assignments in this class will have a heavy focus on reading/language arts instruction for students with Mild to Moderate disabilities.**

(a) phonemic awareness instruction  
(b) systematic, explicit phonics instruction  
(c) decoding instruction and the diagnosis of a pupil’s ability to decode  
(d) word attack skills instruction  
(e) spelling and vocabulary instruction  
(f) effective classroom and school-wide interventions for low-performing readers  
(g) research on how reading skills are acquired  
(h) effective reading instruction for English language learners including strategies to facilitate English language development and grade-level achievement in reading and language arts  
(i) structure of the English language  
(j) effective integration of listening, speaking, reading and writing  
(k) planning and delivery of appropriate reading instruction based on assessment and evaluation  
(l) explicit instruction of comprehension and higher order reading skills  
(m) ways to promote independent self-selected reading of a variety of genres for a variety of purposes,  
(n) text and strategic reading strategies for text use across the curriculum for a variety of purposes  

**Department of Special Education Mission:**
The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

**Required Textbooks:**
Optional Texts:


Lenz, K. LINCS

Journal Articles (Locate them online – they will enhance your teaching!)


By the conclusion of the course the student will be expected to be able to demonstrate the following Council for Exceptional Children (CEC) competencies:

1. Design instruction which enhances and supports diversity, culture, and ethnicity (CEC Standards – CCK3, CC3K5, CC5S1, GC5S3, GC4K5, CC7S8).

2. Extract a sequence from instructional material and develop sequences (CC7K2, CC7K3).

3. Write long- and short-term objectives for an instructional group or an individual (GC5K3).

4. Outline general steps in an instructional lesson and the research validation of each step (Standard 4).

5. Apply a general model of instruction to specific tasks (motor skills, labeling tasks, rules, strategies, facts, vocabulary) (Standard 4, GC7K1, GC7K4).

6. Design instructional lessons including the selection of examples and non-examples when necessary (CC5S12, GC4K1).

7. Outline critical presentation skills needed when teaching students with mild disabilities (e.g., gaining attention, maintaining a brisk pace, correcting errors, ensuring all students equal opportunity) (GC4S9, CC5S4, CC5S9, GC5S4, GC4S9).

8. Utilize presentation skills when teaching a lesson (GC1K9, GC5S4).

9. Provide corrective and positive feedback to learners (GC1K9, GC5S4, CC8S2).

10. Select appropriate independent work and homework to maximize student learning and success (GC3S1).

11. Establish a data recording procedure for measuring growth related to a specific short term objective (GC4K2, CC8S2, CC8S5, CC8S8, CC8S9, GC9S2, Gc8S3, GC8S4, CC7S5).

12. Outline research validated practices that maximize student academic learning time, teacher-directed instruction, student success and content coverage (CC1K2, GC1K5, CC5K3, GC5K2, CC5S8, GC5S5, CC7K1).
13. Adjust instruction to meet the special characteristics and needs of varying student populations (e.g., multicultural, bilingual, gifted) (CC2K6, CC2K3, CC3K3, CC3K5, GC3S1, CC5S1, CC5S3, CC7S1, GC7S8, CC8S8, CC8S9, GC8S4, CC3K5).

14. Evaluate one’s own teaching performance and establish a personal plan of action to improve existing competencies.

15. Evaluate communication skills with students, parents, and other school colleagues and establish a personal plan of action to improve existing competencies and develop new skills (CC5K5).

add your own personal objectives related to instruction of students with mild/moderate disabilities

COURSE REQUIREMENTS

1. **Class participation and attendance**

   If you attend class as indicated on the matrix at the end of this document with the exception of one absence you will receive 5 points. However, **5 points will be deducted from your total scores for unexcused and extensive absences (after one freebie)**. Students are expected to attend class and to participate in class activities, case studies, and microteaching activities. Guided practice and simulation will occur during class sessions. It is the students’ responsibility to sign the weekly participation sheet. Where marked “online” this means the class is online that week and it is anticipated the student will participate via the Titanium discussion forums and assignments as noted on the course outline. Exam points and participation points will be awarded in class.

2. **Observation- 10 points**

   In your fieldwork placement, arrange to visit two teachers at different grade levels during language arts instruction. Think about SIOP methods and what you have learned about effective language arts instruction and how these methods maximize learning and enhance support for students of all cultural and ethnic groups. Describe how curriculum characteristics and environmental characteristics influence the learning process by comparing and contrasting the two teachers. Attach a Venn diagram to serve as a concept map of your comparison. Evaluate the lessons based on the information shared in class. Additionally, you need to go online to the discussion forum and post a minimum of three strategies or positive management techniques you witnessed while observing these teachers.
3. **Online Modules**

Students are expected to check Titanium every week for Modules associated with the face-to-face lecturers. In addition to the ten modules there will be readings, handouts and journal articles posted. There will be several in class assignments and reading reflections on assigned journal articles to be distributed and posted online. This will be explained in class. If you miss class; it is your responsibility to download the directions missed off blackboard and to complete the task in a timely fashion or points will be docked. Two points will be deducted for every late assignment. *(Each online assignment is worth 5 points)*

**Online A – due (Sunday night) at midnight**

*Self Introduction to be posted on Titanium – where it says forum for Assignment A.*

Introduce yourself to the class. Please use this forum to introduce yourself to your colleagues in our class. Share your career goals and what you are currently doing to work toward those goals. If you are working with or have past experience with persons with disabilities, please share here! Also, please add a paragraph on what you would like to learn from this course? Note: be sure to look over the discussion board rubric prior to doing this assignment – in the past students have lost points because they do not respond to others.

**Online B – due at**

*Use Concept Mastery and unit organizer to design preliminary organizer and post for classmates to view – more details are located on the titanium for this course.*

**Online C – due at**

*IRIS module: Instructional/Developmental Expectations to Account for Varying Cultural Perspectives and Preferences – post your comments on the forum site (more details on assignment are located there as well).*

**Online D – due at**

*Read Framing Essential questions (located on Titanium).* Essential questions require your students to make meaning from the information they have gathered by analyzing, synthesizing, or evaluating the information based on specific criteria they have set up through subsequent questions. The answers to essential questions cannot be found in a book or on a website. Students must construct their own answers and create new meaning from the information they have gathered. This is a key strategy for Common Core implementation. Create a
Common Core lesson using the concepts of essential questions and post on the form for all classmates to view.

5. **Teaching Case Study (To be completed during Fieldwork).**
You will design and implement at least 4 weeks of MATHEMATICS OR CONTENT AREA lessons that address IEP goals for student(s) with mild/moderate disabilities in your mentor teacher’s program (provide a demographic profile of the group you are teaching in your class no later than the second week of Fieldwork). In addition to content objectives for the lessons, you will need to identify IEP goals for the student(s) that will also be addressed in the lessons. The goal is to help the target student(s) to meet an IEP benchmark for a goal by the end of your instruction by employing evidence-based practices. You will be assigned a partner who will observe your lessons (at least 2) and provide feedback, using the SIOP protocol. Therefore, you will need to identify the aspects of the SIOP that you will focus upon during instruction. Refresh your understanding of these steps by viewing the videos at: [http://siop.pearson.com/about-siop/](http://siop.pearson.com/about-siop/)

The Teaching Case Study, should include the following:
- Characteristics of the target student(s): Provide age; grade; gender; information about the educational, social, and health background of the student, including English language proficiency; student’s IEP goals; and student’s strengths
- Learning objectives: Content objectives and selected IEP objective (based on IEP goals) for instruction
- SIOP aspects that you will address:
  1. Lesson Preparation
  2. Building Background
  3. Comprehensible Input
  4. Strategies
  5. Interaction
  6. Practice and Application
  7. Lesson Delivery
  8. Review and Assessment
- Detailed description of activities and sequence of those activities to address learning objectives and identified SIOP aspects
- Assessment data indicating the degree to which learning objectives were met
- SIOP feedback sheets to measure accomplishment of SIOP teaching strategies
- Summary statement that interprets student assessment data and provides a plan for future instruction based on that data
• Summary statement that interprets SIOP feedback data and provides a plan for your continued development of effective teaching strategies

6. **Readings/Chapter Presentations – 10 pts for presentation, 10 for contributions**
Students are expected to read the assigned reading prior to scheduled class sessions. Carnine readings are clearly marked on the course outline. Class activities and discussion will be based on the readings assigned for each class session. Chapter presentations from Vaughn will be assigned during class. Each student will be assigned to a small group for Chapter Presentations. The group is to meet in person or online and decide on *one or two specific strategies* from the chapter and create a group presentation to demonstrate how the strategies can be used for *three different disabilities and three different grade levels*. One of the purposes of reading the Carnine Text and the Vaughn and Boss Textbooks is to ensure you are able to teach reading, speaking, listening, written language, and mathematics (all of the possible areas of an operational Learning Disability) to insure access to the general education curriculum across settings. Please remember this and incorporate into the chapter presentation. The instructor will have a sign up sheet during the second class meeting. Students will sign up for a chapter with a peer and present the information in the chapter for your peers in a creative, innovative, interesting format. The time limit will depend on the number of groups there are in the class. **On the day of the presentation, please give one scoring rubric to the instructor for the entire group. The rubric can be found in the Assignment section of Titanium.** On the last day of class, students will be given a group contribution evaluation for the members of the group and a self evaluation. The results of these evaluations will determine the number of points earned for group participation in the group projects. Each group member may earn up to 10 additional points for their contributions and participation in the group project. **Due the day you sign up for.**

7. **Final Project: Instructional Unit Plan 25 points**
You will create and deliver an instructional unit IN READING/LANGUAGE ARTS aligned with what you’ve learned throughout the course. The unit will integrate reading, writing, listening, and speaking into other content areas. The unit will incorporate the use of narrative and expository text and develop the comprehension and composition skills of EL students. The unit will include the following:
• long and short-term objectives include if this comes from instructional programs adopted by State Board of Education for public schools, and how it connects to the Common Core
• a sequence of at least 5 lesson plans including follow-up activities and independent work suggestions – be sure to include how the lesson aligns with state-adopted standards,
• a data recording procedure for measuring growth related to the goals and objectives (informal or formal test),
• adaptations for two different types of learners with special needs in your classroom (e.g., one student who has a specific learning disability and one student who has ADD) and one English Language Learner,
• incorporate the use of narrative and expository text and develop the comprehension and composition skills of EL students,
• At least one website that might be useful for a supplemental activity or a follow-up activity, and
• a rubric with your self evaluation.

At the end of the semester students will sign up for a time to teach a creative micro-lesson to a small group of peers. Select a creative piece of your unit and share with your colleagues! This is a great opportunity to view and collect lesson plans that range from k-12!

• Provide each student in the class with a lesson plan that includes:
  • the Grade-level Standards the lesson is designed to meet
  • explain the types of mild/moderate disabilities the lesson is adapted for,
  • the objective of the lesson, include if this comes from instructional programs adopted by State Board of Education for public schools,
  • how you analyzed the task into scaffold steps,
  • how you adapted and modified for each student,
  • how you accommodated for an English Language Learners
  • and how you assessed student learning.
• Bring a hard copy of the lesson to class or post on the forum for classmates to download.
<table>
<thead>
<tr>
<th>Monday</th>
<th>CONTENT</th>
<th>ASSIGNMENTS</th>
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</thead>
</table>
| **Week one** | Introduction to course  
Requirements and goals  
Module One | **Note: all assignments are due on the date indicated in this column** |
| **Week two** | Introduction to Substantive Research  
Based Effective Teaching Techniques  
Introduction to Memory research and why it connects to learning  
Introduction to textbooks - bring both to class!  
Introduction to Direct Instruction and why it is used so frequently | Carnine Ch 1, 2  
Online A was due by midnight last night (1/29/12)  
Sign up for chapter presentation today  
Bring both textbooks to class |
| **Week three** | Labor day – no face to face class this week  
Online - Continue learning about memory research – Module Two | Be sure to read the memory research located in Titanium (Bb) – it was introduced in class |
| **Week four** | Instructional teaching strategies – Module Three (also handout 25 strategies and basic tool kit)  
BIG ideas – Scaffolding  
Student Engagement/Active Participation/Grouping Strategies (Demonstrated in class)….choral response, tell-help-check, think-pair-share, give one – get one, talking chips  
Review: Structure of the Lesson, Opening, Body, Close | Carnine CH  
Vaughn: CH |
| Week five | Simple Supports for Accommodating ALL learners – Module four  
Critical Presentation Skills – judicious review, giving directions, modeling thinking, proximity  
Teacher behaviors that impact student learning- Understanding how to design, modify, supplement, or adapt instructional sequences for all students how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including using flexible grouping, selections from the State Recommended Literature and using all components of the CA SBE-adopted core instructional materials.  
Case Study: Anthony, Please Don’t Push: Designing an IEP Lesson planning form (Handout)  
Curriculum Modification form (Handout)  
The Writing Process and how to adapt, modify and adjust to learner level  
Strategic Instruction Model (SIM) strategy: Proficiency in Sentence Writing | Carnine: CH 4  
Vaughn: CH |
|---|---|
| Week six | Content-Area Reading: Teaching Academic Language to Diverse Learners  
Module five - Strategic Instruction Model (SIM) strategies: Unit Organizer, Concept Mastery and SLANT (see powerpoint) | Carnine: CH 23  
Vaughn: CH 9-10  
SIM Teachers manuals for Concept mastery and Unit Organizer |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>seven</td>
<td>Final Unit will be explained today.</td>
<td>Carnine CH</td>
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<td>Module Five continued</td>
<td>Vaughn: CH</td>
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<td></td>
<td>How to make certain that a lesson aligns with state-adopted content standards</td>
<td>Online B due today</td>
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<td>Standards Based Communication Across the Curriculum</td>
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<td>Transference and Generalization of content taught</td>
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<td>Demonstration of peer-mediated, independent, small and whole group instruction.</td>
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<td>eight</td>
<td>Module Six – Three Tier Intervention Model</td>
<td>Carnine CH 3</td>
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<td>Response to Intervention (RTI)</td>
<td>Vaughn CH 1-3</td>
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<td></td>
<td>Formulating objectives to align with instruction and IEP’s</td>
<td>Chapter presentation today</td>
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<tr>
<td></td>
<td>Assessments</td>
<td>Observations due today</td>
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<td></td>
<td>Test modifications and accommodations</td>
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<td>Using standards based assessment data to collaboratively develop the IEP</td>
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<td>Case Study – Dee Dee</td>
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<td>nine</td>
<td>Module Seven - Collaboration</td>
<td>Carnine CH</td>
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<td>Co-teaching</td>
<td>Vaughn CH 5</td>
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<td>Learning Communities</td>
<td>Chapter presentation today</td>
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<td>LRE and Inclusive Education</td>
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<td>INCLUDE Strategy</td>
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<td>Importance of Core Curriculum – teachers must participate in process of planning specifically designed instruction to support access to the core curriculum</td>
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<tr>
<td>Week</td>
<td>Module Eight - Enhancing early reading skills</td>
<td>Carnine CH 5-13</td>
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<td>ten</td>
<td>Emergent Literature</td>
<td>Vaughn CH 7</td>
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<td>Basic and associated concepts</td>
<td>Chapter presentation today</td>
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<td>Introduction of skills and basic concepts</td>
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<td>Ways to teach basic skills that students have not learned (i.e. shapes, ABC, numbers)</td>
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<td>Week</td>
<td>IRIS Module – Adjusting instructional/developmental expectations to account for varying cultural perspectives and preferences</td>
<td>Carnine CH 14-18</td>
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<tr>
<td>eleven</td>
<td>The variety of supplemental programs you can select from:</td>
<td>Vaughn CH 8</td>
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<td></td>
<td>Module Eight continued: Zoophonics, Project READ, Read Naturally, Language!, Success for All, Slingerland, SRA, High Point, LindamoodBell, English3D etc.</td>
<td>Do Online C – note it is due a week from tonight at midnight!</td>
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<tr>
<td>Week</td>
<td>Working with English Language Learners:</td>
<td>Read Online Module Material and then complete Online C</td>
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<td>twelve</td>
<td>Review of SIOP</td>
<td>Online C due today</td>
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<td>Assessing language proficiency</td>
<td>Chapter presentation today</td>
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<td>Making grade-appropriate or advanced curriculum content comprehensible to English learners.</td>
<td>Carnine CH 19-21</td>
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<td>Purpose of the assess/instruct/reflect cycle – Issues for English Learners</td>
<td>Vaughn CH 6</td>
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<td>SDAIE strategies</td>
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<td></td>
<td>Adjunct Displays/Graphic organizers/curriculum mapping</td>
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<tr>
<td>Week Thirteen</td>
<td>Module Nine: Assistive Technology Mathematics instruction – grouping demonstrations in class</td>
<td>Vaughn CH 11 and page 32 Chapter 4 presentation today Begin Online D after today’s class!</td>
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<tr>
<td>Week Fourteen</td>
<td>Module Ten: Instruction of students with Learning Disabilities: Analysis of student, environment and curriculum – the assessment cycle Framing Essential Questions Test Taking Strategies Teaching Social Skills Case Study: Working with Paraprofessionals</td>
<td>Online D due today Carnine CH 1 Vaughn CH 4 Chapter presentation today</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Micro lessons today – come at the time you sign up for (This will be a short lesson from your unit)</td>
<td>Micro-creative Lesson due today</td>
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<td>Unit must be turned in by 5:00 pm today</td>
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</table>

**GRADING**

All assignments must be neat, clearly word processed, and be free of punctuation and spelling errors. Papers will be returned to students for correction at the discretion of the instructors. Late papers will be penalized 2 points for each school day following the due date. Assignments will only be accepted for one week following the due date. Points will be converted to letter grades using the following system:

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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>99 – 93</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
</tr>
<tr>
<td>B</td>
<td>86 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 77</td>
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<tr>
<td>C</td>
<td>76 – 73</td>
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<tr>
<td>C-</td>
<td>72 – 70</td>
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<tr>
<td>D+</td>
<td>69 – 66</td>
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<tr>
<td>D</td>
<td>65 – 63</td>
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</tbody>
</table>
All assignments must be neatly typed and free of punctuation and spelling errors. Please proofread. Late papers will be penalized 2 points for each day following the due date. For example, if the assignment is due Tuesday and you do not turn it in until Thursday, you lose 4 points. Assignments will only be accepted for one week following the due date unless prior arrangements with instructor have been made.

- University Policy Guidelines will be adhered to with respect to grading procedures, withdrawals, and incompletes. (Refer to university catalog pp 74-76 for more information).
- APA writing format is expected and points will be taken off if APA is not used properly. When posting comments onto the forums, provide appropriate documentation for references.
- The instructor will track all student online activities (data will be kept on frequency and duration of interactions, frequency of website access etc.).
- Discussion Board postings must reflect a professional level of writing and should employ professional courtesy.
- Notice on online assignments you are asked to read other student comments and provide subsequent response comments. Each response is important and comprises a portion of the credit given for each discussion. “I agree” or “me too” is not an appropriate response and will be given zero credit.
- Respond to your colleagues in scholarly ways and demonstrate depth in your comments and reflections.
- Cellular phones should be turned off or kept in silent mode during class sessions. During exams personal desk assistants (PDS’s) and phones may not be used
- Lectures given in this class are the property of the university/faculty/guest speaker and may not be taped without prior written permission from the professor and may not be used for any commercial purpose.
- Please make arrangements with a classmate to get handouts and lecture information in case you are absent.
- Feel free to contact the instructor if you have a question, concern or suggestion for the course. You are welcome to come by our Offices at anytime. However, appointments are appreciated, preferred, and given priority. Do not wait until the end of the semester to ask for help. This will be a fabulous semester.
- The instructor reserves the right to adjust/change topics and assignments as the need arises.
- Examinations will only be offered as scheduled.
- Cultural, socio-economic status, and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.
- The university assumes that all students will conduct themselves as mature citizens of the campus community. It is further assumed that all students will conduct themselves as professionals (Refer to university catalog pp 449-450).
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It unusually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/.

For other information on student policies and procedures (for example grade appeals, see the university catalog and UPS 300.021). Student work must be authenticated online just as in the university classroom! You must put your student ID on all work submitted to the drop box or by email.

OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES: None

EXTRA CREDIT OPTIONS: Sign into TPE of Week at www.caltpe.com and respond to the weekly questions.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

It is critical that you inform the instructor immediately of any disabilities or special needs that might require specific arrangements. We want to program you for success! The California State University Policy on students with disabilities states that the student must document in writing with proper backup materials their disabilities and this must be submitted and on file at the Office of Disabled Student Services. Students with special needs should notify the instructor immediately so proper supports can be established.

Technical competencies:

- It is suggested you have a Pentium 166 MHZcm, 32 MB RAM and a minimum 56K modem.
- Basic word processing (typing, cut and paste, spell check).
- Logging on and navigating the Internet and the CSU Fullerton Portal.
- CSU Fullerton hosts web sites that can help you refine your computer skills, and sharpen your writing abilities. See http://distance-ed.fullerton.edu/pages/students/students.htm
The use of appropriate online behavior, netiquette is expected. The core rules of netiquette can be found at [http://www.onlinenetiquette.com/](http://www.onlinenetiquette.com/) and/or [http://www.albion.com/netiquette/corefules.html](http://www.albion.com/netiquette/corefules.html). For example, use descriptive subject lines that inform the reader what the message or posting pertains to. Do not use CAPITALS, as this implies that you are shouting. Etc.

**MINIMUM HARDWARE AND SOFTWARE SPECIFICATIONS:**

- You must have access to a computer with internet access and a word processing program (CSU Fullerton Library or the University Learning Center in MH-47 have computer availability free of charge to students).
- You must have Microsoft Office 2000 Suite or Microsoft Office XP Suite. (This is available from the Titan Shops on campus…you can order it online at [www.fullerton.edu](http://www.fullerton.edu).)
- It is strongly recommended that you use Microsoft Explorer instead of Netscape as your browser.
- Some of the modules contain Powerpoint. Access the following website for a free download of a read only version of Powerpoint. [http://download.microsoft.com/download/f/f/e/ffe7ddbc-do55-4bbf-8e09-3bdce73ebbc/ppview97.exe](http://download.microsoft.com/download/f/f/e/ffe7ddbc-do55-4bbf-8e09-3bdce73ebbc/ppview97.exe)

**TECHNCAL SUPPORT:**

- Email: helpdesk@fullerton.edu
- Hours of operation at the time of this writing:
  - Monday through Thursday 7:30 a.m. to 10:30 p.m.
  - Friday 7:30 a.m. to 5:00 p.m.
  - Saturday 10:00 a.m. to 5:00 p. m. and Sunday 12:00 noon to 7:00 p.m.

**Titanium Support Handouts:**
Log onto your portal and open your Titanium site for this class. Under the “Help” button you will find many tools, including tutorials that will help you use this site more efficiently.

**CSUF Help Desk:**
The Help Desk is available to all students in the event that technical difficulties arise. Contact the Help Desk at 657-278-7777.

**SPECIAL NOTES**

Cultural, socio-economic status, and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.

Feel free to contact Dr. Karge if you have a question, concern or suggestion for the course. You are welcome to come by College Park, Suite 570-14 at anytime. However,
appointments are appreciated, preferred, and given priority. Do not wait until the end of the semester to ask for help. The goal is for this class to attain 100% mastery on the course content.

Emergency Procedures Notice to Students

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs-

1. Know the safe evacuation routes for your specific building and floor.

2. Know the evacuation assembly areas for your building.

When an emergency occurs-

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.

2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.

3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.

4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.

5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.

2. Students can determine the University's operational status by checking the University’s web site at http://www.fullerton.edu, calling the University’s hotline number at 714-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

EMERGENCY CALLS

DIAL 9-1-1
All campus phones and cell phones on campus
reach the University Police Department
Non-emergency line: (657) 278-2515
24-hour recorded emergency information line:
(657) 519-0911
CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education -- Department of Special Education -- Spring, 2013

SPED 482B: Curriculum and Methods for Students with Moderate/Severe Disabilities (3 units)

<table>
<thead>
<tr>
<th>Instructor: Dr. Jan S. Weiner</th>
<th>Office Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail: (response w/in 48 hrs M-F)</td>
<td>Fullerton: W 2 – 3:30 pm; other times by appointment</td>
</tr>
<tr>
<td><a href="mailto:jweiner@fullerton.edu">jweiner@fullerton.edu</a></td>
<td>Other off-campus locations before or after site visits by appointment</td>
</tr>
<tr>
<td>Office Phone: 657-278-2097</td>
<td>Class Meetings: Wed, 4:00pm to 6:45pm</td>
</tr>
<tr>
<td>Sched #: 13504</td>
<td>Class Location: MH - 465</td>
</tr>
</tbody>
</table>

Catalog Description of Course: Prerequisites: SPED 430, 433, 435, 462, 464. Curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities. Functional academics, life skills and adaptations to General Education Core Curriculum.

**Education Unit Conceptual Framework**

*a transformational journey toward educational advancement and achievement*

**Core Values**

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

**Based on our core values, our mission is as follows:**

**Student Outcomes and Indicators**

*After successful completion of a program of study, our credential recipients and program graduates are:*

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners

**Mission Statement**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

**DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

**Marks of the Department of Special Education**

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from teacher preparation programs?”. The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
</tbody>
</table>

376
Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases. All Portfolio entries, course evaluations

Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status. All field evaluations and student evaluations

Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives. All Portfolio entries, course evaluations

Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices. All Portfolio entries, course evaluations

Graduates will demonstrate research-based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support. All Portfolio entries, course evaluations

Graduates will be interested in life-long learning. All Portfolio entries, and individual induction plan

**Academic dishonesty** includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It unusually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. For other information on student policies and procedures see the university catalog.

**General Goals**
1. Candidates will use interactive and dynamic behaviors in class and when completing assignments.
2. Candidates will generalize knowledge acquired from this course in application to their own classroom.
3. Candidates are encouraged to voice their own perspectives and experiences as they apply directly to course content.
4. Candidates will be exposed to various approaches to knowledge construction and learning.
5. Candidates will apply knowledge acquired to issues of ethnic, linguistic, economic and ability diversity.
6. Candidates will generalize and disseminate knowledge acquired to the community.
7. Candidates will embrace a philosophy of positive behavior support in all walks of life.

**Professional Protocol**
Candidates are expected to engage in professional behavior at all times. Your behavior in class is as much a reflection of your teaching potential as your behavior in your own classrooms. You are required to think for yourself, to ask questions if you don’t understand, to be creative and innovative. You are expected to respect others while they are speaking and minimize disruption. All cell phones and pagers are to be silenced during class. You are expected to engage in class content at all times and not behaviors such as correcting papers, reading for other classes, doing crafts, etc. You are expected to speak in “Person First” vocabulary. That means that when you are referring to a person with a disability you mention the person first and then their disability, for example, "a woman with autism," or "a student with cognitive disabilities." Individuals labeled with severe disabilities. “Labels come from an identification of characteristics determined to be divergent from the dominant culture." (Rylan McDermott, 2005). You are expected to abide by all course requirement deadlines for group as well as individual assignments. Finally, you are expected to be responsible for acquiring any information or material that you missed due to absence.

**Specific Course Objectives**
1.0 With the use of appropriate authentic functional assessment results, the candidate will develop age-appropriate and grade appropriate, functional standards based objectives for school and/or the community that are written in measurable, observable terms using Mages’ three component structure: Condition, behavior, criterion.
2.0 From these objectives the candidate will implement best practices in planning and designing curriculum and instructional programs for students with moderate/severe disabilities:
   3.1 plan and design curriculum to address generalization difficulties that relate to learning.
3.2 plan and design chronologically age appropriate curriculum.
3.3 plan and design functional curriculum.
3.4 design a plan to include students with moderate/severe disabilities in a typical classroom.
3.5 make adaptations or modifications necessary for the students with m/s disabilities to succeed in a typical classroom.
3.6 collaborate with general education personnel and families to plan for inclusive education,
3.7 work directly with typical peers to prepare them to receive their classmates with m/s disabilities.

4.0 The candidate will prepare and conduct a Task Analysis program.
4.1 create and employ a Student Repertoire Inventory
4.2 create a Content Task Analysis
4.3 create a Process Task Analysis
4.4 collect baseline and teaching data
4.5 use data to make program decisions; with use of an aim line

5.0 The candidate will apply the appropriate instructional strategies needed to assist students with moderate/severe disabilities in developing their repertoire of skills in inclusive settings with their typical peers:
5.1 use of natural cues in the environment to generate responses,
5.2 discrete & massed trial format, shaping, fading, & prompt hierarchies, chains of behavior,
5.3 incidental teaching of communication skills, use of choice-making opportunities,
5.4 positive behavior support,
5.5 principles and schedules of reinforcement,
5.6 generalized and maintained responding.

6.0 Given the research background on typical language acquisition and acquisition of individuals with significant disabilities, the candidate will assess and develop functional, age appropriate language programs based on assessment results that
6.1 address language needs of the student with moderate/severe disabilities,
6.2 take into consideration English Language learners,
6.3 make use of augmentative and alternative communication systems.

7.0 The candidate will master the research background on age-appropriate, standards-based curriculum for students with moderate/severe disabilities and apply the research to task analysis program development.

Course Requirements
All course requirements are posted on Titanium. Explicit directions and rubrics for each requirement are clearly delineated in either the Assignments section or the Discussion Board section. These will be reviewed in class, however, it is your responsibility to read through these documents carefully.

1. Participation.

Contributions in class discussions and activities entail verbal input in the form of comments, questions, insights, and reflections relevant to lectures, readings and experience in the field. (This is your chance to demonstrate that you are keeping up with the readings and that you are learning). Points are earned for contributions and attendance. You must speak frequently during class (or provide input on line equivalent to in-class) in order to earn points. If your face is behind a computer screen the entire class, you will not receive participation points. If speaking out loud is not your modality strength, please feel free to use email or Titanium, but your on line input must equal in frequency to input in class. It is my responsibility to provide you with the most current extant research based best practices for individuals with moderate to profound disabilities. If any of this research does not align with fads or popular beliefs and you disagree with the literature, it is your responsibility to provide empirical evidence to the contrary. I always welcome multiple perspectives that are evidence based best practice. Please CHECK THE PARTICIPATION RUBRIC TO SEE HOW YOU WILL BE GRADED FOR THIS SECTION OF THE COURSE.

Attendance. Five points will be deducted for each absence. You must provide documentation for your absence regardless of the conditions (doctor’s note, receipt from AAA, etc.). Attendance will be determined by those names listed on the sign-in sheet. Candidates are responsible for signing the attendance sheet or making their presence known at each class period. Class will begin promptly at 4:00 pm unless otherwise determined by concensus. If you are on time, you will earn points for participation.

2. Complete all assigned readings as scheduled. Online quizzes will be posted the morning after class and will remain available until the following Tuesday night before the next class, e.g., during Week 2, Quiz #1 will be posted the morning of 2/7 until midnight the night of 2/12. Each quiz will be based on the readings and lecture of that week and will be 10 multiple-choice questions. You will be given one hour to take the quiz so readings should be completed prior to taking the quiz so that you don’t have to use the time searching for the answer.
This course will place a strong emphasis on instruction of students/consumers with moderate/severe disabilities within inclusive environments. All assignments for the course must be completed within inclusive environments (school or community). Therefore, it is imperative that candidates have access to both an age appropriate general education classroom and to a student or students with moderate/severe disabilities.

4. Inclusion Plan
5. Task Analysis Program
6. Language & Communication Assignment
7. Literacy Project
8. Quizzes & Final Exam: Multiple choice, fill-in, short answer, and/or essay. Online quizzes will be time limited before submitting. Papers with spelling or grammar errors will not be accepted and will be returned un-graded. All assignments must be submitted by the due date. Late assignments will be penalized 5 points per day for each day late, Monday through Sunday, regardless of the circumstances. If there are extenuating circumstances that prohibit access to the student you are working with, you must provide written evidence of the circumstance. If you have pressing outside responsibilities that have the potential to interfere with deadlines, you might consider turning your work in early to avoid unforeseen calamities such as: the dog ate my flash drive, my hard drive died, my son broke his leg in 2 places and we were in the ER all night, my great great uncle from Siberia passed away and I have to go to the funeral, my ex-fiance lost his job, I had 14 IEP’s in one day, etc. (actually calamities). If you wish to re-submit any paper, you may do so within 3 days after due date, however, you may only receive a 15% improvement OF your original grade.

Grading Procedure & Rubric
Grades will be awarded on the basis of points earned and professionalism demonstrated in class behavior and products. All assignments will be submitted on line either on TITANIUM or by email. Edit your papers carefully before submitting. Papers with spelling or grammar errors will not be accepted and will be returned un-graded. All assignments must be submitted by the due date. Late assignments will be penalized 5 points per day for each day late, Monday through Sunday, regardless of the circumstances. If there are extenuating circumstances that prohibit access to the student you are working with, you must provide written evidence of the circumstance. If you have pressing outside responsibilities that have the potential to interfere with deadlines, you might consider turning your work in early to avoid unforeseen calamities such as: the dog ate my flash drive, my hard drive died, my son broke his leg in 2 places and we were in the ER all night, my great great uncle from Siberia passed away and I have to go to the funeral, my ex-fiance lost his job, I had 14 IEP’s in one day, etc. (actually calamities). If you wish to re-submit any paper, you may do so within 3 days after due date, however, you may only receive a 15% improvement OF your original grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>GPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (5 pts/week)</td>
<td>85</td>
<td>A = 90% = 4.0</td>
</tr>
<tr>
<td>5 Reading Quizzes (10 questions each)</td>
<td>50</td>
<td>B = 80% = 3.0</td>
</tr>
<tr>
<td>Inclusion Plan</td>
<td>100</td>
<td>C = 70% = 2.0</td>
</tr>
<tr>
<td>Task Analysis</td>
<td>125</td>
<td>D = 60% = 1.0</td>
</tr>
<tr>
<td>Language/Communication Assignment</td>
<td>50</td>
<td>F = 50% = .0</td>
</tr>
<tr>
<td>Literacy Assignment</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Language Assignment Presentation</td>
<td>15</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
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</table>

**IMPORTANT:** If candidates wish to debate an assignment or a grade I encourage constructive feedback and creative alternatives, but not during class. This activity is reserved for office hours and I welcome frequent appointments. All grading and grades are to be kept confidential. Students are not to discuss their grades with each other.
**CSUF Education Specialists Program Assessment 2013**

*Please note: the following agenda is often subject to change with notice. See this agenda and TITANium calendar for Due Dates.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; Readings</th>
<th>READINGS (due for date of lecture)</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction</strong> Course Requirements History of Curriculum &amp; Methods for Learners with M/S Disabilities</td>
<td>Snell &amp; Brown (S&amp;B), 1; Halvorsen &amp; Neary (H&amp;N), 1; Janney &amp; Snell (J&amp;B), 1</td>
<td></td>
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<tr>
<td>1/30</td>
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<td></td>
<td><strong>Online quiz #1</strong> on Wolery Chap 5 &amp; 6. Available 2/7 through 2/12.</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Task Analysis &amp; Systematic Instruction: Process/Content &amp; SRI</strong> (example of SRI S&amp;B p.360)</td>
<td>S&amp;B, 4; H&amp;N, 2; Wolery, Chapters 1, 5, 6</td>
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<tr>
<td>2/6</td>
<td></td>
<td></td>
<td><strong>Online quiz #2</strong> on S &amp; B, 4; H &amp; N, 4. Available 2/14 through 2/19.</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Task Analysis:</strong> Prompt Hierarchies</td>
<td>S&amp;B, 4; H&amp;N, 4; Wolery, 7</td>
<td><strong>Online quiz #3</strong> on S&amp;B 4, H&amp;N 4. Available 2/21 through 2/26</td>
</tr>
<tr>
<td>2/13</td>
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<tr>
<td>2/20</td>
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<tr>
<td>2/27</td>
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<tr>
<td>Week 6</td>
<td><strong>Assessing &amp; instructional planning for inclusive settings; Progress Measurement</strong></td>
<td>S &amp; B 3, 5, 6; H&amp;N, 3</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td></td>
<td><strong>FW Half Days begin this week.</strong></td>
<td><strong>FW Half Days begin this week.</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Accessing Core Curriculum</strong> <em>Guest Speaker on SEACO</em></td>
<td>J&amp;S, 2; S &amp; B, 13</td>
<td><strong>Student Repertoire Inventory (SRI)</strong> (must include social/language behavior) due in Digital Drop Box by midnight 3/12</td>
</tr>
<tr>
<td>3/13</td>
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<tr>
<td>Week 8</td>
<td><strong>Adaptations &amp; Universal Design</strong></td>
<td>J&amp;S, 3, 4, 5; S&amp;B, 4 (revisit p142-145) &amp; 6; All articles on UD -- Titanium</td>
<td><strong>Inclusion Plan Steps 1 – 5</strong> Due in Digital Drop Box by midnight the night of 3/19</td>
</tr>
<tr>
<td>3/20</td>
<td></td>
<td></td>
<td><strong>Inclusion Plan Steps 1 – 5</strong> Due in Digital Drop Box by midnight the night of 3/19</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Curriculum &amp; Methods for Language, Communication</strong></td>
<td>S&amp;B, 12; Wolery, 8</td>
<td><strong>TA Content Analysis</strong> Due in Digital Drop Box by midnight 3/26</td>
</tr>
<tr>
<td>3/27</td>
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<tr>
<td>Week 10</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td><strong>Completed Inclusion Plan</strong> Due on Discussion Board by midnight 4/2</td>
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<tr>
<td>4/3</td>
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<tr>
<td>Week 11</td>
<td><strong>Literacy I</strong> (Discuss Literacy Lesson)</td>
<td>Downing, 4, 6, 7</td>
<td><strong>Completed Inclusion Plan</strong> Due on Discussion Board by midnight 4/2</td>
</tr>
<tr>
<td>4/10</td>
<td></td>
<td></td>
<td><strong>Comments to other’s IP’s from DB</strong> Due by midnight 4/10.</td>
</tr>
<tr>
<td>Week 12</td>
<td><strong>On-line Class</strong> <strong>Literacy II</strong></td>
<td>Kliewer&amp;Biklen, ‘01</td>
<td><strong>Completed TA w/data Due in Digital Drop Box by midnight 4/16.</strong></td>
</tr>
<tr>
<td>4/17</td>
<td></td>
<td><strong>FW Full Days begin this week.</strong></td>
<td><strong>Completed TA w/data Due in Digital Drop Box by midnight 4/16.</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td><strong>Peer Mediation &amp; Natural Supports</strong></td>
<td>S &amp; B, 11; H&amp;N, 5</td>
<td><strong>Review SEACO Curric Guide and bring in one objective and task analysis relevant to literacy.</strong></td>
</tr>
<tr>
<td>4/24</td>
<td></td>
<td></td>
<td><strong>Review SEACO Curric Guide and bring in one objective and task analysis relevant to literacy.</strong></td>
</tr>
<tr>
<td>Week 14</td>
<td><strong>Best Practice for Best Possible Outcomes: Voc prep &amp; transition Lou Brown DVD &amp; Discussion Session</strong></td>
<td>All Brown Articles &amp; White/Weiner on Titanium (Readings); S&amp;B 14</td>
<td><strong>Literacy Lesson Due 4/30</strong></td>
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<tr>
<td>5/1</td>
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<tr>
<td>Week 15</td>
<td><strong>Specialized Health Care &amp; Motor Disabilities</strong></td>
<td>S &amp; B – 8, 9, 10; H&amp;N, 6</td>
<td><strong>Language Project Due 5/14</strong></td>
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<tr>
<td>5/8</td>
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<tr>
<td>Week 16</td>
<td><strong>Guest Speaker and Review</strong></td>
<td></td>
<td><strong>Language Project Due 5/14</strong></td>
</tr>
<tr>
<td>5/15</td>
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<tr>
<td>Week 17</td>
<td><strong>Finals Night 5:00 pm to 6:50</strong></td>
<td>Language Project Presentations</td>
<td><strong>Group presentations of Language Project to all as a poster session.</strong></td>
</tr>
<tr>
<td>5/22</td>
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</tbody>
</table>

380
CALIFORNIA STATE UNIVERSITY FULLERTON  
College of Education -- Department of Special Education  
SPED 482c: Curriculum, Methods and Intervention in Early Childhood Special Education

Instructor Vita Jones, Ph.D.  
Office Phone Number: 657-278-8621  
Office Room Number: CP-570-12  
Office Hours: Wednesday-12:30-3:00  
Email: vjones@fullerton.edu  
Class Location: MH 465  
Class Date: Wednesday  
Class Times: 4-6:45

Course Description
Prerequisites: SPED 371, SPED 400 or concurrently enrolled Special Ed 400. 482C is an early childhood special education course with a focus on very young children birth to five in the area of curriculum development, instructional planning, and designing engaging room environments, technology applications and intervention.

CSUF Conceptual Framework
The University
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.
Education Unit Conceptual Framework
A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their education journey, we believe our students will embrace and in turn, model them in their professional lives.

Our Mission
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly activity that informs the profession and serves the educational community by providing applied scholarship.

Student Outcomes & Indicators
After successful completion of a program of study, our credential recipients and program graduates are:
Outcome 1: Knowledgeable and Competent Specialists
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource
Outcome 2: Reflective and Responsive Practitioners
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically
Outcome 3: Committed and Caring Professionals
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners
Department of Special Education: Mission statement and goals

Department of Special Education Mission Statement
The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education
As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
</tbody>
</table>


Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.

| All | Portfolio entries, course evaluations |

Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.

| All | Portfolio entries, course evaluations |

Graduates will be interested in life-long learning.

| All | Portfolio entries, and individual induction plan |

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**CSUF Policy on Students with Disabilities**

According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000

www.fullerton.edu/disabledservices/

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**CSUF Policy on Academic Dishonesty, Appeals, & Conduct**

**Academic Dishonesty** - prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, assisting or allowing these acts. Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the procedure for appealing. Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning. Please feel free at all times to participate and offer varying perspectives in turn.

*Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate.*

**Responsible Learning:** Candidates are expected to take an active role in their own learning. This includes taking responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course. Students should be proactive about contacting the instructor with any problems or questions and familiarize themselves with and adhere to the CSUF University Regulations found in the catalog. (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).
**Student Learning Goals/Course Objectives**

1.0 To present developmentally appropriate child-focused instructional practices in the preschool classroom for children ages 3-5 with special developmental needs. (CCTC Program Standard 13; ECSE 1,3,6; ECSEAA 1)
   1.1 Plan classroom environments that promote engagement, play, interaction and learning
   1.2 Develop developmentally appropriate lesson plans that accommodate for the individual needs of the preschool child with developmental needs
   1.3 Plan activities that are designed so that children learn about multiple cultures and languages.
   1.4 Incorporate care-givers and families as part of instructional planning.

2.0 To select and utilize developmentally appropriate preschool curriculum. (CCTC Program Standard 10, 13; ECSE 2, 6; ECSEAA 1)
   2.1 Identify appropriate preschool curriculums for Math, Science, Social Science, English Learners and Social Emotional development.
   2.2 Develop learning units based on developmentally appropriate preschool curriculums
   2.3 Adapt preschool curriculums to accommodate the developmental needs of all students

3.0 To gain knowledge related to the use and selection of assistive technology and assistive devices to facilitate child development. (CCTC Program Standard 6)
   3.1 Select developmentally appropriate types of assistive technology for young children birth to five years of age.
   3.2 Incorporate assistive technology into the daily classroom routine.

4.0 To select and utilize developmentally appropriate intervention strategies for very young children birth to three (CCTC Program Standard 13; ECSE 2, 6; ECSEAA 1)
   4.1 Design age appropriate routine-based activity plans.

5.0 To demonstrate skills required to organize learning environments. (CCTC Program Standard 14; ECSE 7)
   5.1 Incorporate space, time and materials to match the child’s individual learning needs in natural and structured environments.

**Course Policies & Expectations**

**Assignment Policy:** Candidates are expected to have proficient & professional English writing skills and to type & proof-read all posts and assignments as points are deducted on papers that include multiple/significant spelling or grammatical errors.

- All written assignments must be prepared on a word processor and must be printed out in clean clear black ink in the Times New Roman 12 point font.
- Papers and reports must be submitted in APA style (5th edition) unless specifically noted otherwise in the syllabus or assignment description.
- All written assignments and Discussion Board postings must be free of grammar, punctuation, and spelling errors.
- Assignments will be returned to students for correction at the discretion of the instructor.
- Late assignments will be penalized two percent of the possible points for each 24 hour period after the established due date for up to five calendar days.
All assignments must be uploaded in Titanium for credit. It is the student’s responsibility to access a computer that can be used to upload assignments. Students are discouraged from sending assignments attached to emails and may lose two percent of the possible points.

**Enrollment Policy:** Candidates enrolled but not in attendance one of the first two class sessions may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

Feel free to contact the course instructor if you have a question, concern or suggestion for the course. _You are welcome to come by College Park at anytime. However, appointments are appreciated, preferred, and given priority._ Do not wait until the end of the semester to ask for help. The goal is for this class to attain 100 % mastery on the course content.

**Required Course Textbooks & Technology**

Pearson Course Pack (482c) Spring 2012 --The text is available at the Titan bookstore.

An Activity Based Approach to Early Intervention (3rd edition) by Pretti-Frontczak, Diane Bricker The text is available at the Titan bookstore.

You do not have to download these but put them on your desktop for easy reference

California Department of Education (2001). _Handbook on developing and implementing early childhood special education programs and services_. Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on Titanium or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))

California Department of Education (2004). _California preschool learning foundations_. Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on Titanium or under online at [http://www.cde.ca.gov](http://www.cde.ca.gov))

State Math Curriculum Website

[http://www.ixl.com/math/grade/pre-k/](http://www.ixl.com/math/grade/pre-k/)

National Board Standards-located in Titanium

**Course readings are available on Titanium under Course Reserves.**


Skau, L., Cascella, P. (2006). Using assistive technology to foster speech and language skills at home and in preschool. *Teaching Exceptional Children, Jul/May, 12-17*


**Technology Requirement**

Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active CSUF email account and word processing software (please note that many classmates are not presently able to read Word 2007/Vista files and thus previous versions should be used). Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, submit postings/assignments through the Discussion Board, the Assignment link, Digital Dropbox, and TurnItIn via Titanium.

Candidates are also expected to check the course Titanium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 657-278-7777.

Additionally, below are some helpful sites:

http://fdc.fullerton.edu/technology/Titanium/welcome.htm#techsupport
(They have prepared several online tutorials that may help you)
http://distance-ed.fullerton.edu/ (Click on “students”)
http://my.fullerton.edu/nursing/bsn/default.htm (click on orientation)

Course Grading Scale

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Points</td>
<td>60</td>
</tr>
<tr>
<td>Lesson Plans 4@20 pts.</td>
<td>80</td>
</tr>
<tr>
<td>Curriculum Analysis</td>
<td>35</td>
</tr>
<tr>
<td>Curriculum Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>225 points</td>
</tr>
</tbody>
</table>

204-225 = A  
182-203 = B  
161-181 = C  
141-160 = D  
140 or below = F  

Note: The plus/minus system will not be used in this course.

EXTRA CREDIT OPTIONS:
There will be no extra credit assignments.

Course Requirements

1. **Participation (60 points)**
   It is expected that each student will attend and participate in class discussions. Students will earn four participation points for each class. If a student is not in class, for whatever reason, they will not be eligible to earn the participation points, since one cannot participate if one is not in class. **4 points per class x 15 class sessions = 60 points.**

2. **Complete assigned readings**
   Students are expected to read the assigned reading **prior** to scheduled class sessions. Readings are clearly marked on the course outline. Class activities and discussions will be based on the readings assigned for each class session. Students are expected to complete cooperative learning exercises such as quick writes, active reviews and other strategies to demonstrate knowledge of course content.

**Lesson Plan Assignments (80 points)** Your assignments should be uploaded in Titanium for credit. Please do not email them.
3. Lesson Plan assignment #1 (20 points): Develop a school-to-home activity for families using the Lesson Plan Template. It is good for families to see how you are integrating research-based practices, standards and relevant information in designing activities for their children. This activity must be creative and unique. Think out of the box, use items that are low cost and readily accessible for families.

   Articles
   Mindham (2005)
   Hewett (2001)

Lesson Plan assignment # 2 (20 points): Develop a lesson plan using the course lesson plan template that integrates Math
See Lesson Plan Template for specific requirements also use the State Math Curriculum Website
http://www.ixl.com/math/grade/pre-k/

   Articles
   Clements (2003)
   Clements (1999)

Lesson Plan assignment # 3 (20 points): Develop a lesson plan using the course lesson plan template and the Peterson text that integrates Science and ELL
See Lesson Plan Template for specific requirements.

   Articles
   Sprung (2006)
   Tu (2006)

Lesson Plan assignment # 4 (20 points): Develop a lesson plan that integrates the use of Assistive Technology Development

   Articles
   Wilcox et al (1999)
   Skau (2006)
   Clement (2002)

4. Curriculum Analysis (35 points) Due throughout the semester: Students will work in small groups (4-6 students) to complete an analysis of a selected preschool curriculum: The analysis of the curriculum will explore a curriculum in terms of research to practice, developmental appropriateness, and integration for children with disabilities.

5. Curriculum Analysis Presentation (20 points) Students will present a group curriculum analysis power point presentation. The analysis of the curriculum presentation will explore a curriculum in terms of research to practice, developmental appropriateness, and integration for children with disabilities. See attached presentation rubric.
## Course Schedule

All Assignments must be uploaded in Titanium

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 January 30</td>
<td>Introduction to the Course Overview of Infant/toddler and Preschool Curriculums: The Need for Quality Programs in Early Education</td>
<td><strong>UNIT 1</strong>&lt;br&gt;Chapter 3 Wortham</td>
<td>All Assignments must be uploaded for credit</td>
</tr>
<tr>
<td>2 February 6th</td>
<td>Overview of Infant/toddler and Preschool Curriculums: A Developmental Model for Preschool Programs</td>
<td>Chapter 7 CA Preschool Learning Foundations</td>
<td>Please begin reading the Wilcox reading as it is lengthy.</td>
</tr>
<tr>
<td>4 February 20th</td>
<td>Theory to Practice Workshop</td>
<td>TSU 4-6:30 pm</td>
<td></td>
</tr>
<tr>
<td>5 February 27th</td>
<td>Activity Based Approach to Early Intervention</td>
<td>An Activity-Based Approach to Early Intervention (text)&lt;br&gt;Pretti-Frontczak &amp; Bricker (2004) Ch. 4-5</td>
<td>Pretti-Frontczak &amp; Bricker (2004) Ch. 4-5</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Unit</td>
<td>Literature</td>
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<tr>
<td>8 March 20th</td>
<td>What is Curriculum? &lt;br&gt;Curriculum and Child Development &lt;br&gt;The Setting: Where Curriculum Happens</td>
<td><strong>UNIT 4</strong> &lt;br&gt;Curriculum &lt;br&gt;Chapter 1-3 &lt;br&gt;Petersen</td>
<td></td>
</tr>
<tr>
<td>9 March 27th</td>
<td>The Schedule: When the Curriculum Happens &lt;br&gt;Lesson Plans: How the Curriculum Happens</td>
<td><strong>UNIT 5</strong> &lt;br&gt;Curriculum &lt;br&gt;Chapter 4-5 &lt;br&gt;Peterson</td>
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<tr>
<td>10 April 3rd</td>
<td>SPRING BREAK</td>
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<tr>
<td>11 April 10th</td>
<td>Understanding the Importance of the Environment &lt;br&gt;Establishing an Emotionally Supportive and Equitable Environment &lt;br&gt;Establishing a Context for Learning</td>
<td><strong>UNIT 6</strong> &lt;br&gt;The Environment &lt;br&gt;Chapter 1-3 &lt;br&gt;Bullard</td>
<td>Curriculum Analysis Presentations</td>
</tr>
<tr>
<td>12 April 17th</td>
<td>Creating a Healthy, Safe Environment &lt;br&gt;Arranging an Effective Environment &lt;br&gt;Design Considerations</td>
<td><strong>UNIT 7</strong> &lt;br&gt;The Environment &lt;br&gt;Chapter 4-6 &lt;br&gt;Bullard</td>
<td>Curriculum Analysis Presentations</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Lesson Plan #4</td>
<td>Lesson Plan #4</td>
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<tr>
<td>14 May 1st</td>
<td>Curriculum Analysis Presentations</td>
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<td>Curriculum Analysis Presentations</td>
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<tr>
<td>15 May 8th</td>
<td>Curriculum Analysis Presentations</td>
<td></td>
<td>Curriculum Analysis Presentations</td>
</tr>
<tr>
<td>16 May 15th</td>
<td>Final Exam Posted</td>
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</tbody>
</table>

Note: the instructor reserves the right to change/modify topics & assignments as the need arises. Your assignments should be uploaded in Titanium for credit. Please do not email them.
## Assignment: Lesson Plan Assignment

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>Exceeds Expectations (15)</th>
<th>Meets Expectations (10)</th>
<th>Does Not Meet Expectations (5)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Quality of Lesson Plan</strong></td>
<td>Includes opening activity, accessing prior knowledge, detailed list of activities and materials, concludes with an appropriate evaluation Includes clear consistent use of class materials</td>
<td>Includes opening activity, accessing prior knowledge, detailed list of activities and materials Includes inconsistent use of class materials</td>
<td>Poorly written lesson plan without sequence: lacking pertinent components No reference to class materials.</td>
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<tr>
<td><strong>2. Format</strong></td>
<td>Extremely well prepared: knowledgeable of subject, organized, logical sequence Use of course lesson template</td>
<td>Well prepared: knowledgeable of subject, somewhat disorganized Use of course lesson template</td>
<td>Poorly prepared: Limited knowledge of subject, poor organized, sequence difficult to follow No use of course lesson template</td>
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<tr>
<td><strong>3. Topic covered in detail</strong></td>
<td>Lesson Plan content well covered: all key points are presented</td>
<td>Lesson Plan content: 80% of the key points are covered</td>
<td>Lesson Plan Content 50% of the key points are covered</td>
<td></td>
</tr>
<tr>
<td>Curriculum Analysis Criteria (35 points)</td>
<td>Points</td>
<td></td>
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<tr>
<td><strong>Research to Practice</strong></td>
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<tr>
<td>• Describe the use of evidence-based practices in the development of curriculum</td>
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<tr>
<td>• Describe and list the incorporation of major early childhood theoretical underpinnings</td>
<td>(10 pts.)</td>
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<tr>
<td><strong>Developmental Appropriateness</strong></td>
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<tr>
<td>• Show examples of active learning experiences</td>
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<td>• Demonstrate the use of differentiated instructional practices</td>
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<tr>
<td>• Record evidence of child initiated practices</td>
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<tr>
<td>• (5 pts.)</td>
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<tr>
<td><strong>Integration for Students with Disabilities</strong></td>
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<tr>
<td>• Demonstrate the use of accommodations/modifications and adaptations</td>
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<tr>
<td>• Report on the use of technology</td>
<td>(5 pts.)</td>
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<tr>
<td><strong>Group Collaboration</strong></td>
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<tr>
<td>• Describe effective group collaboration</td>
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<tr>
<td>• Describe technique used to build group consensus and effective dialogue (emails, small group meetings, exchanging ideas and information)</td>
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<tr>
<td>• List the names and contribution of all group members (use the attached Group Evaluation Sheet)</td>
<td>(10 pts.)</td>
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<tr>
<td><strong>Format</strong></td>
<td></td>
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<tr>
<td>• APA title and reference page (6th ed.)</td>
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<tr>
<td>• Clear, concise easy to read</td>
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<tr>
<td>• 5 full pages in length</td>
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<tr>
<td>• Appropriate headings</td>
<td>(5 pts.)</td>
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</tbody>
</table>
## Group Evaluation Sheet

<table>
<thead>
<tr>
<th>Group Members</th>
<th>Contributions of Group Member</th>
<th>Collaboration with Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
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<td>2)</td>
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<td>6)</td>
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</tbody>
</table>
### Group/Presentation Rubric (20 points)

**Group Member Names ____________________________________________

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>(20)</th>
<th>(15)</th>
<th>(10)</th>
<th>(5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparedness</td>
<td>Group is completely prepared and has obviously rehearsed.</td>
<td>Group was mostly prepared but might have needed a couple more rehearsals.</td>
<td>The group was somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Group does not seem at all prepared to present.</td>
</tr>
<tr>
<td>2.<em>stays on topic</em></td>
<td>Stays on topic throughout entire presentation.</td>
<td>Stays on topic most (90-99%) of the time.</td>
<td>Stays on topic some (60%-79%) of the time.</td>
<td>It was hard to tell what the topic was.</td>
</tr>
<tr>
<td>4. Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
</tr>
</tbody>
</table>
SPED 488 Course Description

Description: Prerequisites: CSET, SPED 322, 371, 425. Co-requisites: SPED 429, 432, 433. Ten-week participation in a K-8 General Education classroom as an Education Specialist Candidate, as assigned by the department. Focus is on co-teaching, differentiated standards-based instruction, accommodations/modifications, CWPBS, pre-referral, remediation.

CCTC & NCATE Standards Addressed by the Course Objectives
The course was developed to address the standards for professional teacher preparation set forth by the following agencies:

California Commission on Teacher Credentialing (CCTC) Standards of Quality and Effectiveness for Education Specialist Credential Programs http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
- Making subject matter comprehensible to students
- Assessing student learning
- Engaging and supporting all students in learning
- Planning instruction and designing learning experiences for students
- Creating and maintaining effective environments for student learning
- Developing as a professional educator

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical
thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

**Student Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners

**Marks of the Department of Special Education**

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, pg. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ability, and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate research-based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
</tbody>
</table>
Graduates will be interested in life-long learning.

| All | Portfolio entries, and individual induction plan |

**DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

**Professional Dispositions Expected of Candidates:**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [Disposition Statement for Students](#).

**Student Behavior and Academic Ethics:**

Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced.

**Students with Disabilities:** Please inform the instructor during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending the class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. *It is your responsibility to inform the instructor in writing by the second class meeting.*

**Academic Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [Academic Senate UPS Document 300.021](#).

**Two week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course TITANium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Course Objectives:** Students will gain experience as a special educator in a general education setting and develop specific skills in:

- Use effective communication and collaborative partnership skills
- Assess learning/progress for all students
- Assess the needs of, prepare for, and deliver lessons to effectively teach English language and culturally diverse learners
- Prepare and deliver lessons to effectively teach reading/language arts
• Assess, plan for, and design effective and appropriate behavioral, social, and environmental supports for learning
• Assess, plan, and apply appropriate curriculum and instruction of students with disabilities

Technical Requirements:
• Use a reliable computer during the course. The computer needs to have an Internet connection that can access both e-mail and course web materials.
• Microsoft Power Point, Word or Word Perfect, and Adobe Acrobat.
• Save files in common file types such as .doc or .docx, not .txt. or .pages. Apple Works files cannot be opened by the instructor.
• Know how to access to your Student Portal and TITANium.
• Check email regularly. E-mail preference MUST be entered into the TITANium system. YOU are responsible for receiving postings from the instructor.
• Understand how to use most TITANium functions including the Discussion Forum and Assignment for submitting/uploading documents.
• Technology Help:
  o CSUF Student Help Desk for Technical problems: 657-278-7777 or helpdesk@fullerton.edu
  o URL of Titan Help: http://www.fullerton.edu/helpdesk/index.asp
  o Student TITANium help: Logon and you will find a “resources” page; you will find information there on how to use TITANium.

Attendance Policy:
Attendance is essential for a successful Directed Teaching experience. As such, students are required to attend all assigned Directed Teaching hours. If an absence is absolutely necessary (due to extenuating circumstances), you must notify the school, Cooperating Teacher, and University Supervisor in advance. If you are responsible for any instruction on the day of your absence, your instructional materials and lesson plans must be delivered to your cooperating teacher (for student teachers) or substitute (interns). Any absence must be made up (work with your University Supervisor and Cooperating Teacher to create an appropriate make-up schedule). More than 4 absences may result in a No Credit from the course.

Required Course Materials:
• Students are responsible for accessing all course materials from the department website and course TITANium site and familiarizing themselves with the requirements of the course. Sped Department website: http://ed.fullerton.edu/sped Access the TITANium site through your portal.
• Download the Credential Program Handbook and read the Directed Teaching chapters appropriate for this course. Also, provide appropriate chapters for your Cooperating Teacher.

Coursework Standards:
• Papers and reports must be submitted in current APA style unless specifically noted otherwise in the syllabus or assignment description. All written assignments and Discussion Forum postings must be free of grammar, punctuation, and spelling errors.
• Assignments will be returned to students for correction at the discretion of the instructor.
• Extra Credit will not be available. Late assignments will not be accepted.
• The use of cell phones or other personal devices are prohibited during classroom instruction.

Grading: Credit/No Credit will be assigned for this course; the plus/minus system will not be used. Students must receive at least 80% on each Course Requirement and satisfactory performance on both the Dispositions and Final Competencies Evaluations (see Course Requirements & Course Grading below).

Course Requirements:

1. Directed Teaching Seminar Attendance= 50 points (10 points x 5)
   • Candidates are expected to attend the 5 seminars as indicated on the syllabus. Be sure to sign in for documentation of your on-campus attendance.

2. On-line Critical Incidents= 40 points (10 points x 4)
   • You will be required to post four different Critical Incidents and reply to the Critical Incidents posted by at least two other members of your supervision group.
• These CIs must be posted by the dates indicated in the syllabus and you may not post your CI more than one week prior to the due date.
• Critical incidents must be posted in the designated Forum within TITANium.
• You will receive 7 points for posting your original Critical Incident and 3 points for the responses to colleagues if submitted by the deadline as listed on the course syllabus. Remember, late work is not accepted.
• Candidates will be evaluated on both the quantity and the quality of entries. Please see guidelines for these critical incidents posted in TITANium.

3. **Weekly Teaching Activities** = 100 points
   • Download the Weekly Teaching Activities from TITANium.
   • These activities must be signed off by your Supervisor and/or Cooperating Teacher. If a particular activity is not possible in your specific placement, your Supervisor will approve an appropriate alternative activity. No more than 15% of the activities may be replaced by an alternative activity.
   • Fill out these forms each week and keep them in your Directed Teaching Notebook along with your Weekly Reflective Journal and additional supportive documentation demonstrating how you completed the Weekly Activities and met the competencies.

4. **Weekly Reflection Log** = 30 points
   • Download the Weekly log form from TITANium.
   • Each week complete the Weekly Reflection Log and maintain this as a journal of your experience.
   • Keep this Reflection Log in your Directed Teaching Notebook and be sure to make it available for your University Supervisor to review during on-site visits.

5. **Support Log** = 15 points
   • Download the Support Log form from TITANium.
   • Throughout the Directed Teaching experience, maintain a log of ALL support received (i.e., emails, phone calls and in-person visits from University Supervisor, Cooperating Teacher, etc).

6. **Lesson Plans** = 80 points (20 points x 4)
   • You must write, perform, reflect, and be formally evaluated on a minimum of 4 lesson plans.
   • At least one of these evaluated plans must include co-teaching with another educator/specialist and at least one must involve reading/language arts.
   • These plans must be directly observed and evaluated by the University Supervisor.
   • You will also be required to self evaluate ALL four of these plans after implementation and compare your self-evaluations with the Cooperating Teacher and/or University Supervisor.
   • One or two plans should be completed by the midterm evaluation. Your remaining plan(s) must be completed after the midterm evaluation.
   • Candidates should use the lesson plan format available in TITANium.

7. **Critical Self-Reflection** = 30 points
   • At the end of your Directed Teaching experience, you must write a three-page, typed summary of your Directed Teaching experience.
   • This should be a Critical Self-Reflection where you reflect on your experience in Directed Teaching (as it relates to the competencies), your specific path of professional growth, and your professional goals for the future.
   • Please post this in TITANium by the date in the syllabus.
Course Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Teaching Seminars</td>
<td>50 (10 pts x 5)</td>
<td></td>
</tr>
<tr>
<td>Critical Incidents</td>
<td>40 (10 pts x 4)</td>
<td></td>
</tr>
<tr>
<td>Weekly Activities</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Weekly Reflective Journal</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Support Log</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Observed Written Lesson Plans</td>
<td>80 (20 pts x 4)</td>
<td></td>
</tr>
<tr>
<td>Final Critical Self Reflection/Analysis</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>345</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Credit/No Credit**

To receive credit, candidates must receive at least 80% of the points on each of the course assignments AND satisfactory performance on the disposition & final competency evaluations.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>When?</th>
<th>Who?</th>
<th>What?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Sept 18 9:30-1</td>
<td>Supervisors</td>
<td>Opening Meeting</td>
<td>CP 500</td>
</tr>
<tr>
<td>Fri Sept 20 By midnight</td>
<td>SPED 489a &amp; 489b</td>
<td>Online Seminar</td>
<td>TITANium</td>
</tr>
<tr>
<td>Thurs Sept 26 7-9pm</td>
<td>EVERYONE</td>
<td>On-Campus Seminar</td>
<td>Room TBD</td>
</tr>
<tr>
<td>Fri Sept 27 By midnight</td>
<td>SPED 489a &amp; 489b</td>
<td>Online Seminar</td>
<td>TITANium</td>
</tr>
<tr>
<td>Mon Sept 30 Teacher Start Time</td>
<td>EVERYONE</td>
<td>Directed Teaching Begins: 488, 489a, 489b Monday thru Friday, half days; 489c times will vary</td>
<td>School Placements</td>
</tr>
<tr>
<td>Thurs Oct 10 7-9pm</td>
<td>SPED 488</td>
<td>On-Campus Seminar</td>
<td>Room TBD</td>
</tr>
<tr>
<td>Wed Oct 16 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #1 Post due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Oct 18 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #1 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Oct 18</td>
<td>Supervisors &amp; Cooperating Teachers</td>
<td>Disposition Evaluations due</td>
<td>COE Online Assessment System</td>
</tr>
<tr>
<td>Thurs Oct 24 7-9pm</td>
<td>SPED 488</td>
<td>On-Campus Seminar</td>
<td>Room TBD</td>
</tr>
<tr>
<td>Date</td>
<td>All Candidates</td>
<td>Event Description</td>
<td>Location</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Wed Oct 30</td>
<td>All Candidates</td>
<td>Critical Incident #2 Post due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Nov 1</td>
<td>All Candidates</td>
<td>Critical Incident #2 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Nov 1</td>
<td>All Candidates</td>
<td>Midterm Competencies Evaluation due</td>
<td>DT Notebook</td>
</tr>
<tr>
<td>Mon Nov 4 Teacher Start</td>
<td>SPED 488, 489a, 489b</td>
<td>Full days begin</td>
<td></td>
</tr>
<tr>
<td>Thurs Nov 7</td>
<td>SPED 488</td>
<td>Online Seminar</td>
<td>TITANium</td>
</tr>
<tr>
<td>Wed Nov 13</td>
<td>All Candidates</td>
<td>Critical Incident #3 Post due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Nov 15</td>
<td>All Candidates</td>
<td>Critical Incident #3 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Wed Dec 4</td>
<td>All Candidates</td>
<td>Critical Incident #4 Post due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Dec 6</td>
<td>All Candidates</td>
<td>Critical Incident #4 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Dec 13 Teacher End</td>
<td>EVERYONE</td>
<td>Last Day of Directed Teaching</td>
<td>School Placements</td>
</tr>
<tr>
<td>Mon Dec 16</td>
<td>EVERYONE</td>
<td>All Candidate work due to Supervisors; Final Competencies Evals due by Sups &amp; Cooperating Teacher</td>
<td>Online</td>
</tr>
<tr>
<td>Thurs Dec 19</td>
<td>EVERYONE</td>
<td>On-Campus Seminar; Flash drives due by Supervisors</td>
<td>Room TBD</td>
</tr>
</tbody>
</table>

Directed Teaching Calendar

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>17 Supervisors: Meeting 9:30-1, CP 500</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>18 Supervisors: Meeting 9:30-1, CP 500</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>19 20 SPED 489a/b: Online seminar due by midnight</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>20 SPED 489a/b: Online seminar due by midnight</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24 25 26 All: On-campus seminar, 7-9pm, room TBD</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>27 SPED 489a/b: Online seminar due by midnight</td>
<td></td>
</tr>
<tr>
<td>OCTOBER</td>
<td>30 All: DT begins 488/489a/489b: M-F half days</td>
<td>1</td>
</tr>
<tr>
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<td>-------------------------------------------------</td>
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<tr>
<td>7</td>
<td>8</td>
<td>9</td>
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<tr>
<td>14</td>
<td>15</td>
<td>16 All: Critical Incidents #1 post due by midnight</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
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<tr>
<td>28</td>
<td>29</td>
<td>30 All: CI #2 post due by midnight</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>4 <strong>SPED 488/489a/489b</strong>: Full days begin</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13 All: CI #3 post due by midnight</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>25 All: CSUF Fall Break</td>
<td>26</td>
<td>27</td>
</tr>
</tbody>
</table>
### DECEMBER

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 All: CI #4 post due by midnight</th>
<th>5</th>
<th>6 All: CI #4 reply due by midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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<td>4</td>
<td>All: CI #4 post due by midnight</td>
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<td>12</td>
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</tr>
<tr>
<td>13</td>
<td>All: Last day of DT</td>
<td></td>
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</tr>
</tbody>
</table>

16 All: DT work due; Sups & CTs: Final comps evals due by midnight  
17  
18  
19 All: On-campus seminar, 7-9pm, room TBD  
20  

Note: SPED 489b fieldtrip date TBD
California State University, Fullerton
Department of Special Education
Directed Teaching, SPED 489a, 489b, 489c/d

Instructors: SPED Directed Teaching Staff
Supervisor Name:
Supervisor E-mail:
Supervisor Phone: (657) 278-5453
Office Phone#: (657) 278-3411
College of Education Office Phone: (657) 278-3110
College of Education Fax: (657) 278-3110

Course Custodians:
SPED 489a
Dr. Barbara Glaeser
bglaeser@fullerton.edu
657-278-4711

SPED 489b
Dr. Suzanne Robinson
srobinson@fullerton.edu
657-278-5858

SPED 489c/d
Dr. Janice Myck-Wayne
jmyck-wayne@fullerton.edu
657-278-4706

Course Descriptions

SPED 489A Directed Teaching in Special Education (A) -- Special Education
Description: Prerequisite: Special Ed 430, 433, 435, 439, 462, 463, 482A, 520, 522, passing score on
the CSET, and department approval. Directed teaching in department-approved Mild/Moderate placement
to meet California’s Mild/Moderate credential requirements. Must be taken Credit/No Credit.

SPED 489B Directed Teaching in Special Education (B) -- Special Education
Description: Prerequisites: Special Ed 430, 433, 435, 439, 462, 464, 482B, 520, 522, passing score on
the CSET, and department approval. Directed teaching in department-approved Moderate/Severe or early
childhood placement to meet California’s Moderate/Severe or early childhood special education credential
requirements. Must be taken Credit/No Credit.

SPED 489C (fall) Directed Teaching in Special Education (C) -- Special Education
Description: Prerequisites: Special Ed 514 or concurrent enrollment and admission to the credential
program. Supervised practice field/clinical experience with exceptional individuals birth to three years
related to skills and competencies specified for the completion of university or state-approved
endorsements or certificates. May be repeated for credit. Credit/No Credit only.

SPED 489D (spring) Directed Teaching in Special Education (D) -- Special Education
Description: Prerequisites: SPED 371; SPED 400; SPED 430; SPED 462; Corequisites: SPED 515.
Supervised practicum field/clinical experience with exceptional individuals ages 3 to 5 years related to
skills and competencies specified for the completion of University or State-approved endorsements or
certificates.

CCTC & NCATE Standards Addressed by the Course Objectives
The course was developed to address the standards for professional teacher preparation set forth by the
following agencies:

Council for Exceptional Children (CEC) Knowledge and Skill Base for All Entry-Level Special
Education Teachers https://www.cec.sped.org/Standards/Special-Educator-Professional-
Preparation/CEC-Initial-and-Advanced-Preparation-Standards

California Commission on Teacher Credentialing (CCTC) Standards of Quality and Effectiveness for
Education Specialist Credential Programs http://www.ctc.ca.gov/educator-prep/standards/Special-
Education-Standards.pdf

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CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
- Making subject matter comprehensible to students
- Assessing student learning
- Engaging and supporting all students in learning
- Planning instruction and designing learning experiences for students
- Creating and maintaining effective environments for student learning
- Developing as a professional educator

Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>a transformational journey toward educational advancement and achievement</th>
</tr>
</thead>
</table>

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners

Marks of the Department of Special Education
As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, pg. 6). The Department of Special
Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, able ness and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
<td></td>
</tr>
</tbody>
</table>

**DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT**

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

**Professional Dispositions Expected of Candidates:**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their
programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

Student Behavior and Academic Ethics:
Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced.

Students with Disabilities: Please inform the instructor during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending the class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. It is your responsibility to inform the instructor in writing by the second class meeting.

Academic Dishonesty Policy: Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course TITANium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.


Technical Requirements:
- Use a reliable computer during the course. The computer needs to have an Internet connection that can access both e-mail and course web materials.
- Microsoft Power Point, Word or Word Perfect, and Adobe Acrobat.
- Save files in common file types such as .doc or .docx, not .txt. or .pages. Apple Works files cannot be opened by the instructor.
- Know how to access to your Student Portal and TITANium.
- Check email regularly. E-mail preference MUST be entered into the TITANium system. YOU are responsible for receiving postings from the instructor.
- Understand how to use most TITANium functions including the Discussion Forum and Assignment for submitting/uploading documents.
- Technology Help:
  - CSUF Student Help Desk for Technical problems: 657-278-7777 or helpdesk@fullerton.edu
  - Student TITANium help: Logon and you will find a “resources” page; you will find information there on how to use TITANium.

Attendance Policy:
Attendance is essential for a successful Directed Teaching experience. As such, students are required to attend all assigned Directed Teaching hours. If an absence is absolutely necessary (due to extenuating circumstances), you must notify the school, Cooperating Teacher, and University Supervisor in advance. If you are responsible for any instruction on the day of your absence, your instructional materials and lesson plans must be delivered to your cooperating teacher (for student teachers) or substitute (interns). Any absence must be made up (work with your University Supervisor and Cooperating Teacher to create an appropriate make-up schedule). More than 4 absences may result in a No Credit from the course.
Required Course Materials:
- Students are responsible for accessing all course materials from the department website and course TITANium site and familiarizing themselves with the requirements of the course. Sped Department website: [http://ed.fullerton.edu/sped](http://ed.fullerton.edu/sped). Access the TITANium site through your portal.
- Download the Credential Program Handbook and read the Directed Teaching chapters appropriate for this course. Also, provide appropriate chapters for your Cooperating Teacher.

Coursework Standards:
- Papers and reports must be submitted in current APA style unless specifically noted otherwise in the syllabus or assignment description. All written assignments and Discussion Forum postings must be free of grammar, punctuation, and spelling errors.
- Assignments will be returned to students for correction at the discretion of the instructor.
- Extra Credit will not be available. Late assignments will not be accepted.
- The use of cell phones or other personal devices are prohibited during classroom instruction.

Grading: Credit/No Credit will be assigned for this course; the plus/minus system will not be used. Students must receive at least 80% on each Course Requirement and satisfactory performance on both the Dispositions and Final Competencies Evaluations (see Course Requirements & Course Grading below).

Course Requirements:

1. **Directed Teaching Seminar Attendance** = 50 points (10 points x 5)
   - Candidates are expected to attend the 5 seminars as indicated on the syllabus. Be sure to sign in for documentation of your on-campus attendance.

2. **On-line Critical Incidents** = 40 points (10 points x 4)
   - You will be required to post four different Critical Incidents and reply to the Critical Incidents posted by at least two other members of your supervision group.
   - These Critical Incidents must be posted by the dates indicated in the syllabus and you may not post your CI more than one week prior to the due date.
   - Critical incidents must be posted in the designated TITANium Forum.
   - You will receive 7 points for posting your original Critical Incident and 3 points for the responses to colleagues if submitted by the deadline as listed on the course syllabus. Remember, late work is not accepted.
   - Candidates will be evaluated on both the quantity and the quality of entries. Please see guidelines for these critical incidents posted in the master TITANium site.

3. **Weekly Teaching Activities** = 100 points
   - Download the Weekly Teaching Activities sheets from the master TITANium site.
   - Weekly Teaching Activities must be signed off by your Supervisor. If a particular activity is not possible in your specific placement, your Supervisor will approve an appropriate alternative. No more than 15% of the activities may be replaced by an alternative activity.
   - Fill out these forms each week and keep them in your Directed Teaching Notebook along with your Weekly Reflective Journal and additional supportive documentation demonstrating how you completed the Weekly Teaching Activities and met the competencies.

4. **Weekly Reflection Log** = 30 points
   - Download the Weekly log form from the master TITANium site.
   - Each week complete the Weekly Reflection Log and maintain this as a journal of your experience.
   - Keep this Reflection Log in your Directed Teaching Notebook and be sure to make it available for your University Supervisor to review during on-site visits.

5. **Support Log** = 15 points
   - Download the Support Log form from the master TITANium site.
   - Throughout the Directed Teaching experience, maintain a log of ALL support received (i.e., emails, phone calls and in-person visits from University Supervisor, Cooperating Teacher, etc).
6. **Lesson Plans/Task Analyses/Activity or Family Plans= 80 points**
   - You must write, perform, and be evaluated on a minimum of 4 lesson plans/task analyses/activity plans (15 points per plan). For 489c, a minimum of 3 plans will be required.
   - At least one of these plans must include collaboration with another specialist.
   - A minimum of two of these plans must be observed by the university supervisor. For 489a/b/d, an additional two must be observed by the cooperating teacher (or support provider for interns). If you do not have a cooperating teacher/support provider, then all 4 written plans must be observed by your supervisor. For 489c, an additional one must be observed by your CT/SP.
   - You will also be required to self evaluate ALL of these plans after implementation and compare your self-evaluations with the cooperating teacher or supervisor (5 points per self-evaluation).
   - At least one and no more than two plans should be completed by the midterm evaluation.

7. **Critical Self-Reflection= 30 points**
   - At the end of your Directed Teaching experience, you must write a three-page, typed summary of your Directed Teaching experience.
   - This should be a Critical Self-Reflection where you reflect on your experience in Directed Teaching, as it relates to the competencies, your specific path of professional growth, and your professional goals for the future.
   - Please post this in the designated TITANium link by the date in the syllabus.

**Completing a credential this semester?** You must submit the **CSU survey** and the **Induction Bridge Document** in order to receive credit for this course. The Induction Bridge Document is designed to provide an effective transition from the preliminary education specialist program into the clear program. This document must show evidence of Candidate learning and experience in order to provide a basis for the development of an individualized induction plan, which will determine your professional development and advanced study in the clear program.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Teaching Seminar</td>
<td>50 (10x5)</td>
<td></td>
</tr>
<tr>
<td>Critical Incidents</td>
<td>40 (10x4)</td>
<td></td>
</tr>
<tr>
<td>Weekly Teaching Activities</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Weekly Reflective Journal</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Support Log</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Observed Written Lesson Plans(A)/Task Analyses(B)/Activity or Family Plans (C) (4 total)</td>
<td>80 (20x4)</td>
<td></td>
</tr>
<tr>
<td>Final Critical Self Reflection/Analysis</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td>345</td>
</tr>
<tr>
<td>CSU Survey (must complete in order to receive grade in class)</td>
<td>If you are finishing your credential this term, you must take the CSU Survey and submit verification to University Supervisor.</td>
<td></td>
</tr>
<tr>
<td>Induction Bridge Document (must complete in order to receive grade in class)</td>
<td>If you are finishing your credential this term, you must complete the Induction Bridge Document and submit on the course site.</td>
<td></td>
</tr>
<tr>
<td>Credit/No Credit</td>
<td>To receive credit, candidates must receive at least 80% of the points for each assignment (minimum of 252 class points), AND satisfactory performance on the disposition and final competency evaluations, AND submit the CSU Survey &amp; Bridge Document</td>
<td></td>
</tr>
</tbody>
</table>
## Directed Teaching Schedule

<table>
<thead>
<tr>
<th>When?</th>
<th>Who?</th>
<th>What?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Sept 18 9:30-1</td>
<td>Supervisors</td>
<td>Opening Meeting</td>
<td>CP 500</td>
</tr>
<tr>
<td>Fri Sept 20 By midnight</td>
<td>SPED 489a &amp; 489b</td>
<td>Online Seminar</td>
<td>TITANium</td>
</tr>
<tr>
<td>Thurs Sept 26 7-9pm</td>
<td>EVERYONE</td>
<td>On-Campus Seminar</td>
<td>Room TBD</td>
</tr>
<tr>
<td>Fri Sept 27 By midnight</td>
<td>SPED 489a &amp; 489b</td>
<td>Online Seminar</td>
<td>TITANium</td>
</tr>
<tr>
<td>Mon Sept 30 Teacher Start Time</td>
<td>EVERYONE</td>
<td>Directed Teaching Begins: 488, 489a, 489b Monday thru Friday, half days; 489c times will vary</td>
<td>School Placements</td>
</tr>
<tr>
<td>Thurs Oct 10 7-9pm</td>
<td>SPED 488</td>
<td>On-Campus Seminar</td>
<td>Room TBD</td>
</tr>
<tr>
<td>Wed Oct 16 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #1 Post due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Oct 18 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #1 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Oct 18</td>
<td>Supervisors &amp; Cooperating Teachers</td>
<td>Disposition Evaluations due</td>
<td>COE Online Assessment System</td>
</tr>
<tr>
<td>Thurs Oct 24 7-9pm</td>
<td>SPED 488</td>
<td>On-Campus Seminar</td>
<td>Room TBD</td>
</tr>
<tr>
<td>Wed Oct 30 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #2 Post due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Nov 1 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #2 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Nov 1</td>
<td>All Candidates</td>
<td>Midterm Competencies Evaluation due</td>
<td>DT Notebook</td>
</tr>
<tr>
<td>Mon Nov 4 Teacher Start Time to End Time</td>
<td>SPED 488, 489a, 489b</td>
<td>Full days begin</td>
<td></td>
</tr>
<tr>
<td>Thurs Nov 7 By midnight</td>
<td>SPED 488</td>
<td>Online Seminar</td>
<td>TITANium</td>
</tr>
<tr>
<td>Wed Nov 13 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #3 Post due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Nov 15 By midnight</td>
<td>All Candidates</td>
<td>Critical Incident #3 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Wed Dec 4</td>
<td>All Candidates</td>
<td>Critical Incident #4 Post due</td>
<td>TITANium</td>
</tr>
</tbody>
</table>
### By midnight

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Candidates</th>
<th>Task Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Dec 6</td>
<td></td>
<td>All Candidates</td>
<td>Critical Incident #4 Reply due</td>
<td>TITANium</td>
</tr>
<tr>
<td>Fri Dec 13</td>
<td>Teacher End Time</td>
<td>EVERYONE</td>
<td>Last Day of Directed Teaching</td>
<td>School Placements</td>
</tr>
<tr>
<td>Mon Dec 16</td>
<td>By midnight</td>
<td>EVERYONE</td>
<td>All Candidate work due to Supervisors; Final Competencies Evals due by Sups &amp; Cooperating Teacher</td>
<td>Online</td>
</tr>
<tr>
<td>Thurs Dec 19</td>
<td>7-9pm</td>
<td>EVERYONE</td>
<td>On-Campus Seminar; Flash drives due by Supervisors</td>
<td>Room TBD</td>
</tr>
</tbody>
</table>

### Directed Teaching Calendar

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
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<tr>
<td>17</td>
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<tr>
<td>18</td>
<td>Supervisors: Meeting 9:30-1, CP 500</td>
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<tr>
<td>19</td>
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<tr>
<td>20</td>
<td>SPED 489a/b: Online seminar due by midnight</td>
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<tr>
<td>23</td>
<td></td>
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<td>24</td>
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<tr>
<td>25</td>
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<tr>
<td>26</td>
<td>All: On-campus seminar, 7-9pm, room TBD</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>SPED 489a/b: Online seminar due by midnight</td>
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</tbody>
</table>

**OCTOBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>30</td>
<td>All: DT begins 488/489a/489b: M-F half days</td>
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<td>9</td>
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<tr>
<td>10</td>
<td>SPED 488: On-campus seminar, 7-9pm, room TBD; SPED 489c: Online seminar due by midnight</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Week 15</td>
<td>Week 16</td>
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<td></td>
<td></td>
<td>Critical Incidents #1 post due by midnight</td>
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<td>21</td>
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<td>Week 28</td>
<td>Week 29</td>
<td>Week 30</td>
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<tr>
<td></td>
<td></td>
<td>Critical Incidents #2 post due by midnight</td>
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<tr>
<td>NOVEMBER</td>
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<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>488/489a/489b: Full days begin</td>
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<td>Week 11</td>
<td>Week 12</td>
<td>Week 13</td>
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<tr>
<td></td>
<td></td>
<td>Critical Incidents #3 post due by midnight</td>
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<td>Week 18</td>
<td>Week 19</td>
<td>Week 20</td>
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<tr>
<td>25 All: CSUF Fall Break</td>
<td>26</td>
<td>27</td>
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<tr>
<td>DECEMBER</td>
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<td>16 All: DT work due; Sups &amp; CTs: Final comps evals due by midnight</td>
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Note: SPED 489b fieldtrip date TBD
CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 489B
Fall 2015

Location: School placement, on-campus (rooms tbd), Titanium (master 489 site and 489b site)
Day and Time: TBA based on school placement
Instructor: Directed Teaching Coordinator, Suzanne Robinson
Office: CP-570
E-mail: srobinson@fullerton.edu
Phone: 657-278-5858
Office hours: by appointment
Technical support: (657) 278-7777

Table 2:  Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   d) demonstrate a strong foundation of knowledge
   e) implement effective practice
   f) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   e) advance just, equitable, and inclusive education
   f) make informed decisions
   g) participate in collaborative endeavors
   h) think critically and creatively

3. Committed and Caring Professionals who
   d) demonstrate leadership potential
   e) maintain professional and ethical standards
   f) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
The instructor will be online once per day and respond to email questions within 48 hours with the exception of weekends and holidays.

COURSE DESCRIPTION
SPED 489B Directed Teaching in Special Education (B) -- Special Education
Prerequisites: Special Ed 430, 433, 435, 439, 462, 464, 482B, 520, 522, passing score on the CSET, and department approval. Directed teaching in department-approved Moderate/Severe placement to meet California’s Moderate/Severe credential requirements. Must be taken Credit/No Credit.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
1. Candidates will demonstrate the ability to assess, plan, and implement effective strategies for the communication needs of their students as they relate to interaction and academic knowledge.
2. Candidates will demonstrate the ability to use best practices in conducting assessments and developing individualized plans for students’ meaningful participation in standards based and functional curricula across contexts (e.g., general education, community).
3. Candidates will demonstrate the ability to support students with movement, mobility, sensory, and specialized health care needs, including a knowledge of procedures and policies related to accessing and utilizing services, collaborating with other professionals and parents, and using safe, effective techniques.
4. Candidates will demonstrate the ability to design and implement positive behavior support plans aimed at establishing and maintaining positive educational environments and reducing/eliminating challenging behaviors through a functional behavior assessment approach. Candidates will also be prepared to participate in school-wide positive behavior support processes and in manifestation determination hearings.
5. Candidates will demonstrate the ability to collaboratively plan for student transitions across the lifespan and advocate for student and family preferences.
6. Candidates will demonstrate the ability to assess AAC needs as well as plan for and utilize AAC to promote student communication, academic performance, and skill development.

PROFESSIONAL STANDARDS
The course was developed to address the standards for professional teacher preparation set forth by CCTC, CEC, and NCATE.

California Commission on Teacher Credentialing (CCTC) Standards of Quality and Effectiveness for Education Specialist Credential Programs
California Standards for the Teaching Profession

- Making subject matter comprehensible to students
- Assessing student learning
- Engaging and supporting all students in learning
- Planning instruction and designing learning experiences for students
- Creating and maintaining effective environments for student learning
- Developing as a professional educator

REQUIRED TEXT & MATERIALS
There is no required text for this class. Students are responsible for accessing and familiarizing themselves with all course materials from the department website and course Titanium site. Students are also responsible for creating and maintaining a Directed Teaching notebook. The contents of this notebook will be reviewed at the orientation seminar.

Sped Department website: http://ed.fullerton.edu/sped
Access the Titanium site through your portal.

ATTENDANCE
Attendance is essential for a successful Directed Teaching experience. As such, students are required to attend all assigned Directed Teaching hours. If an absence is absolutely necessary (due to extenuating circumstances), you must notify the school, Cooperating Teacher, and University Supervisor in advance. If you are responsible for any instruction on the day of your absence, your instructional materials and lesson plans must be delivered to your cooperating teacher (for student teachers) or substitute (interns). Any absence must be made up (work with your University Supervisor and Cooperating Teacher to create an appropriate make-up schedule). More than 4 absences may result in a No Credit from the course.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
Credit/No Credit will be assigned for this course. Incompletes are not an option for this course. Students must receive at least 80% on each Course Requirement and satisfactory performance on the formal evaluations (Dispositions, Final Competencies). Students who are dismissed from their placements will receive a NC. Students who receive a NC will need to submit a petition to the Directed Teaching Coordinator to re-take the course (request petition form from coordinator). This course may only be taken a total of two times.

EXTRA CREDIT OPTIONS
None.

ASSIGNMENTS
1. Directed Teaching Seminar Attendance
2. On-line Critical Incidents
3. Weekly Teaching Activities
4. Weekly Reflection Log
5. Support Log
6. Teaching Plans
7. Critical Self-Reflection
8. Induction Bridge Document
9. CSU Exit Survey

LATE ASSIGNMENTS
In accordance with professional dispositions, it is expected that all work be submitted on time. Late work will not be accepted, though extenuating circumstances will be considered should they arise.

ASSIGNMENT DESCRIPTIONS
1. Directed Teaching Seminar Attendance= 50 points (10 points x 5)
   - Students are expected to attend the 5 seminars as indicated on the course schedule/calendar. Be sure to sign in for documentation of your on-campus attendance. There are no “make-ups” for missed seminars.
   - These seminars will be held on campus, online, and in the community. For the community-based seminar(s), field trips will be scheduled in which you will visit a model inclusion program (e.g., WISH or CHIME charter schools) and a model supported employment agency (e.g., Integrated Resources Institute). The fieldtrips will provide you with the opportunity to observe system-wide evidence based practices in educational and work settings, and provide you with the opportunity to interview administrators, teachers, paraprofessionals, job coaches, etc.

2. On-line Critical Incidents= 40 points (10 points x 4)
   - You will be required to post four different Critical Incidents and reply to the Critical Incidents posted by at least two other members of your supervision group.
   - These CIs must be posted by the dates indicated in the schedule/calendar and you may not post your CI more than one week prior to the due date.
   - Critical incidents must be posted in the designated Titanium Forum.
   - You will receive 7 points for posting your original Critical Incident and 3 points for the responses to colleagues if submitted by the deadline as listed on the schedule/calendar.
   - Students will be evaluated on both the quantity and the quality of entries. Please see guidelines for these critical incidents posted in Titanium.

3. Weekly Teaching Activities= 100 points
   - Download the Weekly Teaching Activities from Titanium. These activities must be signed off by your Supervisor and/or Cooperating Teacher. If a particular activity is not possible in your specific placement, your Supervisor will approve an appropriate alternative activity or location that you will be able to demonstrate the knowledge/skills. No more than 15% of the activities may be replaced by an alternative activity. Fill out these forms each week and keep them in your Directed Teaching Notebook along with your Weekly Reflective Journal and additional supportive documentation demonstrating how you completed the Weekly Activities and met the competencies.
   - You will participate in a variety of school-wide, program-wide and class-wide activities (e.g., collaboration, data collection and assessment, direct instruction) to prepare you for serving and advocating for individuals with moderate-severe disabilities and their families. Your
primary focus over the course of this 10-week experience will involve 5 specific projects: (1) Positive Behavior Support, (2) Inclusion, (3) Program Planning & Instruction, (4) AAC/AT, and (5) Transition. For these projects, you will need to identify 2-4 Focus Students with communication, social, behavioral, and motor/mobility/sensory/self-help needs.

- **Project 1: Positive Behavior Support.** You will conduct quality of life/environmental assessments along with challenging behavior assessments. Based on the results of these assessments, you will collaboratively develop and implement a behavioral intervention plan (BIP; aligns with SPED 522) that specifically teaching a functionally equivalent communicative replacement behavior, collect post/progress data, and communicate with stakeholders regarding progress and the generalization and maintenance of skills.

- **Project 2: Inclusion.** You will collaborate with a general education teacher to co-teach a 20-minute small or whole group lesson that includes a method of communication that enables your Focus Student(s) to socially interact with their same-aged, typically developing peers and to demonstrate their academic knowledge. To follow, you will co-reflect with the general education teacher and then with write a letter containing the highlights of your lesson and reflections to the Principal and the parents.

- **Project 3: Program Planning & Instruction.** You will compare instruction with students’ IEP goals and grade level standards, assist the Cooperating Teacher with data collection, schedule a home visit for one of your Focus Students, write IEP goals, develop and implement Task Analyses, and interview as well as train at least one paraprofessional.

- **Project 4: Augmentative & Alternative Communication/Assistive Technology.** You will identify and use the classroom’s AAC/AT (high and lite), interview the district’s AAC/AT specialist, obtain a copy of mandated considerations for AAC/AT to familiarize yourself and others, assess a student’s AAC/AT needs (e.g., related to accessing the general curriculum), write a data-based proposal with recommendations, and plan and deliver at least one lesson utilizing AAC/AT.

- **Project 5: Transition.** You will interview your Cooperating Teacher regarding transition practices, interview a school nurse about specialized health care, observe/participate in the assessment and planning for SHC needs, observe and participate in evidence based practices in educational and work settings, conduct a MAPS meeting, and write an individualized longitudinal transition plan (LTP) that includes strategies for successful transitions, strategies for increasing the student’s self-determination, specialized health care needs, residential options based on family and student preferences, employment options based on student’s strengths and preferences, and vocational training and strategies for successful/supported employment. You will conclude by sharing/discussing the LTP with your Cooperating Teacher and Supervisor, and writing a reflection.

4. **Weekly Reflection Log= 30 points**
   - Download the Weekly log form from Titanium.

   - Each week complete the Weekly Reflection Log and maintain this as a journal of your experience.

   - Keep this Reflection Log in your Directed Teaching Notebook and be sure to make it
5. Support Log= 15 points
   • Download the Support Log form from Titanium.
   • Throughout the Directed Teaching experience, maintain a log of ALL support received (i.e.,
     emails, phone calls and in-person visits from University Supervisor, Cooperating Teacher,
     etc).

6. Teaching Plans= 80 points (20 points x 4)
   • You must write, perform, reflect, and be formally evaluated on a minimum of 4 teaching
     plans.
   • At least two of these teaching plans must be a Task Analysis (TA). You will be expected to
     train at least one paraprofessional to implement each TA and probe for generalization.
   • At least one teaching plan must include collaboration with another educator or specialist.
   • All four plans must be directly observed and evaluated by the University Supervisor.
   • You will also be required to self evaluate ALL four of these plans after implementation and
     compare your self-evaluations with the Cooperating Teacher and/or University Supervisor.
   • One or two plans should be completed by the midterm evaluation. Your remaining plan(s)
     must be completed after the midterm evaluation.
   • Students should use the format available in Titanium.

7. Critical Self-Reflection= 30 points
   • At the end of your Directed Teaching experience, you must write a three-page, typed
     summary of your Directed Teaching experience.
   • This should be a Critical Self-Reflection where you reflect on your experience in Directed
     Teaching (as it relates to the competencies), your specific path of professional growth, and
     your professional goals for the future.
   • Please post this in Titanium by the date in the syllabus.

8. Induction Bridge Document= Credit/NC
   • If you are finishing your credential this semester, you must complete a bridge document. This
     document will help transition you from your preliminary credential program to your clear
     credential program.
   • The bridge document template will be provided for you on titanium.
   • You will submit an electronic copy of the document on Titanium; and you will need to have a
hard copy signed by your supervisor. Keep this signed copy for your records— you will need to refer back to it and may need to provide a copy of it in your next program.

9. CSU Exit Survey= Credit/NC
   • If you are finishing your credential this semester, you will need to take the CSU Survey and submit verification to your University Supervisor.
   • Instructions to access this survey will be provided on Titanium the last week of the semester.

TECHNICAL REQUIREMENTS
   • Use a reliable computer during the course. The computer needs to have an Internet connection that can access both e-mail and course web materials.
   • Microsoft Power Point, Word or Word Perfect, and Adobe Acrobat.
   • Save files in common file types such as .doc or .docx, not .txt. or .pages. Apple Works files cannot be opened by the instructor.
   • Know how to access your Student Portal and Titanium.
   • Check CSUF email regularly. YOU are responsible for receiving postings from the instructor.
   • Understand how to use most Titanium functions including the Discussion Forum and Assignment link for submitting/uploading documents.
   • Technology Help:
     o CSUF Student Help Desk for Technical problems: 657-278-7777 or helpdesk@fullerton.edu
     o URL of Titan Help: http://www.fullerton.edu/helpdesk/index.asp
     o Student Titanium help: Logon and you will find a “resources” page; you will find information there on how to use Titanium.

UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.
Academic Dishonesty Policy
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work
Student work will be saved for a minimum of one semester.

TENTATIVE SCHEDULE (below)

Thursday, September 25
Orientation Seminar, 7-9pm, room tbd

Monday, September 29
489A & B: Directed Teaching begins M-F, teacher start time to lunch/noon; plus one full day per week to be scheduled with your Cooperating Teacher

Thursday, October 9
489A & B: online seminar

Wednesday, October 15 - Friday, October 17
Critical Incident #1 due Wednesday. Reply due by Friday night.
Cooperating Teacher and Supervisor Disposition evaluations also due Friday, October 17.

**Thursday, October 23**

489A & B: online seminar

**Wednesday, October 29 – Friday, October 31**

Critical Incident #2 due Wednesday. Reply due by Friday night.
Midpoint- review competencies evaluation with Cooperating Teacher and Supervisor.

**Monday, November 3**

489A & B only: Directed Teaching full days begin, M-F, teacher start time to teacher end time

**Thursday, November 6**

489A only: online seminar
(489B: fieldtrip date and details tbd)

**Wednesday, November 12 – Friday, November 14**

Critical Incident #3 due Wednesday. Reply due by Friday night.

**Wednesday, December 3 – Friday, December 5**

Critical Incident #4 due Wednesday. Reply due by Friday night.

**Thursday, December 11**

Final Seminar, 7:30-9pm, room tbd

**Friday, December 12**

Last day of Directed Teaching!

**Monday, December 15**

All work due to Supervisors.
Final competencies evaluations due by Cooperating Teachers and Supervisors.
Instructor: Erica Howell, Ph.D.
Office Phone Number: 657-278-8623
Office Room Number: CP-570
Office Hours: Tues 12-2:30 & Wed. 4:30-6
Email: ehowell@fullerton.edu
Note: The Instructor will be on-line Monday-Friday. Emails will be answered within 36 hours with the exception of holidays.

Course Description
Prerequisites SPED 529 or approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
- become change agents
- maintain professional and ethical standards
- become life-long learners
Department of Special Education: Mission statement and goals

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

MARKS OF THE DEPARTMENT OF SPECIAL EDUCATION

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

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<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
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<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
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<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
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</table>
Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021. Two week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

In the event of emergency, contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/

Professional Dispositions Expected of Candidates
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

Course Textbook & Technology
Course Textbook
There is no assigned text for this course.

Technology Requirement
Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active CSUF email account and Word 2007 word processing software (please note that all candidates have free software available at ). Additionally, all candidates must have Adobe Reader in order to read .pdf files (available free at adobe.com). Candidates will need to be able to upload (Word documents) and download (Word & Adobe .pdf documents) files as attachments, and submit postings/assignments through the Discussion Board.

Candidates are also expected to check their CSUF email regularly for announcements. A number of resource materials such as links to web sites and potential professional development opportunities will be made available.

Should technical difficulties arise, contact the Help Desk at 714-278-7777. Additionally, below are some helpful sites:
Course Policies & Expectations

**Responsible Learning:** Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalogue (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

**Assignment Policy:** Candidates are expected to have proficient & professional English writing skills and to type & proof-read all posts and assignments as points are deducted on papers that include multiple/significant spelling or grammatical errors. Additionally, select assignments will be authenticated via the turnitin feature.

All assignments are due on the specified due date and late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you.

**Authentication of Student Work:** Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

**Enrollment Policy:** Candidates wishing to add the class should do so during the first two class sessions. The instructor reserves the right to decline adding students after the second class session. In addition, candidates enrolled but not in attendance one of the first two class sessions may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

**Expected Behavior in an Online Environment**
1. Do not post any messages which would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor.
3. ALWAYS change the subject line to reflect your posting!
4. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
5. Give examples from your experience.
6. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
7. For longer postings, use your word processor so you can use spell checker.
8. Remember –ALL CAPS is reserved for strong emphasis.
9. Post page numbers and references when answering questions
10. Make sure your spelling and grammar are correct.
11. Make sure your postings are timely.
12. You may compare and contrast various student points of view as a quality posting.
13. Maintain consistency with the thread discussion. Follow the thread posting or begin a new thread.

**Course Objective**
Students will develop a plan for professional development and begin collecting evidence for their Portfolio.

**Student Learning Goal**
Students will increase their professional knowledge and skills.

**Course Requirements**
This class is designed to assist with fulfilling the requirements of your professional development towards meeting standards for the Resource Specialist Added Authorization.
This class requires participation/attendance in at least three non-university activities (See assignment 3 listed below). You must receive training for this to count—so attending a meeting without training may not be included.

- For each event you attend, you must document your attendance (by providing evidence) and the hours attended on the NUA form (attached). Evidence could include workshop/conference materials such as handouts (only the first page needs to be submitted), registration, confirmation of attendance, or an agenda/schedule of conference settings.
- The activities you attend must equal 30 hours of professional development. For example, if you attend training for 4 weeks (at 2.5 hours a training) on classroom management you would write this up as 1 (10 hour) activity. It counts as a single training even though it was broken up into parts.
- These trainings do not need to be pre-approved but if you have questions about whether or not a training will count, please contact the instructor prior to attending the training.
- You must attend all of these events within the current semester.

SPED 496 Assignments

**Week One (5 points):** Go to the Moodle Forum discussion group and introduce yourself. Describe your teaching situation and the students you serve. This posting is due by Sunday, , by midnight. No late postings will receive credit.

**Week Two:** Begin your Professional Development Plan (50 Points). Read through the plan. Identify what information you will need to collect. On the Forum, post a description of any workshops, conferences or inservice trainings you attended, are you attending, or will attend for this class? Be specific. Post any questions on the Forum. You must complete at least 4/6 Standards by the end of this course, and the final Standards by the end of SPED 533.

**Weeks Three and Four (5 points):** Complete the IRIS Modules and Resources for Standard 1 posted in class. Complete your plan for STANDARD 1 on your Professional Development Plan. Email your course instructor to describe your progress so far.
This is due Sunday, , by midnight. No late assignments will receive credit.

**Weeks Five and Six (5 points):** Complete the IRIS Modules and/or Resources for Standard 2 posted in class. Use this information to complete your plan for STANDARD 2 on your Professional Development Plan. Begin working on Standard 1. Record your progress on your Professional Development Plan. Email your course instructor to describe your progress so far.
This is due Sunday, , by midnight. No late assignments will receive credit.

**Weeks Seven and Eight (5 points):** Complete the IRIS Modules and/or Resources for Standard 3 posted in class. Complete your plan for STANDARD 3 on your Professional Development Plan. Begin working on Standard 2. Record your progress on your Professional Development Plan. Email your course instructor to describe your progress so far.
This is due Sunday, , by midnight. No late assignments will receive credit.

**Weeks Nine and Ten (5 points):** Complete the IRIS Modules and/or Resources for Standard 4 posted in class. Complete your plan for STANDARD 4 on your Professional Development Plan. Begin working on Standard 3. Record your progress on your Professional Development Plan. Email your course instructor to describe your progress so far.
This is due Sunday, , by midnight. No late assignments will receive credit.

**Weeks Eleven and Twelve (5 points):** Complete the IRIS Modules and/or Resources for Standard 5 posted in class. Complete your plan for STANDARD 5 on your Professional Development Plan.
Begin working on Standard 4. Record your progress on your Professional Development Plan. Email your course instructor to describe your progress so far. This is due Sunday, by midnight. No late assignments will receive credit.

Weeks Thirteen and Fourteen (5 points): Complete the IRIS Modules and/or Resources for Standard 6 posted in class. Complete your plan for STANDARD 6 on your Professional Development Plan. Work on finishing Standards 1-4. Email your course instructor to describe your progress so far. This is due Sunday, by midnight. No late assignments will receive credit.


**In addition, you are encouraged to post any conference or trainings you identify to the course site so that others with similar goals may take advantage of the opportunity. There is a discussion board titled “Opportunities” for this purpose.

Each piece of evidence should be accompanied by a personal reflection that describes new knowledge and skills acquired and how they will be used.

In order to receive full credit, your write-up should include the italicized headings with the info listed below:

- Brief summary of the event attended and how it relates to your Professional Development Plan
- Description of what you learned
- Goals (at least 3) you would like to achieve based on what you learned
- Strategies identifying how you will implement what you learned
- Time-line for implementation
- Assessment plan for determining efficacy of your implementation plan

PLEASE NOTE: No assignments submitted after the due date will be accepted.
You are strongly encouraged to submit each assignment as it is completed and so it can be graded during the term. These assignments must be submitted in hard copy to CP570--attn: Erica Howell
or mailed to the following address:
Erica Howell, Dept. of Special Education
P.O. Box 6868 - CSUF
Fullerton, CA 92834-6868

Please keep copies of everything you submit—the instructor will file the L2-NUA forms into your department folder.

Reminder: Independent classes can be tricky and frustrating as you are required to work alone. If you need assistance, please email your course instructor at any time.

GRADING POLICY FOR THE COURSE

The plus/minus system will not be used in this course. There is a total of 100 points possible in the class and the following scale will be used: 90-100 A, 80-89 B, 70-79 C, 60-69 D, and less than 60 F.

Coursework Standards:

- All assignments must be typed in 12 point font with one inch margins.
- Assignments must be submitted in APA style (5th edition). Written assignments must be free of grammar, punctuation, and spelling errors. A total of 15 points will be deducted for papers not submitted in APA style.
- Assignments will be returned to students for correction at the discretion of the instructor.
- If you have technical difficulties, your work must be faxed to 657-278-3110 before the due date and time.
  - CSUF Student Help Desk for Technical problems: 657-278-7777 or helpdesk@fullerton.edu
  - Student Blackboard help: Logon and you will find a “resources” page; you will find information there on how to use Blackboard.
**Candidate Name:**  
Place of Employment (if applicable):  
Position Title:  

<table>
<thead>
<tr>
<th>RSAA Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists</th>
<th>Planned Professional Development to gain expertise (Workshops, IRIS Modules, conferences, research, etc)</th>
<th>Location and Type of Evidence in Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate number of students, whose instructional needs are identified by the individualized education program (IEP). Include a description of disability category and individual characteristics of each student served. Describe how you address the implications of student characteristics by describing the time spent per week in the following categories: direct teaching, co-teaching, consultation with other teachers and professionals, assessment of students, other (please indicate). How do these situations benefit the students you serve?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how IEPs are developed and placement decisions made at your school site. Who is involved in this process? How are IEPs developed to ensure student access to the core curriculum?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RSAA Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists**

Describe several formal and informal individualized assessments and evaluation approaches and why they are appropriate for students with the types of disabilities in your program. How do you communicate the results of these measures and to whom are they communicated? Describe a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based used to make educational decisions for students with disabilities.
the kinds of disabilities in your program. Which of these tools are used at your school site and how are they used? Describe how you use these tools to make appropriate educational decisions for students with disabilities based on a variety of non-biased standardized and non-standardized techniques.

Describe how you use these tools to make instructional accommodations and modifications appropriate to the diverse needs of individual students.

Describe approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students. Place examples of how you monitor student progress in your portfolio.

Describe how you plan for and facilitate student participation in state-mandated accountability measures.

**RSAA Standard 3: Planning and Implementing the Core Curriculum and Instruction for Students with Disabilities Served by Resource Specialists**

| Identify common curriculum, texts, websites, and other resources that give access to common core standards for students with disabilities at the grade levels you teach. Identify evidence-based instructional strategies for reading and mathematics that meet the IEP requirements and address the diverse learning characteristics for each student on your caseload. |

| Describe how you can create instructional and behavior support partnerships with parents/families including but not limited to consultation, resource information, and materials. |

| Describe strategies and interventions for students who are not responding to the current instructional environment. |

**RSAA Standard 4: Specific Instructional Strategies for**
<table>
<thead>
<tr>
<th>Students with Disabilities Served by Resource Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the core curriculum at the grade levels you teach that meet standards for reading, speaking, listening, written language, and mathematics and how you insure access to general education curriculum across settings.</td>
</tr>
<tr>
<td>Describe how the disability/disabilities impact of each of your students’ learning in these areas. Describe evidence-based methods subject-specific reading skills that that you use to develop general and also promote access to general education curriculum and Common Core standards.</td>
</tr>
<tr>
<td>Describe effective methods for teaching students the conventions and composition skills that enable students with disabilities to communicate through writing. Describe how you teach mathematical skills, applications and problem-solving methods that meet Common Core standards. Describe how you select and adapt district standards-based curricula and how you locate supplementary materials in these skill areas.</td>
</tr>
<tr>
<td>Describe how you will provide appropriate strategies and accommodations/modifications to classroom teachers.</td>
</tr>
<tr>
<td><strong>RSAA Standard 5:</strong> Positive Behavior Support for Students with Disabilities Served by Resource Specialists</td>
</tr>
<tr>
<td>Describe how you establish and maintain an educational environment where interventions are positive, proactive, and respectful of students.</td>
</tr>
<tr>
<td>Describe how you design and implement positive behavioral support plans and interventions based on functional behavior assessments. Describe your district procedures for manifestation determination meetings and specifically, your role in these meetings.</td>
</tr>
<tr>
<td>Describe your school wide behavior support processes, and how to promote</td>
</tr>
<tr>
<td>RSAA Standard 6: Transition and Transitional Planning for Students with Disabilities Served by Resource Specialists</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Describe the transition stages as identified by the individualized education program team as students in your district move from kindergarten to adulthood and how you set goals for students related to these transitions. Describe how you guide students in the using strategies for self-determination and student led IEPs, and how you identify school and community career education preparation programs and resources. Describe how you assist parents and families in building advocacy skills.</td>
</tr>
</tbody>
</table>
Instructor: Erica Howell, Ph.D.
Office Phone Number: 657-278-8623  Office Room Number: CP-570-25
Office Hours: Tuesday 12-2 & Wednesday 12-2  Email: ehowell@fullerton.edu
Note: The Instructor will be on-line Monday-Friday. Emails will be answered within 36 hours with the exception of holidays.

Course Description
Pre-requisite: Sped 401. This class is the second in a series of courses offered for an autism authorization. It focuses on teaching, learning and behavior strategies for autism spectrum disorders and presents up-to-date evidence-based best practices for teaching students with ASD.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
- become change agents
- maintain professional and ethical standards
- become life-long learners
Department of Special Education: Mission statement and goals

Department of Special Education Mission Statement

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>Field evaluations and student evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
<td></td>
</tr>
</tbody>
</table>
**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

**Academic Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

**Two week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**In the event of emergency,** contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/

**Professional Dispositions Expected of Candidates**
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

**Course Objectives**

1. Students will demonstrate knowledge of evidence based and multi-faceted methodologies.
2. Student will demonstrate understanding of strategies in teaching and engaging students with ASD.
3. Student will understand and appropriately utilize behavioral-based teaching strategies, and positive behavior supports.
4. Students will demonstrate understanding of implementing learning strategies from acquisition to generalization.
5. Students will demonstrate knowledge of legal issues that impact education and practice in the field of special education and related services for individuals with ASD.
6. Students will access peer-reviewed literature regarding educating students with ASD.
7. Students will gain awareness of key areas for assessment and intervention in communication; social and emotional understanding; understanding routines and conventions; self-care and independence skills; and learning style.
8. Students will ascertain the needs of an individual in the areas of communication, social-emotional understanding, learning style, and self-care skills to guide interventions and make data-based decisions.
9. Students will demonstrate understanding of appropriate use of assistive technology.

**Course Textbook & Technology**


This text is available online at, [http://www.harnesandnoble.com](http://www.harnesandnoble.com), [http://www.amazon.com](http://www.amazon.com), and [http://us.penguin.com](http://us.penguin.com) (ISBN 9780143034681). It is also widely carried at local bookstores.
Technology Requirement
Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active CSUF email account and word processing software (please note that many classmates are not presently able to read Word 2007/Vista files and thus previous versions should be used). Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, submit postings/assignments through the Discussion Board, the Assignment link, Digital Dropbox, and TurnItIn via Blackboard.

Candidates are also expected to check the course Blackboard site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 714-278-7777.
Additionally, below are some helpful sites:

http://fdc.fullerton.edu/technology/blackboard/welcome.htm#techsupport
(They have prepared several online tutorials that may help you)

http://distance-ed.fullerton.edu/ (Click on “students”)

http://my.fullerton.edu/nursing/bsn/default.htm (click on orientation)

Course Policies & Expectations

On-Line Behavior (Netiquette):
1. Do not post any messages which would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”)
4. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. ALWAYS change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. Give examples from your experience.
8. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
9. For longer postings, use your word processor so you can use spell checker.
10. Remember –ALL CAPS is reserved for strong emphasis.
11. Post page numbers and references when answering questions.
12. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written.
13. Make sure your spelling and grammar are correct.
14. Make sure your postings are timely.
15. You may compare and contrast various student points of view as a quality posting.
16. Maintain consistency with the thread discussion (i.e., either follow the thread posting or begin a new thread).
17. Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.
Things to keep in mind:

**Responsible Learning:** Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalogue (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

**Assignment Policy:** Candidates are expected to have proficient & professional English writing skills and to type & proof-read all posts and assignments as points are deducted on papers that include multiple/significant spelling or grammatical errors. Additionally, select assignments will be authenticated via the turnitin feature.

All assignments are due on the specified due date and late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you. Should you run into last minute technical difficulties, you are expected to submit your work via email or fax.

**Authentication of Student Work:** Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

**Enrollment Policy:** Candidates wishing to add the class should do so during the first two class sessions. The instructor reserves the right to decline adding students after the second class session. In addition, candidates enrolled but not in attendance one of the first two class sessions may be administratively dropped. Candidates wishing to drop, withdrawal, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

**Course Requirements**

**Active Participation (10pts x16 classes= 160 points)**

Given that this is a web-only class with no face-to-face requirements, participation will be evaluated solely on Candidates’ on-line participation. Candidates are expected to login to the class Blackboard (Bb) site a minimum of twice weekly and read the assigned chapters/articles (clearly marked in the Course Schedule and within weekly modules) prior to completing the required Bb assignments. Specific directions related to each week’s assignments and requirements will be provided within the weekly modules. Candidates must complete the week’s module (including the Discussion Board assignment, etc.) by midnight on Sunday in order to receive credit for that class session. Late postings will not be given credit. Note: The Instructor will track the online activity of all students and will maintain a copy of all online discussions.

With respect to Discussion Board assignments, Candidates are expected to participate in active, regular, and ongoing discussions within Blackboard’s Discussion Board feature. All posts (threads and replies) will be read and evaluated with special attention to several areas:

- Frequency & time of posting
- Relevance to topic
- Evidence of critical thinking
- Evidence of original thought/reflection
- Professionalism
The following rubric will help you gauge your performance:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student contributed regularly. Temporal placement suggests sustained engagement with the topic of the discussion, materials, and concepts.</td>
<td>5</td>
<td>The student showed initiative and interpreted materials, synthesized concepts, integrated various threads, backed up opinions with examples, or redirected discussion.</td>
<td>5</td>
</tr>
<tr>
<td>The student’s level of contribution was acceptable/of average value, but not considered outstanding.</td>
<td>4-3</td>
<td>The student contributed more than just facts, and responded to the implications of other students’ ideas.</td>
<td>4-3</td>
</tr>
<tr>
<td>The student rarely contributed or posts all came in final few minutes before discussion deadline.</td>
<td>2-1</td>
<td>The student’s contribution was minimal, and demonstrated only a cursory understanding/grappling with course material and the ideas of their peers.</td>
<td>2-1</td>
</tr>
<tr>
<td>The student did not contribute at all.</td>
<td>0</td>
<td>The student was underprepared and contributions (or lack of them) suggest incompletion of the readings.</td>
<td>0</td>
</tr>
</tbody>
</table>

Case studies (3 case studies x 60 points each= 180 points).

Three case studies will be assigned which will require students to apply concepts and information from class sessions as well as key principles from the required readings. See grading rubric below. These case studies address Course Objectives 1-3 and address NCATE Standards CC1K1, CC1K5, CC1K6, IC1K1, IC1K2, IC1K6-8, CC2K1-7, CC3K1, CC3K2, IC3S1, IC4K2, IC4K3, CC4S1-5, IC4S1, IC4S3, IC4S5, CC5K4-6, IC5K5, CC5S5, CC5S6, CC5S9, CC5S10, IC5S5, CC6K4, IC6K2, CC6S1, IC6S3, CC7S3, CC7S4, IC7S1, IC7S2, IC7S8, CC8S1, IC8S1, CC10S2-4, IC10K1
### Final Exam (100 points)

One final exam will be given as a means to address concepts and information from class sessions as well as key principles from the required readings. Details related to the exam will be provided.

This exam addresses Course Objectives 1-9 and NCATE Standards IC1K7, IC1K8, CC3K1, IC1K7, IC1K8, IC4K2, CC5K2, CC5K5, CC5K6, IC5K5, CC5S2, CC5S3, IC6K2, CC6K4, CC7K1, IC7S1, IC7S2, IC7S8, CC9K4

#### Categories of Evaluation

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>Excellent (5-4)</th>
<th>Points Earned/Possible</th>
<th>Average (3-2)</th>
<th>Unsatisfactory (1-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Requirements (1-in margins, 12pt TNR font, APA format, 2-3 pages)</td>
<td>All paper requirements included/met</td>
<td>Few/minor errors in paper requirements</td>
<td>Significant errors in paper requirements</td>
<td>x1</td>
</tr>
<tr>
<td>Writing Competence (professional writing style, proper mechanics, person-first language)</td>
<td>Clear &amp; logically organized, synthesis of information, distinctive voice/tone, strong word choice, correct writing mechanics, person-1st language</td>
<td>Clear &amp; logical but minimal synthesis, few weaknesses in voice/tone/word choice, &amp;/or few errors in mechanics/person-first language</td>
<td>Not clear/logical, and/or significant weaknesses/errors evidenced</td>
<td>x1</td>
</tr>
<tr>
<td>Description of the Student</td>
<td>Description is clear and thorough</td>
<td>Either not clear or thorough</td>
<td>Not clear and not thorough</td>
<td>x2</td>
</tr>
<tr>
<td>Rationale for Intervention</td>
<td>Description is clear, thorough, accurate; Rationale/purpose is clear, concise, complete, &amp; accurate</td>
<td>Either not clear, not thorough, or not accurate; Rationale not clear or not accurate or not complete; importance is implied but not obvious</td>
<td>Not clear, not thorough, &amp; not accurate; Paper does not include a clear statement of rationale/purpose</td>
<td>x3</td>
</tr>
<tr>
<td>Implementation Checklist</td>
<td>Completed</td>
<td>Partially completed</td>
<td>Not completed</td>
<td>x1</td>
</tr>
<tr>
<td>Plan for Maintenance &amp; Generalization</td>
<td>Description is clear, thorough, accurate</td>
<td>Either not clear, not thorough, or not accurate</td>
<td>Not clear, not thorough, &amp; not accurate</td>
<td>x1</td>
</tr>
<tr>
<td>Reflection</td>
<td>Reflection is analytical and thorough</td>
<td>Either not analytical or thorough</td>
<td>Not analytical and not thorough</td>
<td>x3</td>
</tr>
</tbody>
</table>
## Course Grading Scale

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>160</td>
<td>36%</td>
</tr>
<tr>
<td>3 case studies</td>
<td>180</td>
<td>41%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>23%</td>
</tr>
</tbody>
</table>

Activities and Quiz grades are not part of final grade but required to be mastered as part of participation points.

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Total 440 points

394-440 = A
350-393 = B
307-349 = C
263-306 = D
262 or below = F

Note: The plus/minus system will not be used in this course.
## Course Schedule

Note: all class sessions are web-based; there will be no required in-person meetings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings &amp; Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course &amp; Neurological</td>
<td>Module 1 (20 pts.)</td>
<td>9/1</td>
</tr>
<tr>
<td>2</td>
<td>Assessment</td>
<td>Module 2 (10 points)</td>
<td>9/8</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Socialization</td>
<td>Module 3</td>
<td>9/22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growing Up section II (20 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*This is a 2-week module</td>
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<tr>
<td></td>
<td></td>
<td><strong>Begin Socialization Case Study</strong></td>
<td></td>
</tr>
<tr>
<td>5 &amp; 6</td>
<td>Academic Supports &amp; Interventions</td>
<td>Module 4</td>
<td>10/6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growing Up section IV (20 points)</td>
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<tr>
<td></td>
<td></td>
<td>*This is a 2-week module</td>
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<tr>
<td></td>
<td></td>
<td><strong>Begin Communication Case Study</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>DUE: Socialization case study</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Legal Issues in Educating Students with Autism</td>
<td>Module 5</td>
<td>10/13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growing Up section I (10 points)</td>
<td></td>
</tr>
<tr>
<td>8 &amp; 9</td>
<td>Communication</td>
<td>Module 6</td>
<td>10/27</td>
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<tr>
<td></td>
<td></td>
<td>(20 points)</td>
<td></td>
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<td></td>
<td>*This is a 2-week module</td>
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<tr>
<td></td>
<td></td>
<td><strong>Begin Communication Case Study</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE: Socialization case study</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Collab. with Families &amp; Paraprofessionals</td>
<td>Module 4</td>
<td>11/3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(10 points)</td>
<td></td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>Behavior</td>
<td>Module 8</td>
<td>11/17</td>
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<td></td>
<td></td>
<td>(20 points)</td>
<td></td>
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<td></td>
<td>*This is a 2-week module</td>
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<td></td>
<td></td>
<td><strong>Begin Behavior Case Study</strong></td>
<td></td>
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<tr>
<td>13</td>
<td>Transition</td>
<td>Module 10 (10 points)</td>
<td>11/24</td>
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<td></td>
<td></td>
<td>Growing Up section V</td>
<td></td>
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<td></td>
<td></td>
<td><strong>DUE: Communication Case Study</strong></td>
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<td><strong>Fall Break</strong></td>
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<tr>
<td>14</td>
<td>Independent Living &amp; Self-Management</td>
<td>Module 9 (10 points)</td>
<td>12/8</td>
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<tr>
<td></td>
<td></td>
<td>Growing Up section VI</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*Final will be posted 12/9</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Adult Issues</td>
<td>Module 11 (10 points)</td>
<td>12/15</td>
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<tr>
<td></td>
<td></td>
<td>Growing Up section III</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE: Behavior Case Study</strong></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td>Multiple choice exam based on text and module readings</td>
<td>12/20</td>
</tr>
</tbody>
</table>

Note: the instructor reserves the right to change MODIFY topics & assignments as the need arises.
CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education -- Department of Special Education
SPED 514: Infant/Toddler Assessment and Intervention
(3 units)

Location: College Park Bldg., CP 125
Day and Time: T 4-6:45 Room
Instructor: Dr. Janice Myck-Wayne
Office: College Park Bldg, CP-570
E-mail: jmyck-wayne@fullerton.edu
Phone: 657-278-4706
Office hours: T 2-4 & T 6:45-7:45
Technical support: 657-278-7777

Table 3: Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>EDUCATION UNIT CONCEPTUAL FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of a program of study, our credential recipients and program graduates are:</td>
</tr>
</tbody>
</table>

1. Knowledgeable and Competent Specialists who
   - g) demonstrate a strong foundation of knowledge
   - h) implement effective practice
   - i) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   - i) advance just, equitable, and inclusive education
   - j) make informed decisions
   - k) participate in collaborative endeavors
   - l) think critically and creatively

3. Committed and Caring Professionals who
   - g) demonstrate leadership potential
   - h) maintain professional and ethical standards
   - i) engage in continuous improvement
**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

**RESPONSE TIME**
Instructor is available during posted office hours and in class to answer question and respond to concerns related to the course. Instructor will be online Monday-Friday and will respond to emails within 24 hours during this time period. Be sure you ask any and all questions that you have- the instructor cannot help you if she doesn’t know what you need. Also, please feel free to answer questions posed by your peers if you think you can help.

**COURSE DESCRIPTION**
Prerequisites: Admitted to the ECSE Credential Program., Special Ed 400 or equivalent. A transdisciplinary model for assessment and intervention of children birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

**STUDENT LEARNING GOALS AND RELATED OBJECTIVES**
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

1. To present assessment practices appropriate for infants with special developmental needs. The student will: (CCTC Program Standards 2, 5, 10, 11; ECSE 2,3,4,9)
   a. Identify different states of child for assessment purposes (e.g., warm-up time).
   b. Articulate optimal use of the physical setting (e.g., appropriate and comfortable position for assessment).
   c. Develop strategies for involving primary caregivers as team members in assessment process by using families as informants, observers, and assessors
   d. Accommodate cultural and linguistic differences of child and family in the assessment process.

2. To select and utilize assessment strategies and tools appropriately. The student will: CCTC Program Standards 3,5; ECSE 2,3,8
   a. Identify assessment questions to be addressed based on the infant’s or families priorities, program concerns, and previously identified issues.
   b. Articulate culturally responsive observation techniques for child and family.
   c. Identify a variety of formal and informal assessment strategies and their purposes.
d. Select appropriate strategies and tools for each purpose.
e. Administer assessment tools in a manner that ensures reliable and valid results.
f. Adapt assessment materials for infants with specific handicapping conditions or cultural or linguistic needs.

3. To accurately interpret and report assessment results. (CCTC Program Standards 4,5,6,11; ECSE 2,3,4,9)
The student will:
   a. Differentiate between normal and atypical growth and development
   b. Integrate assessment results with information from other agencies or other personnel having contact with child and family.
   c. Interpret and synthesize multidisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies.
   d. Recognize limitations of assessment measures (e.g., not scoring an infant who has cerebral palsy low in adaptive areas when he/she cannot manipulate a toy due to a motor impairment.)
   e. Interpret and report assessment results in language that the family can understand.

4. To appropriately design intervention strategies based on the assessment information (CCTC Program Standards 3,13; ECSE 3,6,9)
   a. Design intervention strategies in the area of Language Development
   b. Design intervention strategies in the area of Social/Emotional Development
   c. Design intervention strategies in the area of Physical Development
   d. Design intervention strategies in the area of Cognitive Development

5. Candidate will demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP) and transition processes. (CCTC Program Standards 4,7,8; ECSE 3,5, 8)
   a. Demonstrate skills in the development, implementation and monitoring of progress of the IFSP with family and other team members.
   b. Demonstrate knowledge of Infant/Toddler Learning and Development foundations for implementing effective IFSP’s, IEP’s and transitions
   c. Develops knowledge of trans-disciplinary teams in the IFSP and IEP process

REQUIRED TEXTS


McLean, Hemmeter, M., Snyder, P. (2014). Essential elements for assessing infants and preschoolers with special needs. Boston, MA: Pearson Publishing***This is an important Text and will be used again for sped 515.

ATTENDANCE (20 Points)
Students are expected to attend class and to participate in class activities and discussions. For each class session missed (besides one “freebie”) 5 points will be deducted. Plan accordingly; one person’s crisis is as critical as another – therefore I do not judge them at all; I just deduct points! A maximum of 20 points will be deducted for five or more absences.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
Please note that the plus/minus system will not be used in this course. In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake the course.

Course Grading:
Class Participation = 20 Points
Homework #1 = 10 Points
Homework #2 = 15 Points
Homework #3 = 10 Points
Online Assignments = 60 Points
Chapter Presentations = 25 Points
Book Club Assignments = 40 Points
Assessment Report = 40 Points
Final Exam = 30 Points
Total for course = 250 Points

Grading Scale
225-250 Points = A
224–200 Points = B
199-175 Points = C
174-150 Points = D
0-149 Points = F

EXTRA CREDIT OPTIONS
This course does not include an Extra Credit Option
Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.

LATE ASSIGNMENTS
Late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you.

ASSIGNMENT DESCRIPTIONS

1. Homework #1, #2 and #3
Homework #1: (10 points). Watch the module posted on the TITANium. (If you are not familiar with TITANium, view the student support section first to familiarize yourself). Go to week 1 to locate the assignment for Homework #1. You will be viewing a powerpoint by Bagnato on Early Childhood Assessment. After viewing the powerpoint, you will post a response on the Discussion Forum. What are your thoughts? Do you have questions about this material? Is this new information for you or review? (Answer this on the discussion forum).

Homework #2: (15 points). You will have three quickwrites due on Chapters from the Cook and Sparks text on Home visiting. The quickwrites will focus on specific aspects of home visiting and working with families. Due dates are posted in the syllabus and reminders will be posted on the weekly schedule in TITANium.

Homework #3: (10 points). You will watch videos on IFSP outcome development. Read the IFSP case studies. Develop 1 outcome based on the IFSP videos and the information on the case study. This will prepare you for the lecture on Writing IFSP Outcomes.

2. **Online Modules**

   **Online Assignment #1.** The assignment description and links needed for this assignment are also available in TITANium. Go to [http://www.nectac.org/topics/earlyid/screeneval.asp](http://www.nectac.org/topics/earlyid/screeneval.asp) and read the NECTAC statement on Screening, Evaluation, and Assessment. Click on the technical assistance paper link from the Early Head Start National Research Center and read it. Under the Screening heading, click on the link, developmental screening. Read the Overview and click on the link to [Developmental Screening Tools](http://www.nectac.org/topics/earlyid/screeneval.asp). You should print out the tools for future reference. Feel free to continue to explore this site (I found the links to Developmental Milestones especially helpful!). Back on the NECTAC page, under the Evaluation and Assessment heading, explore the links and read the NASP Position Statement on Early Childhood Assessment. Explore the resources under the link to [Family-Directed Child Evaluation](http://www.nectac.org/topics/earlyid/screeneval.asp) and identify those that you may find helpful or interesting. Once you have completed the readings and exploration of this site, go to the Discussion Forum section TITANium for Online Assignment 1. Post a thread on your reaction to the readings and the resources available through this website. Discuss what you learned that you did not know and what you knew that was reinforced. Identify the resources that you found most helpful. Read what your classmates have posted and respond to one other classmate’s post. Bring the materials that you printed out to class for further discussion and activities.

   Part 2: View the archived webinar: Fuzzy Baby Network @ [https://aucd.adobeconnect.com/_a1005431686/fussy_baby/](https://aucd.adobeconnect.com/_a1005431686/fussy_baby/)

   Respond the question prompt under the discussion forum for the online module.

   Part 3: View the 3 videos on typical/atypical motor development in infants from 2-6 months. Respond to the question prompts. These videos will be discussed in Week 5 lecture.

   **Online Assignment #2.** You will be viewing two modules that focus on communication with very young children.

   **Online Assignment #3.** This module will focus on early intervention services for children with Low Incidence (Hearing and Vision Loss).

3. **Chapter Presentations**

   You will sign up for a chapter with several peers and present the information in the chapter for your peers in a creative, innovative, interesting format. The focus on the presentation should be on the birth to three populations. As the chapters contain a vast amount of information, focus your
presentation on the aspects of the chapter that your group found salient, interesting and pertinent as an Early Intervention practitioner. The time limit will depend on the number of groups there are in the class. On the day of the presentation, please give one scoring rubric to the instructor for the entire group. The rubric can be found in the Assignment section of TITANium. Due the day you sign up for.

All of the chapters are from the McLean et. al. textbook:
- Chapter 10: Motor Skills of Infants and Yong Children
- Chapter 4: Diversity, Cultural Competence, and the Assessment Process
- Chapter 3: Assessing Early Childhood Children’s Environments –
- Chapter 5: Practical Assessment of Communications
- Chapter 6: Assessing Social Competence and Play Skills

4. **Informal Assessment Report**

Be sure to check with the collaborating early interventionist regarding the program policy on conducting assessments and on the tools that are used. **Observe** one of the children in your fieldwork to conduct an informal assessment while the child is engaged in various activities. Use multiple measures (e.g., observations, conversations with parents, play-based, ecologically-appropriate, and the assessment tool used by the program) as identified in the competencies listed on the Infant/Toddler Practicum Form. Analyze what you know about the child, his/her development and needs, and the IFSP.

Write a 5-6 page report, using a fictitious name to ensure confidentiality. Include the following components in the report:

a) **Description, background and summary of IFSP** (age/date of birth, disability, or risk factors, if known; family background; outcomes or goals as stated in the IFSP, services that the child receives, and settings where services are provided). Be sure to avoid subjective descriptions and to describe the child in objective terms (~ 1 page- 2 pt).

b) **Context** (settings, activities, and routines) that you observed (~ ½ page- 2 pt).

c) **Summary of the child’s development** and specific tools you used to document the child’s abilities in the areas of social/emotional, language/communication, and cognitive based on your observations (~ 3 pages- 5 pts)

d) **Identify** the major areas of need (~1/2 page -3 pt)

e) **Suggestions** based on the developmental summary for working on identified areas of need within the daily routine with specific measurable outcomes (~ 1 page 6 pts)

f) Present your assessment of this child to the team at your program. (BE SURE TO DOCUMENT INPUT FROM EACH TEAM MEMBER IN YOUR SUMMARY)

g) Include a copy of the assessment protocol that you used to guide your observations.

This report should have headings, be well organized, and presented professionally (2p

5. **Book Club Assignment**

This semester we will be reading the book, Melanie Bird with a Broken Wing by Beth Harry. I will provide students with the book. **You do not need to purchase the book.** The book is written in two parts. We will read part 1 between the beginning of class and November 5. We will read part 2 between 11/6 and 12/19. At the end of part, you will submit a response to a set of discussion questions related to the book. Periodically, you are asked to post the Melanie blog. We will also be discussing the book in class as it relates to the course material.
6. **Final Exam**

The Final will be given in class.

**TECHNICAL REQUIREMENTS**
Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active email account (know what email account the University has in the system for you) and word processing software. Since the instructor and many classmates are not presently able to read Word 2007/Vista files, previous versions should be used. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, use Titanium features such as the Blog and Wiki tools, and submit postings/assignments through the Discussion Board, as well as the Assignment link & TurnItIn via Titanium.

Candidates are also expected to check the course Titanium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

Should technical difficulties arise, contact the Help Desk at 657-278-7777. Additionally, below are some helpful sites:

http://www.fullerton.edu/at/index.asp
http://www.fullerton.edu/ittraining/other/moodle/tutorials/Titanium_Student_Tutorial/Titanium_Student_Tutorial.htm
(They have prepared several online tutorials that may help you)
http://distance-ed.fullerton.edu/ (Click on “students”)

**On-Line Behavior:**
35. Do not post any messages that you would not be allowed to speak in a classroom.
36. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
37. **Use “Person-First Language” in your postings** (e.g., “student with autism” instead of “autistic student”). Points will be deducted for lack of person-first language.
38. **Maintain confidentiality at all times.** That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
39. Always change the subject line to reflect your posting!
40. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
41. You may compare and contrast various student points of view as a quality posting.
42. Give examples from your experience.
43. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
44. Be sure to check spelling and grammar before submitting your posts.
45. Remember –ALL CAPS is reserved for strong emphasis.
46. Post references and page numbers when answering questions to support your points and demonstrate you’ve read the material.
47. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written. (See the Discussion Rubric posted on Bb.)

48. Be sure you type your post directly in the text box rather than attaching a separate document- this enables others to read your work efficiently.

49. It is suggested you back up your work- for example, type out your posting in a word document first and save it, then copy and paste your posting in Titanium text box.

50. Make sure your postings are timely as posts submitted after the deadlines are considered late.

UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.
Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work
Candidates must request the return of student work within one semester after a grade is assigned for the related course(s). If they fail to request the return of their work within that time, the instructor has no further obligation to retain said work (UPS 320.005).

TENTATIVE SCHEDULE

Week 1, August 26, 2014
Topic(s) Legal Basis for Assessment
Screening, Assessment and Evaluation
http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/AuthenticAssessInEI_SA.asp

Reading Assignments
McLean Ch. 1
IDEA Provisions for Natural Environments

Week 2, September 2, 2014
Topic(s) Initial Screenings, Home Visiting, Attachment
Ages and Stages Assessment
Seeing is Believing-Guided Self Observation

Assignments Due
Homework 1 due 9/2/14

Reading Assignments
Cook and Sparks Chapters 1-2
Harry pages 1-15
Home Visiting Tool Kit (On TITANium for week 2)
Meaningful Assessment Family Centered Programs

Week 3, September 9, 2014
Topic(s) Assessing Family Resources, Priorities and Concerns

Assignments Due
Book Club discussion post #1. Post on course blog on TITANium

Reading Assignments
Reading are posted on TITANium
McCormick, et al. Using Ecomaps to Understand Family Resources
McWilliam, R.A –Understanding the Family Ecology
Woods & Lindeman-Gathering and Giving Information with Families

Week 4, September 16, 2014 Online
Topic(s) Evidence-based Resources

**Assignment Due**
NECTAC Resource Review on discussion forum
http://www.nectac.org/topics/earlyid/screeneval.asp

**Fuzzy Baby Network Assignment**
Typical/Atypical Motor Development in Infants 2-6 months

**Week 5, September 23, 2014**

**Topic(s)** Home Visiting Supports
Assessing Motor Skills in Infants and Toddler

**Assignments Due**
Chapter 10 Group Presentation
Quickwrite #1 (Cooks and Sparks text Chapter 3)

**Reading Assignments**
Mclean et al-Chapter 10
Cooks and Sparks-Chapter 3
Reading in Week 5 Folder

**Week 6, September 30, 2014**

**Topic(s)** Communication Skill Assessment

**Assignments Due**
Chapter 5 Group Presentation

**Reading Assignments**
Mclean et al Chapter 5
Cooks & Sparks Chapter 5
Communication Matrix Handbook
www.communicationmatrix.org
Gardenr-Neblett-Baby Talk
Juniper Garden Children’s Center-Strategies for Promoting Communication

**Week 7, October 7, 2014** (Online Class #2)

**Topic(s)** Assessing Communication Skills

**Assignments Due**
Online module in TITANium
Discussion Forum for Dr. Risely
Complete ACC Quiz

**Reading Assignments**
Dr. Risley Lecture http://www.pitc.org/images/annevent/we_video_popup6.htm
Week 8, October 14, 2014 (Online Class #3)

**Topic(s)** Low Incidence Assessments and Language Intervention

**Assignments Due**
- Online Module in TITANium
- Discussion forum for Early Hearing Loss
- Melanie Discussion Post #2

**Reading Assignments**
**In TITANium folder**
- Nicolson & Spann (2011). Technology for Baby’s Ear

Early Intervention in D/HH Webinar
http://www.gallaudet.edu/clerc_center/webinars/how_early_intervention_can_make_a_difference_research_and_trends.html

Week 9, October 21, 2014

**Topic(s)** Screening and Assessment of Sensory Functioning

**Assignments Due**
- Quick Write #2 Cook & Sparks Chapter 7

**Reading Assignments**
- Cooks & Sparks Chapter 7
- Batsaw Chapter 11

Week 10, October 28, 2014

**Topic(s)** Family Diversity, Assessment and Cultural Competence

**Assignments Due**
- Chapter 4 Group Presentation
- Melanie Reflection Part 1

**Reading Assignments**
- Mclean Chapter 4
- In TITANium
- Espinoza (2013). Challenging Common Myths About Dual Language Learners
- NAEYC-Statement on Bilingual Assessment

Week 11, November 4, 2014
Topic(s) Assessing Children’s Environments  
Exploring ITERS

Assignments Due  
Chapter 3 Group Presentation

Reading Assignments  

Week 12, November 11, 2014  
Veterans Day-Campus Closed

Week 13, November 18, 2014  
Topic(s) Writing IFSP Outcomes & Assessing Social Competence and Play Skills

Assignments Due  
Homework #3 IFSP Writing Outcomes  
Quickwrite #3 Cook & Sparks Chapter 6

Reading Assignments  
Mclean Chapter 6  
Cook & Sparks Chapter 6  
IFSP Case Studies

Week 14, November 25, 2014  
Thanksgiving Break

Week 15, December 2, 2014  
Topic(s) IFSP Case Studies

Assignments Due  
Informal Assessment Report

Reading Assignments  
IFSP Case Studies  
Cook & Sparks Chapter 4

Week 16, December 9, 2014
Topic(s) Linking Assessment to Intervention

Assignments Due
Melanie with a Broken Wing Part 2 Reflection

Reading Assignments
Cook & Sparks Chapter 9
Spagnola & Friese- Family Routines and Rituals (Group 1)

Week 17, December 16, 2014
Final Exam

NOTE: The instructor reserves the right to adjust or change topics and assignments as the need arises. If candidates wish to debate an assignment or grade, professional & conservative feedback is welcomed.
CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education -- Department of Special Education

SPED 515: Preschool Assessment and Intervention
(3 units)

Instructor: Dr. Janice Myck-Wayne
Office Room Number: CP-570
Office Hours: TH 2-4 & TH 6:45-7:45

Office Phone Number: 657-278-4706
Class Information: TH 4-6:45 Room: CP 125
Email: jmyck-wayne@fullerton.edu

Course Description
Prerequisites: Credential Candidate status and SPED 400. The course provides information and experience in the assessment of preschool age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessment into preschool special education program planning will also be discussed.

CSUF Conceptual Framework

The University
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multi-cultural population.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

Education Unit Conceptual Framework
A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their education journey, we believe our students will embrace and in turn, model them in their professional lives.

Our Mission
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces.
engage in scholarly activity that informs the profession and serves the educational community by providing applied scholarship.
Student Outcomes & Indicators

After successful completion of a program of study, our credential recipients and program graduates are:
Outcome 1: Knowledgeable and Competent Specialists
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

Outcome 3: Committed and Caring Professionals
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

Department of Special Education: Mission statement and goals

Department of Special Education Mission Statement

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Marks of the Department of Special Education

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, p. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
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<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<tr>
<td>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
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<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
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<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
</tbody>
</table>
Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.

Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.

Graduates will be interested in life-long learning.

<table>
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<tr>
<th>CSUF Course Policies</th>
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**CSUF Policy on Students with Disabilities**

According to the CSU Policy, candidates with disabilities need to document their disabilities at the Disabled Student Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000. Information on this may also be found at http://www.fullerton.edu/disabledservices/

**CSUF Policy on Academic Dishonesty, Appeals, and Conduct**

Academic Dishonesty- prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, cheating, inventing false information or citations, plagiarism, and assisting or allowing these acts.

Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the University procedure for appealing.

Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning.

Please feel free at all times to participate and offer varying perspectives in turn.

Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate. Information on this may also be found at http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf

**CSUF Instruction Interruption Plan**

Two-week plan for distance instruction should on-campus instruction be interrupted is as follows: In case of instruction interruption, please check the course Titanium/Moodle site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium/Moodle groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**CSUF University Emergency Policy**

Please review the University’s Emergency Policy at http://www.fullerton.edu/emergencypreparedness/ep_students.html

**Special Education 515: Specific Course Information**

**Course Objectives & Student Learning Goals**

1. To select and utilize assessment strategies and tools appropriate for preschool students with special developmental needs (CCTC Program Standard 2,5; ECSE 2,4)
   a. Identify assessment questions to be addressed based on the child’s or family’s priorities, program concerns, or previously identified concerns
   b. Compare a variety of formal and informal assessment strategies and their purposes
   c. Select appropriate strategies and tools for each developmental area
   d. Administer assessment tools in a manner that ensures reliable and valid results
e. Adapt Assessment materials for children with specific disabling conditions or cultural or linguistic needs

2. To Accurately interpret and report assessment results (CCTC Program Standard 5; ECSE 4.)
   a. Integrate assessment results with information from other agencies or other personnel having contact with the child and family
   b. Interpret and synthesize interdisciplinary test results in terms of identification of developmental delays according to federal and state regulations and local policies
   c. Assess the limitations of assessment measures
   d. Report assessment results in language that the family can understand

3. To become familiar with various models of preschool special education programs (CCTC Program Standard 11, 13; ECSE 7)
   a. Compare and contrast the types of service delivery models for preschool students with special needs or “at-risk”
   b. Describe the current trends and practices in evaluating programs for children
   c. Identify and evaluate the types of curriculum programs available for preschool students with special needs

4. To develop Individualized Education Plans (IEP) to meet identified strengths and needs of preschool children with special needs (CCTC Program Standard 8; ECSE 5)
   a. Write specific, observable, and measurable long and short term goals and objectives in all areas of concern including evaluation criteria for meeting goals
   b. Select and determine intervention procedures that are appropriate for the child based on interdisciplinary assessment
   c. Select and determine educational curricular materials, activities, and other technologies appropriate to specific goals and objectives
   d. Select appropriate settings for provision of services
   e. Identify strategies to promote opportunities for students with special needs to be integrated with their typically developing peers for activities
   f. Develop transition programming for children entering kindergarten public school settings

5. To effectively interact with members of the assessment team and interagency teams to develop appropriate programs for preschoolers with special needs (CCTC Program Standard 4; ECSE 8)
   a. Assess the importance of collaboration with families and the interdisciplinary assessment team
   b. Identify strategies to involve a variety of people into the assessment and intervention team at all levels
   c. Identify supervision skills and techniques when working with paraprofessionals

Course Textbook & Technology

Required
California Department of Education (2000). *Handbook on assessment and evaluation in early childhood special education programs.* Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on Blackboa or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))
CSUF Education Specialists Program Assessment 2013

California Department of Education (2001). *Handbook on developing and implementing early childhood special education programs and services*. Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on TITANium or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))

California Department of Education (2001). *Handbook on developing individualized family service plans and individualized education programs in early childhood special education*. Sacramento, CA: CDE Press. (The link to this publication in a free PDF format is available on TITANium or order online at [http://www.cde.ca.gov](http://www.cde.ca.gov))

*Additional readings will be assigned and posted on Titanium.*

**Technology Requirement**

Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active email account (know what email account the University has in the system for you) and word processing software. Since the instructor and many classmates are not presently able to read Word 2007/Vista files, previous versions should be used. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, use Titanium features such as the Blog and Wiki tools, and submit postings/assignments through the Discussion Board, as well as the Assignment link & TurnItIn via Titanium.

Candidates are also expected to check the course Titanium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs. Lastly, candidates must be able to access and use the PsycINFO and ERIC databases (via the CSUF library website).

*Should technical difficulties arise, contact the Help Desk at 657-278-7777.*

Additionally, below are some helpful sites:

- [http://www.fullerton.edu/at/index.asp](http://www.fullerton.edu/at/index.asp)
- [http://www.fullerton.edu/ittraining/other/moodle/tutorials/Titanium_Student_Tutorial/Titanium_Student_Tutorial.htm](http://www.fullerton.edu/ittraining/other/moodle/tutorials/Titanium_Student_Tutorial/Titanium_Student_Tutorial.htm)
- [http://distance-ed.fullerton.edu/](http://distance-ed.fullerton.edu/) (Click on “students”)

**Course Professionalism: Policies & Expectations**

**On-Line Behavior:**

1. Do not post any messages that you would not be allowed to speak in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”). Points will be deducted for lack of person-first language.
4. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. Always change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. You may compare and contrast various student points of view as a quality posting.
8. Give examples from your experience.
9. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
10. Be sure to check spelling and grammar before submitting your posts.
11. Remember—ALL CAPS is reserved for strong emphasis.
12. Post references and page numbers when answering questions to support your points and demonstrate you’ve read the material.
13. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A." If you are merely reporting what is in the text, that is no more than a "B," since that is simply reporting what is already written. (See the Discussion Rubric posted on Bb.)
14. Be sure you type your post directly in the text box rather than attaching a separate document- this enables others to read your work efficiently.
15. It is suggested you back up your work- for example, type out your posting in a word document first and save it, then copy and paste your posting in Titanium text box.
16. Make sure your postings are timely as posts submitted after the deadlines are considered late.
Responsible Learning: Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalogue (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

Assignment Policy: Candidates are expected to have proficient & professional English writing skills and to type & proofread all written assignments as points are deducted on papers/posts that include multiple/significant spelling or grammatical errors.

- All written assignments must be printed out in clean clear black ink in the Times New Roman 12 point font.
- Papers and reports must be submitted in APA style (6th edition) unless specifically noted otherwise in the syllabus or assignment description.
- Assignments will be returned to students for correction at the discretion of the instructor.
- Late assignments will be penalized two percent of the possible points for each 24 hour period after the established due date for up to five calendar days.

Cultural, socio-economic status, and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.

Feel free to contact Dr. Myck-Wayne if you have a question, concern or suggestion for the course. You are welcome to come by my office at College Park 570 at anytime. However, appointments are appreciated, preferred, and given priority. Do not wait until the end of the semester to ask for help. The goal is for this class to attain 100% mastery on the course content.

Course Requirements

1. **Attendance** (15 Points)
   
   Students are expected to attend class and to participate in class activities and discussions. For each class session (besides the one “freebie”) missed 3 points will be deducted your total points at the end of the semester. Plan accordingly; one person’s crisis is as critical as another – therefore I do not judge them at all; I just deduct points! If you miss more than 5 classes, you may be asked to withdraw from the class.

2. **Quick Writes** (4@5=20 points)
   
   Four quick writes will be posted related to course readings. Quick writes will be submitted via TITANium.

3. **Critique and Demonstration of an Assessment Instrument HW #1** (15 points)
   
   Use the Buros Mental Measurements Yearbook (Spies & Plake, 2005) to thoroughly research a commonly used assessment instrument such as the Peabody Picture Vocabulary Test. Present a critique to your classmates. This will be done in small groups. Be certain to research important factors such as the reliability, validity and the characteristics of the normative sample. The purpose of the assignment is to provide the students with an opportunity to become familiarized with a variety of standardized tests. To access the BMMY follow the link below or access via TITANium under assignments.
   

4. **Observation Assignment HW #2** (20 points)
   
   Select one student. Identify an observation question about this student related to behavior or social skills in the classroom or outdoor play. Design an informal observation assessment procedure to use with this child to help collect data that will assist in answering the question.
5. **Online Assignments** (4 @ 15=60 points)

There are four (4) online assignments. They are located under Assignments/online in TITANium. Each assignment is due the Wednesday after assignment is given. You have from Thursday to following Wednesday to complete the assignment.

6. **Teaching Strategies Assignment. (HW 3) (30 points)**

- Select one student. Using the Building Blocks Text, complete:
  - The Child Assessment Worksheet
  - the IEP Today worksheet
  - Child Activity Matrix
  - Classroom Activity Matrix
  - Evaluation Form
  - Complete the ELO and Instruction at a Glance Form
  - Discuss in written form what modifications were made for this child

Rubric for this assessment can be found in the “Assignment” section of TITANium. Forms are located in TITANium.

7. **Assessment report. (40 points)**

Write a complete assessment report. This report must be formatted in APA style and include: (a) identification of the assessment question that based on program concerns or identified issues; (b) background information on the child: eligibility, health information, educational history, current placement (c) a description of the assessment procedure, its implementation, and any adaptations that were made; (d) a brief explanation of how the assessment procedure addresses the assessment question; (e) a summary of the findings; (f) an interpretation of the findings in light of the assessment question; (g) the implications of the findings for developing intervention, including a goal for this child. (h) the reliability and validity of the findings and how this was established. This report will be written in APA format with appropriate use of:
  - title page
  - manuscript header and page numbers
  - page layout
  - headings

The scoring rubric for this assignment can be found in the “Assignments” section of TITANium. **You must attach the scoring rubric to the report in order for it to be graded.**

8. **Group IEP Presentation. (20 points)**

In groups, you will be given a fictional student. Utilize information from the previous assignments to develop a transition IEP for the fictional student. Members of the group should each play the role of a member of the transition IEP team including parents. Simulate the IEP meeting in class utilizing the IEP Content Checklist (p. 69) in the *Handbook on Developing Individualized Family Service Plans and Individualized Education Program in Early Childhood Special Education* (CDE, 2001). The following items on the checklist must be covered in the presentation: 1 through 3 and 6 through 8. Discuss three goals with two benchmarks or objectives. Follow the guidelines in the textbook (McLean, Wolery, & Bailey, 2004) on pp.529-538 for identifying and composing goals and objectives. Construct and explain a Goal-by-Activity Matrix (McLean, et al., 2004, p.540). Identify and describe educational curricular materials, activities, and other technologies appropriate to specific goals and objectives. Identify strategies to promote opportunities for the student with special needs to be integrated with their typically developing peers for activities. Discuss how the student’s progress on the goals and objectives, as well as other indicators of child behavior that are related to the goals and objectives (e.g., engagement, interactions with others, inappropriate behavior, etc.), will be monitored. Follow the guidelines in the textbook (McLean, et al., 2004, ch.17).

The time limit will depend on the number of groups there are in the class. **On the day of the presentation, please give one scoring rubric to the instructor for the entire group. The rubric can be found in the Assignment section of TITANium.**
Course Grading

<table>
<thead>
<tr>
<th>Grading: Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
</tr>
<tr>
<td>Quick writes (4x5)</td>
<td>20</td>
</tr>
<tr>
<td>Homework #1-Test Evaluation</td>
<td>15</td>
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<tr>
<td>Homework #2- Observation Report</td>
<td>20</td>
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<tr>
<td>Homework #3- Teaching Strategies</td>
<td>30</td>
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<tr>
<td>Online Assignments (4x15)</td>
<td>60</td>
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<tr>
<td>Assessment Report</td>
<td>40</td>
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<tr>
<td>Group IEP Activity</td>
<td>25</td>
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<td>Total Points</td>
<td>225</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>202-225</td>
<td>A</td>
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<tr>
<td>180-201</td>
<td>B</td>
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<tr>
<td>156-179</td>
<td>C</td>
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<tr>
<td>135-178</td>
<td>D</td>
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<td>0-133</td>
<td>F</td>
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Note: the plus/minus system will not be used in this course.

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/31/13</td>
<td>Introduction and overview of assignments</td>
<td></td>
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<tr>
<td></td>
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<td>What is “assessment”?</td>
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<td>Procedures in ECSE Assessment</td>
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<td>Role of the Early Childhood Educator</td>
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<td>McLean Ch. 10</td>
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<td>Mclean pp. 13-20</td>
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<td>Week 2</td>
<td>2/7/13</td>
<td>Methods of Assessment</td>
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<td></td>
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<td>observation; norm-referenced; criterion-referenced</td>
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<td>Readings in Week 2 Folder</td>
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<td>Sign Language Week 2</td>
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<td>Read CDE Handbook on Assessment and Evaluation pp. 19-35</td>
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<td>Week 3</td>
<td>2/14/13</td>
<td>Interpreting and Communicating assessment results; DRDP Part I</td>
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<td>Online Assignment #1</td>
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<tr>
<td>Week 4</td>
<td>2/21/13</td>
<td>Assessing Behavioral Responses</td>
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<td></td>
<td>Quick write #1 Look over the info in the FBA folder for Week 4 HW 1: Test Evaluations</td>
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<tr>
<td>Week 5</td>
<td>2/28/13</td>
<td>Observation of Environments: ECER-R CLASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Print out the ECERS Rating Scale (under course readings)</td>
</tr>
<tr>
<td>Week 6</td>
<td>3/7/13</td>
<td>Assessing English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quick write #2</td>
</tr>
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<tr>
<td>Week 7</td>
<td>3/14/13</td>
<td>Educational Practices that Support and Enhance Inclusion</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Online Assignment found in TITANium</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>HW 2: Observation assignment due</td>
</tr>
</tbody>
</table>
## Week 9
3/28/13

<table>
<thead>
<tr>
<th>Writing goals and objectives</th>
<th>Readings in Week 9 Folder</th>
<th>Quick write #3 Bring IEP documents (under course readings)</th>
</tr>
</thead>
</table>

## Week 10
MARCH 31 APRIL 5

| *****SPRING BREAK***** |  |
|-------------------------|  |

## Week 11
4/11/13

<table>
<thead>
<tr>
<th>DRDP</th>
<th>Readings in Week 11 Folder</th>
<th>HW 3: Due Teaching Strategies Assignment</th>
</tr>
</thead>
</table>

## Week 12
4/18/13


## Week 13
4/25/13

<table>
<thead>
<tr>
<th>Transitions</th>
<th>READABLE Module</th>
<th>Online Assignment #3 Interview Assignment Due</th>
</tr>
</thead>
</table>

## Week 14
5/2/14

<table>
<thead>
<tr>
<th>Assessing and planning for transitions Developing the IEP</th>
<th>Readings in Week 15 Folder</th>
<th>Assessment Report DUE</th>
</tr>
</thead>
</table>

## Week 15
5/9/13

| IEP Presentations |  |
|-------------------|  |

## Week 16
5/16/13

| IEP Presentations |  |
|-------------------|  |

## Week 17
5/23/13

| Finals Schedule IEP Presentations |  |
|-----------------------------------|  |

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**NOTE:** The instructor reserves the right to adjust or change topics and assignments as the need arises. If candidates wish to debate an assignment or a grade, professional & constructive feedback is welcomed.
California State University, Fullerton  
Department of Special Education College  
of Education  
P. O. Box 6868  
Fullerton, CA 92834-6868

SPED 520  Assessment in Special Education  
Fall 2013

Instructor: Alison Englar-Carlson, Ph.D.  
Office: EC 426  
Hours: Thursday 2:45pm – 3:45pm  
Others available by appointment  
E-mail: aenglar-carlson@fullerton.edu

Course Description:  
Prerequisites: SPED 488 for credential students; SPED 501 for master's students. Critically examines the application of measurement and data analysis in the K-12 classroom.  
Units: (3)

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Core Values  
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement  
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators  
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists  
a. demonstrate strong foundation in subject matter or field of study  
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Outcome 2: Reflective and Responsive Practitioners  
a. promote diversity  
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c. engage in collaborative endeavors  
d. think critically

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a. become change agents  
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DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT
The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. The program is designed to train educational generalists in inclusive noncategorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multiparadigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

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Course Goals:
Students will understand:
- The various aspects of assessment as a process. (CC8K1,K2,K3; GCK1,K2,K3; CCS10)
- Testing and measurement as very essential components of the ongoing assessment process. (CC8K1, K5; CC8S8,S9; GC8K1,K2,K3)
- The role of the educator in the appropriate utilization of assessment data. (CCIK5,K6)
- Issues of appropriate and inappropriate selection and utilization of assessment tools and data. (CC8K4; CC8S1,S2,S3,S4)
- Interpretation of assessment data to plan instruction based on student needs (GC1K5,K8; CC8S5,S6,S7; CC9S6,S7)
- Issues related to testing, measurement and considerations of contextual, cultural and linguistic diversity. (GC1K1,K5; CC9S6)

Course Objectives:
Students will be able to:
- Demonstrate competence in the administration, scoring and interpretation of specific tests. (CC7S4; GC8S2,S3,S4)
- Demonstrate competence in the utilization of assessment data in the development of an IEP. (CC7K3; CC7S1,S2,S3; CC8S8,S9)
- Demonstrate competence in the selection, utilization and analysis of assessment data for the planning of preventive, remedial and/or compensatory instruction. (CC7K3; CC7S1,S2,S3; CC8S8,S9)
- Describe technical, administrative and normalization facets of assessment instruments. (GC1K1,K6,K8)
- Interpret and communicate assessment data to others in oral and written form. (CC5S6, CC8S7, CC10S2)

Student Behavior and Academic Ethics:
Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree.

Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced.

Cellular phones should be turned off or kept in silence mode during class sessions. During exams cellular phones and personal desk assistants (PDA) may not be used.

Titanium Support Handouts:
Log onto your portal and open your Titanium site for this class. Under the "Help" button you will find many tools, including tutorials that will help you use this site more efficiently. Using the Lynda.com tab on your portal search for Moodle 2 student resources. Here you will find many helpful tutorials.

CSUF Help Desk:
The Help Desk is available to all students in the event that technical difficulties arise. Contact the Help Desk at 657-278-7777.

**In the event of technical difficulties, assignments can be faxed directly to instructor.**

Students with Disabilities: Please inform the instructor during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending the class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. It is your responsibility to inform the instructor in writing by the second class meeting.
Two week plan for distance instruction should on-campus instruction be interrupted:
In case of instruction interruption, please check the course site for weekly instructional
activities, which may include multimedia presentations, discussion forums, group work (to be
conducted via Titanium groupings), and text and electronic readings. For additional
information, please call the California State University, Fullerton Campus Operation and
Emergency Closure Information Line: 657-278-4444.

Grading: The plus/minus grading system will not be used for this course.

GRADING PROCEDURES AND POLICY

Assignments must be neat, be free of punctuation and spelling errors, and meet APA style.
Papers will be returned to students for correction at the discretion of the instructor.

In class assignments cannot be made up.

Where noted in the syllabus, major assignments can be submitted up to one week
late ONLY and will receive a grade penalty (-30%). Unless noted in the syllabus, all
assignments are due at the START of class, and anything submitted after the start on
the due date will be considered late.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Participation activities</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2 x 50 = 100</td>
</tr>
<tr>
<td>Test Critique</td>
<td>65</td>
</tr>
<tr>
<td>Case Study</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total possible</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE

A 270 to 300
B 240 to 269
C 210 to 239
D 180 to 210
F <180

* The plus/minus system will not be used for this class.

COURSE REQUIREMENTS

1. Attendance: 20 points.

   Each student is allowed one missed class without penalization. Each class missed after
   this will result in a loss of 10 points up to 20 points. It is your responsibility to ensure
   that you have signed the attendance sheet.

2. Classroom activities: discussions and in and out of class assignments: 50 points

   a) Students are expected to attend class and to participate in class activities and
discussions. During the semester, 5 in-class or at home quick writing
assignments will be given and collected (25 points). Late quick writes will not
be accepted.
b) **Thought Card:** Prior to each class meeting students will complete a **thought card.** This is a 3x5 card with your name on it and a thought that you are having relevant to class. It is the student's responsibility to complete a thought card for each class meeting and give this card to the instructor at the beginning of class (25 points). Not completing the thought card or failing to turn in your card at the beginning of class will result in a loss of 2 points per missed card.

3. **Quizzes: 2 X 50 points each = 100 points**

   There will be two major quizzes as a part of this course. Each quiz will be worth 50 points.
   
   • The first quiz will be covering important statistical tools as well as important assessment definitions and terms. The first closed book quiz will be taken in-class.
   
   • The second quiz will cover test and administration issues. This take home test will be comprised of short answers/essays and definitions and will be available on titanium and due the class and time noted on the course schedule. The second quiz is open-note and open book.

4. **Test Critique--65 Points**

   For the test critique, you will be asked to choose a **formal** assessment that was presented in class, or you may choose an assessment that you can access in your school site as long at is pre-approved. Tests will be available for you to checkout in the Pollack Library reserve section. You will be required to write a 5 to 7 page critique of that test. See syllabus for the due date. Assignment details and rubric will be provided. **To achieve full credit, the critique must be free of grammatical and spelling errors, must meet APA style, and must include citations and references where appropriate.**

5. **Case Study and Presentation—65 Points**

   The final exam will be a case study analysis. You will be asked to examine a student’s case history and testing profile. You will be required to make a presentation in a group format during class, discussing the results in terms of identification for special education, placement, and programming, and submit a 5-7 page paper detailing your recommendations. This is due at the time of your final exam. Assignment details and rubric will be provided. **To achieve full credit, the case study must be free of grammatical and spelling errors, must meet APA style, and must include citations and references where appropriate.**

**In class assignments cannot be made up. Major assignments can be submitted up to one week late ONLY and will receive a grade penalty (-30%).**

**Required Text and Materials:**


• 3 X 5 Index Cards
• Simple Calculator

Online Readings include resources from:


# SPED 520 CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date and COE Outcome</th>
<th>General Topic</th>
<th>Specific Objectives</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| **Week 1 08/29**     | Course Overview Test Overview | Readings must be done PRIOR to the class meeting!  
  - Introduction/Syllabus  
  - Definitions and Terms  
  - Types of tests  
  - Assessment/Testing | Chapter 2 (Please read before class if possible)  
Purchase textbook  
Please bring a simple calculator to each class |
| **Week 2 09/05**     | Assessment: History and Process |  
  - Historical trends, issues, terminology and laws  
  - Statistics | Chapters 1 and 3 |
| **Week 3 09/12**     | Assessment Considerations: The Examiner and the Student |  
  - Rapport, training, and roles (CST/MDT)  
  - Calculating chronological age, understanding scoring terminology  
  - Norms  
  - Demographic Information  
  - In class quiz preparation | Chapter 5, 7, and 8 |
| **Week 4 09/19**     | Assessment Considerations: The Test Introduction to Formal Assessment |  
  - ONLINE CLASS  
  - Validity/Reliability  
  - Response to Intervention | Chapters 4 and 6  
On line unit due on 9/19 at 11:59pm |
| **Week 5 09/26**     | In Class QUIZ—closed book  
Assessment Models for Qualification |  
  - In class quiz  
  - Models for Qualification/Eligibility  
  - Intelligence Testing  
  - Perceptual Abilities | In class QUIZ on the Statistical Tools and Definitions and Terms  
Chapters 10, 12, and 16 |
| **Week 6 10/03**     | The Assessment of Social-Emotional and Adaptive Behavior |  
  - IQ Cont.  
  - Adaptive Behavior  
  - Behavior Checklists  
  - Functional Behavior Assessment | Chapter 11  
Additional Reading:  
*Posted on Titanium* |
<table>
<thead>
<tr>
<th>Week 7 10/10</th>
<th>The Assessment of General Achievement</th>
<th>• Large Scale Achievement Tests</th>
<th>Chapter 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a, b, 2a, b, c, d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a, b</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 8 10/17 | The Assessment Oral Language and Culturally Competent Assessment | • ON LINE CLASS  
• Culturally Competent Assessment  
• Cultural Competence  
• Expressive/Receptive Language Tests | Chapter 13 and 15  
Online unit due on 10/17 by 11:59 pm |
| 1a, b | | | |
| 2a, c, d | | | |
| 3a, b | | | |
| **ONLINE** | | | |
| Week 9 10/24 | The Assessment of Mathematics | • Take home test due  
• Review Test Critique Assignment  
• Large Scale Achievement Tests Cont.  
• Mathematics Reasoning  
• Math Calculation | **TAKE HOME TEST**  
DUE by 10/24 at 11:59 pm |
| | | | |
| Week 10 10/31 | The Assessment of Written Language  
The Assessment of Reading | • Spelling and Mechanics  
• Cohesion and Organization  
• Decoding and Comprehension  
• Word and Passage Reading  
• Oral/Silent  
• Timed/Untimed Tests | Chapter 9  
Additional Reading—  
*Posted on Titanium* |
| | | | |
| Week 11 11/07 | Criterion Referenced Tests, CBA/CBM and Portfolio | • Development of tests  
• Analysis  
• Using the Data—CBT/CBA/CBM  
• Portfolio | Additional Reading—  
*Posted on Titanium* |
| 1a, b, c | | | |
| 2a, b, c, d | | | |
| 3a, b | | | |
| Week 12 11/14 | Observation, Interview, MAPS and Circle of Friends | • Observation  
• Environmental Ecology  
• MAPS  
• Circle of Friends  
• Self Determination Scales  
• (AIR/ARC) | Additional Reading—  
*Posted on Titanium*  
Test Critique Due by 11/14 at 11:59 pm |
| 1a, b | | | |
| 2b, c, d | | | |
| Week 13 11/21 | State and School wide Assessments Monitoring IEP Progress | • STAR Testing  
• CAPA Testing  
• Reports to teachers and Parents  
• Administration and Data Analysis  
• Variations, Accommodations, and Modifications | Review the CAPA, STAR, and Test Matrix Link  
Print and bring the Test Variation Matrix with you to class from the online link |
<p>| 1b | | | |
| 2b, c, d | | | |
| 3a, b | | | |</p>
<table>
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<tr>
<th>Week 14 11/28</th>
<th>• Thanksgiving Break</th>
<th>Rest, Relax, Eat.</th>
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</table>
| Week 15 12/05 1b 2b, c, d 3a, b | Planning and Intervention--Interpreting the Results | • Preventive, remedial and/or compensatory instruction  
• Utilization of Assessment Data for the IEP-goals and progress | Chapters 18 and 17  
Print out and bring to class the posted blank IEP and Psych. Report. |
| Week 16 12/12 | Presenting the Results--Oral and Written Reports Universal Design for Assessment | • Interpreting the data  
• Communicating that data with teachers, students and families  
• Writing the report  
• UDL/UDA | Chapter 18  
Additional Reading—
*Posted on Titanium*
| Week 17 12/19 | Final Time: 5pm to 6:50pm | Case Study Oral Presentations  
• (No formal PowerPoint required) | CASE STUDY DUE IN CLASS |
Instructor: Debra Cote, Ph.D.
Office Phone Number: 657-278-8565
Office Room Number: CP-570 #13
Office Hours: Wednesday 12:30-3:30 p.m.

Class Time: Online
Class Location: Online
Dates: 8/24-12/13/13
Email: dcote@fullerton.edu

Note: The Instructor will be online Monday-Friday. Emails will be answered within 36 hours with the exception of holidays.

Description: Prerequisites: Special Ed 322. Developing an educational approach to supporting positive behaviors in the classroom and community. Regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel. Certificate is provided to those who earn a clear A and meet the number of hours required in the course. The certificate may or may not be recognized by a school district. It is NOT a state BICM certificate.

CSUF Conceptual Framework

The University
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

The Students
The quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

The Faculty
The faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

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<td>Portfolio entries, and individual induction plan</td>
<td></td>
</tr>
</tbody>
</table>

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [Disposition Statement for Students](#).

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CSUF Policies
According to the CSU Policy, candidates with disabilities need to document their disabilities at the Office of Disability Support Services office, where they can get support and instructions for the instructor for needed adaptations and accommodations. This must be done as soon as possible, as the accommodations will not be made without the support of DSS. UPS 300.000

https://www.fullerton.edu/DSS/index.htm

### Academic Dishonesty

**Academic Dishonesty Policy:** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

### CSUF Policy on Cases of Emergency

For actions students should take in an emergency, please view the following website:

http://www.fullerton.edu/emergencypreparedness/ep_students.html

University Police can be reached at 657-278-3333, http://emergencypreparedness.fullerton.edu

### CSUF Instruction Interruption Plan

Two-week plan for distance instruction should on-campus instruction be interrupted is as follows: In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

### SPED 522: Specific Course Information

#### Course Goal

Ensuring the best possible educational conditions that will prevent challenging behaviors and result in durable, fluent, and generalized learning.

#### Course Areas & Specific Objectives

**Basic Concepts** *(CCTC Program Standards 2, 12; M/M Standards 1, 2; M/S Standards 3, 4; ECSE Standard 1)*

1. Describe basic technology of operant principles: reinforcement (positive and negative), and punishment, stimulus control, stimulus discrimination, and stimulus generalization.
2. Demonstrate an understanding of these basic principles by describing application of these principles in the literature
3. Describe difficult or challenging behaviors and identify them as they occur in the classroom or community.

**Applied Behavior Analysis & Classroom/School Management** *(CCTC Program Standards 2, 5; M/M Standard 4; M/S Standards 3, 4; ECSE Standard 1)*

4. Prepare an operational definition of a difficult or challenging behavior,
5. Implement basic tools of observing and recording behavior (ABC chart, frequency counts, interval recording, and Scatter Plot),
6. Describe basic applied procedures typically implemented to decrease challenging behavior (Differential Reinforcement of Other Behavior-DRO, DRA, DRL)
7. Apply these basic principals to Classroom/School Management
8. Describe basic aversive procedures typically implemented to decrease challenging behavior (Time-out, response costing, overcorrection, verbal reprimands)
9. Review the literature and consolidate to demonstrate discrimination between aversive and non-aversive interventions implemented to decrease challenging behavior
10. Review the current literature that demonstrates effects of Positive Behavior Support
11. Describe the current laws that mandate against the use of aversive intervention.

**Quality of Life Indicators** *(CCTC Program Standard 5, 12; M/M Standard 2; M/S Standard 4; ECSE Standards 4, 7; ASDAA Standard 2)*

12. Assess quality of life, setting events and antecedent variables for your target student.
13. Based on results of assessment, design modifications in ecological or environmental factors that will reduce the likelihood of the challenging behavior, or prevent the challenging behavior from occurring.
14. Demonstrate an understanding of how these indicators affect classroom support.

**Functional Assessment** (CCTC Program Standards 5, 12; M/M Standard 2; M/S Standard 4; ECSE Standard 7)
15. Describe the four main motivations underlying challenging behaviors and how challenging behavior serves a communicative function
16. Administer the following instruments to perform a functional assessment of challenging behaviors: Scatter Plot, ABC, Significant Other Interview, Behavior Map, Communicative Functions Analysis, Motivation Assessment Scale, quantitative data collection, ecological and learning style inventories.

**Hypothesis Testing** (CCTC Program Standard 12; M/M Standards 2, 4; M/S Standard 4; ECSE Standard 4; ASDAA Standard 3)
17. Based on results of data collection, summarize data in written form,
18. Generate hypotheses based on data results
19. Test hypothesis with your target student.

**Positive Behavior Support Plan** (CCTC Program Standards 2, 12, 13; M/M Standard 4; M/S Standards 4, 6; ECSE Standards 6, 7; ASDAA Standard 2)
20. Design and implement a Positive Behavior Support strategy for reducing challenging behavior in all of the five following areas: (1) Life style enhancement, stimulus changes, or setting modifications, (2) new, efficient, functionally equivalent replacement behavior, (3) positive consequences, (4) emergency management.
21. Demonstrate an understanding of the application of a Positive Behavior Support approach in contexts of the general education classroom, campus and community settings.
22. Demonstrate an understanding of the application of Positive Behavior Support to students with mild to moderate disabilities, students with moderate to severe disabilities, and students with no known disability or students who are "at risk" who are of all ages (infants to adults).

**Course Text Books**

**Required Texts**


The texts are available at the Titan bookstore, [http://www.barnesandnoble.com](http://www.barnesandnoble.com), [http://www.amazon.com](http://www.amazon.com)

**Required Readings Available through electronic links on Titanium**


Positive Behavioral Interventions and Supports available at [www.pbis.org](http://www.pbis.org)

*Additional readings will be assigned/suggested, including selected journal articles, and will be available on-line.

**Recommended Reading**


**Technology**

Candidates are required to have consistent & reliable Internet and computer access throughout the course, as well as an active email account (know what email account the University has in the system for you) and word processing software. Since the Instructor and many classmates are not presently able to read Word 2007/Vista files, previous versions should be used. Additionally, candidates will need to be able to upload (word documents) and download (word & .pdf documents) files as attachments, use TITANium features such as the Blog tools, and submit postings through the Discussion Forums, as well as assignment links via TITANium. Candidates
are also expected to check the course TITANium site regularly for announcements. A number of resource materials such as links to web sites and articles in PDF will be made available. Acrobat Reader is needed in order to access PDFs.

Should technical difficulties arise, contact the Help Desk at 657-278-7777.

Additionally, below is an online support site with tutorials:
http://oasis.fullerton.edu/tutorials.aspx

Course Policies & Expectations

On-Line Behavior (Netiquette):
1. Post messages that would be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor, and maintain a professional manner in your postings.
3. Use “Person-First Language” in your postings (e.g., “student with autism” instead of “autistic student”)
4. Maintain confidentiality at all times. That is, all references to students, teachers, etc. must be made without identifying information (e.g., “the special education teacher” instead of “Mrs. Smith”).
5. ALWAYS change the subject line to reflect your posting!
6. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
7. Give examples from your experience.
8. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
9. For longer postings, use your word processor so you can use spell checker.
10. Remember – ALL CAPS is reserved for strong emphasis.
11. Post page numbers and references when answering questions.
12. Show how you APPLY the concepts from readings (the text and articles) in your answers. When you show you have internalized the material, by applying it, that answer is an "A". If you are merely reporting what is in the text, that is no more than a "B", since that is simply reporting what is already written.
13. Make sure your spelling and grammar are correct.
14. Make sure your postings are timely.
15. You may compare and contrast various student points of view as a quality posting.

Things to keep in mind:

Contacting the instructor: In contacting the instructor please use email: decote@fullerton.edu Please title all emails SPED 522 (e.g., SPED 522). Emails are a professional form of communication and it is common courtesy to address the recipient of the email and to close with your name. The instructor is NOT on-line over the weekend. If you have a question, post it on the appropriate forum. The instructor will be on-line for at least two hours during the week to respond to the questions. Also, please feel free to answer questions posed by your peers if you think you can help.

TITANium Reminder: You must check the course TITANium site regularly for instructional activities (included in the modules), which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings.

Confidentiality: Candidates are expected to carefully maintain confidentiality at all times. All oral and written references to students must be made without identifying information. Candidates wanting to show any pictures or videos of students must first obtain written permission of the parent/legal guardian (and student when possible).

Responsible Learning: Candidates are expected to take an active role in their own learning; take responsibility for reviewing the syllabus, being aware of due dates, and monitoring progress in the course; be proactive about contacting the instructor with any problems or questions; and familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalog (Note: these include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a verbal warning, F on assignment or in the class, suspension from University, and so on).

Authentication of Student Work: Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including Discussion Forum postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete.

Assignment Policy: Candidates are expected to have proficient and professional English writing skills and to type and proofread all written assignments as points are deducted on papers that include multiple/significant spelling or grammatical errors. Candidates are encouraged to utilize the Writing/Learning Center for help. The Instructor reserves the right to require candidates (on a case-by-case basis) to turn in their papers to the Writing/Learning Center in advance.
All assignments are due on the specified due date and late submissions will not be accepted. If you are having difficulty or anticipate difficulty meeting an assignment deadline, please contact the instructor as quickly as possible, at least 24 hours before the due date. Every effort will be made to assist you. Should you run into last minute technical difficulties, you are expected to submit your work via email or fax.

Enrollment Policy: Candidates wishing to add the class should do so during the first two class sessions. The instructor reserves the right to decline signing add forms after the second-class session. Candidates wishing to drop, withdraw, or obtain an Incomplete must do so in accordance with the University Policy. Late drops, withdrawals, and Incompletes will only be granted upon documentation of extenuating circumstances and permission of both the instructor and the Department Chair.

Note: In the Department of Special Education credential programs, a grade point average of 2.75 will be required to earn a credential. This means the lowest grade a CSU Fullerton credential candidate can receive is a C-. Anything below a C- will not be accepted and the candidate will need to retake that course.

Modules

Modules: Given that this is a web-only class with no face-to-face requirements, participation will be evaluated solely on Candidates’ on-line participation. The Modules (i.e.,) will open to help you follow along with other candidates in accordance with the design of the course. It is recommended that your first login be on start day of the Module in order to review the requirements and plan your time accordingly. You are also required to read the assigned chapters/articles prior to completing the required Module assignments. These readings are clearly marked in the Course Schedule & Module Directions (in TITANium). When participating in the discussion forums and blogs, pay special attention to the discussion prompt/instruction because it contains exactly what you are expected to include. Be prepared to share comments, questions, and reflections related to the course material and personal/practical experiences. Demonstrate your understanding of the content, evidence your critical thinking and reflective skills, and engage with fellow candidates. Pay particular attention to the Online Forum Discussion Grading Rubric (p.7).

A second TITANium reminder: You must check the course TITANium site regularly for instructional activities (included in the modules), which may include multimedia presentations, discussion forums, group work (to be conducted via TITANium groupings), and text and electronic readings. Candidates are expected to login in to the class TITANium site a minimum of three times weekly and read the assigned chapters/articles (clearly marked in the Course Schedule and within weekly modules) prior to completing the required module assignments. Specific directions related to module assignments and requirements will be provided within the modules. Candidates must complete the module by the due date noted in the Module and Course Schedule in order to receive credit. Late postings will not be given credit. Note: the Instructor will track the online activity of all candidates and will maintain a copy of all online discussions.

With respect to TITANium Forum Discussion assignments, Candidates are expected to participate in active, regular, and ongoing discussions within TITANium’s forum discussion feature. All posts (threads and replies) will be read and evaluated with special attention to several areas:

- Frequency and time of posting
- Relevance to topic
- Evidence of critical thinking
- Evidence of original thought/reflection
- Professionalism

The following Grading Rubric will be used to evaluate TITANium Forum Discussion performance:
### Online Forum Discussion Grading Rubric

<table>
<thead>
<tr>
<th>Quantity Criteria</th>
<th>Score</th>
<th>Quality Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate contributed regularly, that is ongoing posts demonstrated sustained and high levels of engagement with the topic of discussion/materials/concepts. Accessed the course three or more times during the week.</td>
<td>5</td>
<td>The candidate showed initiative and interpreted materials, synthesized concepts, integrated various threads, backed up opinions with references (e.g., Smith &amp; Heflin, 2001) examples, or redirected discussion. No grammatical or spelling errors. Person first language used.</td>
<td>5</td>
</tr>
<tr>
<td>The candidate’s level of contribution was acceptable/average value. The candidate posted two or more times during the week. Posts how a minimal level of engagement with the topic of discussion. Accessed the course two or more times during the week.</td>
<td>4-3</td>
<td>The candidate contributed more than just facts, backed up opinions with examples or redirected discussion, and responded to the implications of other candidates’ ideas. Two or fewer grammatical or spelling errors. Person first language used.</td>
<td>4-3</td>
</tr>
<tr>
<td>The candidate rarely contributed or all contributions came in the final few minutes before the due date. Accessed the course before he due date.</td>
<td>2-1</td>
<td>The candidate’s contribution demonstrated only a cursory understanding/grappling with course material and the ideas of their peers. Many grammatical errors. Mistakes in person first language.</td>
<td>2-1</td>
</tr>
<tr>
<td>The candidate did not contribute at all</td>
<td>0</td>
<td>The candidate was underprepared and contributions (or lack of them) suggest incompleteness of the readings and/or a lack of understanding of topics/concepts.</td>
<td>0</td>
</tr>
</tbody>
</table>

### Forum Discussions (12 @ 10 points)

Candidates will be expected to participate in Forum Discussions (see Course Schedule for due dates). Directions and details for each Forum Discussion will be provided. **There is no substitute work accepted for Forum Discussion assignments.**

### Learning Activities (20, 30, 30 points)

Candidates will be expected to participate in learning activities and assignments (see Course Schedule for due dates). Directions and details for each Learning Activity will be provided. **There is no substitute work accepted for Learning Activity assignments.**

### Quizzes (3 @ 10 = 30 points)

Candidates will be expected to complete three (10 pt. ea.) online quizzes to assess knowledge of the content, specifically the content required in the reading of the Alberto and Troutman (2013) text, Janney and Snell (2008) text, and all content covered in class. See the Course Schedule for due dates. **There is no substitute work accepted for online quizzes.**

### Fieldwork Experience Assignments

### Fieldwork Experience Assignments

Three fieldwork-based assignments will be required: Assessment Data Analysis (ADA), Behavior Intervention Plan (BIP), and a BIP Power Point Presentation. Please review the directions and rubrics for each assignment carefully (to be provided), and note assignment due dates (see course schedule for due dates). Both the ADA and the BIP must be completed in the template provided and posted online. Also, remember to edit and re-edit the final versions as multiple/significant errors of typography, grammar, spelling, and punctuation, are unacceptable and will result in a reduction in points. The BIP presentation must be in the form of a Power Point presentation.

Neither ADAs, BIPs, and BIP Power Point presentations will be accepted after the specified due dates. If you have an “extenuating circumstance” (e.g., hospitalization, death in the family) and can provide appropriate documentation for it, the assignment may be submitted late (up to one week). No minor assignments (e.g., quiz, learning activity) will be accepted late. If you are having difficulty meeting an assignment deadline, contact the instructor ASAP or at least 24 hours before the due date. Every effort will be made to assist you. Having trouble with TITANium or its tools/features is not a legitimate reason for submitting your work late. Rather, you should submit your assignment via email to the instructor (dcote@fullerton.edu) in order to meet the deadline.

Note: If a grade of C or lower is received on the ADA assignment, candidates may re-submit the revised assignment within one week for re-grading of up to 10% improvement on the original grade. Directions will be provided and see rubrics below.
Candidates are encouraged to visit the instructor during office hours (or an individually scheduled time) as often as needed to receive extra guidance and feedback. Meeting with classmates for support is also highly recommended.

**Assessment Data Analysis (ADA) (120 points)**

This assignment requires candidates to have access to individuals with degrees of challenging behavior. The individual does not necessarily have to be identified for special education services, however keep in mind that the knowledge you gain working with this individual should be generalized to other individuals with challenging behavior. It is highly recommended that this individual exhibit high-frequency behaviors. Select a target individual to conduct your Positive Behavior Support Intervention Project. Once you have received your fieldwork assignment, you will begin collecting data as soon you have received approval (cooperating teacher, parent). You will complete the instructor provided ADA forms, write up an evaluative summary including an interpretation of all raw data, develop a hypothesis, and present the results of your data in the template provided that can be downloaded from TITANium. All documents (e.g., BIG Handout, ABC, ADA Template, hypothesis chart) must be submitted electronically.

**Behavior Intervention Plan (BIP) (120 points)**

For this assignment you will report the intervention results. The BIP project will be a CONTINUATION of the template you used to complete the ADA. You will submit the BIP template, raw data, instructional plan, and the results of intervention. Detailed specific assignment guidelines and samples will be provided. All documents must be submitted electronically.

**Behavior Intervention Plan Power Point Presentation (30 points)**

The final product is the BIP Power Point presentation. For this assignment you will submit a Power Point presentation. Specific assignment guidelines and sample Power Point presentations will be provided. All documents must be submitted electronically.

*NOTE: The instructor reserves the right to adjust or change topics and assignments as the need arises.*

The following rubric is used to grade the ADA:

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>Exceeds Expectations (4)</th>
<th>Meets Expectations (3)</th>
<th>Inconsistently Meets Expectations (2)</th>
<th>Does Not Meet Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Components of Assignment</strong></td>
<td><strong>Introductory Information</strong></td>
<td><strong>Core Information</strong></td>
<td><strong>Behavioral Information</strong></td>
<td><strong>Conclusion</strong></td>
</tr>
<tr>
<td>1</td>
<td>Student description is focused on strengths and needs/dreams, is presented in a positive light, and includes basic identifying information.</td>
<td>Student description is focused on positive attributes, strengths, and needs/dreams, and includes basic identifying information in positive non-clinical format.</td>
<td>Student description is focused on strengths, and needs/dreams, and includes basic identifying information.</td>
<td>Student description is focused on strengths and needs/dreams, and includes basic identifying information.</td>
</tr>
<tr>
<td>2</td>
<td>One targeted challenging behavior is defined in specific/observable and measurable terms.</td>
<td>One behavior that needs to be decreased is identified and defined in specific/observable and measurable terms with examples and the conditions under which it is most likely to occur.</td>
<td>One/Several behavior(s) that need(s) to be decreased is/are identified and defined in specific/observable and measurable terms.</td>
<td>One/Several behavior(s) that need(s) to be decreased is/are identified and defined in specific/observable and measurable terms.</td>
</tr>
<tr>
<td>3</td>
<td>The Medical, Psychological, Clinical &amp; Developmental Summary covers all pertinent medical or clinical information. Also includes diagnostic details and labels.</td>
<td>Complete coverage of all pertinent medical or clinical information and history with sources. Includes successes and failures associated with medical treatments. Also includes diagnostic details and labels.</td>
<td>Some coverage of all pertinent medical or clinical information and history. Includes successes and failures associated with medical treatments. Also includes diagnostic details and labels.</td>
<td>Very little medical history. Includes successes and failures associated with treatments. Also includes diagnostic details and labels.</td>
</tr>
<tr>
<td>4</td>
<td>Intervention history is addressed including any attempts to address any of the student’s behavior, and the successes or failures.</td>
<td>Intervention history is addressed including any attempts to address any of the student’s behavior, and the successes and/or failures of intervention.</td>
<td>Intervention history is addressed including any attempts to address any of the student’s behavior.</td>
<td>Intervention history is addressed with minimal description of attempts to address student behavior.</td>
</tr>
</tbody>
</table>

Semester/Year: Fall 2013
<table>
<thead>
<tr>
<th>Questions</th>
<th>Summary/Analysis</th>
<th>Recommendations for Intervention</th>
<th>Summary/Analysis</th>
<th>Recommendations for Intervention</th>
<th>Summary/Analysis</th>
<th>Recommendations for Intervention</th>
<th>Summary/Analysis</th>
<th>Recommendations for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-13</td>
<td>Student demonstrates expertise in summarizing quality of life and setting event assessment data.</td>
<td>Summary is clear, thorough yet concise and based on results of the observation (not a summary of the tool used).</td>
<td>Summary is based on results of the observation (may include a summary of the tool used).</td>
<td>Summary is too incomplete; summary included; and or insufficient, unconvincing.</td>
<td>14</td>
<td>Student demonstrates expertise in analyzing quality of life and setting event assessment data.</td>
<td>Analysis does not include any further summary of data, is a thorough, thoughtful, and insightful interpretation that relates findings to the target behavior and to other findings. Synthesizes all data results into a fluid analysis.</td>
<td>Analysis is a thoughtful interpretation but does not tie to challenging behavior. Adds more data rather than a synthesized interpretation.</td>
</tr>
<tr>
<td>15</td>
<td>Student demonstrates expertise in recommending interventions for quality of life and setting event assessment data.</td>
<td>Recommendations for the intervention are insightful, innovative, and tie to the results of this tool only.</td>
<td>Recommendations for the intervention tie to the results of this tool.</td>
<td>Recommendations for the intervention are provided, but do not tie to the results of the tool.</td>
<td>16-18</td>
<td>Student demonstrates expertise in summarizing functional equivalent assessment data.</td>
<td>Summary is clear, thorough yet concise and based on results of the observation (not a summary of the tool used).</td>
<td>Summary is based on results of the observation (may include a summary of the tool used).</td>
</tr>
<tr>
<td>19</td>
<td>Student demonstrates expertise in analyzing functional equivalent assessment data.</td>
<td>Analysis does not include any further summary of data, is a thorough, thoughtful, and insightful interpretation that relates findings to the target behavior and to other findings. Synthesizes all data results into a fluid analysis.</td>
<td>Analysis is a thoughtful interpretation that relates findings to the target behavior. However, adds more data rather than a synthesized interpretation.</td>
<td>Analysis is more rather than an in the obvious. An a does not synthesize an interpretation</td>
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</tr>
<tr>
<td>20</td>
<td>Student demonstrates expertise in summarizing and analyzing Antecedent Strategy Hypothesis Testing data.</td>
<td>The Functional Equivalent(s) is/are clearly stated and rationalized based on previous data collection. Antecedent strategies are clearly explained, and the results are clearly summarized and analyzed.</td>
<td>The Functional Equivalent(s) is/are clearly stated and rationalized based on previous data collection. Antecedent strategies are clearly explained, and the results are clearly summarized and analyzed.</td>
<td>The Functional Equivalent(s) is/are unclearly stated and rationalized based on previous data collection. Antecedent strategies are unclearly explained, and the results are unclearly summarized and analyzed.</td>
<td>21</td>
<td>Student demonstrates expertise in summarizing and analyzing Consequence Strategy Hypothesis Testing data.</td>
<td>The Functional Equivalent(s) is/are clearly stated and rationalized based on previous data collection. Consequence strategies are clearly explained, and the results are clearly summarized and analyzed.</td>
<td>The Functional Equivalent(s) is/are clearly stated and rationalized based on previous data collection. Consequence strategies are clearly explained, and the results are clearly summarized and analyzed.</td>
</tr>
<tr>
<td>22</td>
<td>Student demonstrates expertise in recommending interventions for functional equivalent assessment data.</td>
<td>Recommendations for the intervention are insightful, innovative, and tie to the results of this tool only.</td>
<td>Recommendations for the intervention tie to the results of this tool.</td>
<td>Recommendations for the intervention are provided, but do not tie to the results of the tool.</td>
<td>Data Collection (Appendix)</td>
<td>Data for all three tools are collected properly using the form provided in the handout.</td>
<td>Data for two of the three tools are collected properly using the form provided in the handout.</td>
<td>Data for one of the three tools are collected properly using the form provided in the handout.</td>
</tr>
<tr>
<td>1-3</td>
<td>Student demonstrates expertise in collecting data for the Student, Peer &amp; Teacher Pre-intervention surveys.</td>
<td>Data for all three tools are collected properly using the form provided in the handout.</td>
<td>Data for two of the three tools are collected properly using the form provided in the handout.</td>
<td>Data for one of the three tools are collected properly using the form provided in the handout.</td>
<td>4)</td>
<td>Student demonstrates expertise in collecting data for the Positive Environment Checklist.</td>
<td>Data for these tools are collected properly from the perspective of the student using the form provided in the handout.</td>
<td>Data for these tools are collected properly using the form provided in the handout.</td>
</tr>
<tr>
<td>5)</td>
<td>Student demonstrates expertise in collecting data for the Modality</td>
<td>Data for these tools are collected properly from the perspective of the student using the form provided in the handout.</td>
<td>Data for these tools are collected properly using the form provided in the handout.</td>
<td>N/A</td>
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<tr>
<td>Strength tool</td>
<td>student using the form provided in the handout.</td>
<td>the handout.</td>
<td>Data for this tool are collected properly using the form provided in the handout. Most questions are answered and type written.</td>
<td>N/A</td>
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<tr>
<td>6) Student demonstrates expertise in collecting data for the Cue Questions.</td>
<td>Data for this tool are collected properly from the perspective of the student using the form provided in the handout. Answers are thorough and thoughtful and are type written.</td>
<td>Data for this tool are collected properly using the form provided in the handout. Most questions are answered and type written.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7) Student demonstrates expertise in collecting data for the Communication Questionnaire Level I or II</td>
<td>Data for these tools are collected properly from the perspective of the student using the form provided in the handout.</td>
<td>Data for these tools are collected properly using the form provided in the handout.</td>
<td>N/A</td>
<td></td>
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<tr>
<td>8) Student demonstrates expertise in collecting data for the Reinforcement Inventory</td>
<td>Data for these tools are collected properly from the perspective of the student using the form provided in the handout.</td>
<td>Data for these tools are collected properly using the form provided in the handout.</td>
<td>N/A</td>
<td></td>
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</tr>
<tr>
<td>9) Student demonstrates expertise in collecting data for the Behavior Map and uses computer to generate a graphic representation.</td>
<td>Data for this tool are collected properly from the perspective of the student using the computer to generate a graphic representation.</td>
<td>Data for this tool are collected properly from the perspective of the student and the map is completed by hand.</td>
<td>N/A</td>
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<tr>
<td>10) Student demonstrates expertise in collecting data using the Scatter Plot.</td>
<td>Student selects appropriate &amp; consistent unit of measure. Collects data for 5 days. Includes data recorded by a second observer for one day. Student collects data for sufficient intervals to reflect a pattern.</td>
<td>Student selects appropriate &amp; consistent unit of measure. Collects data for 3-4 days. Includes data recorded by a second observer for one day. Student collects data for sufficient intervals.</td>
<td>Student selects appropriate &amp; consistent unit of measure. Collects data for less than 3 days. Includes data recorded by a second observer for one day.</td>
<td>Does not collect data for 3 days</td>
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<tr>
<td>11) Student uses computer to generate a line graph to give a picture of the baseline occurrences of the target behavior over the 5 days of observation.</td>
<td>There is one complete line graph including reliability data, with titles and labels correctly positioned, all computer generated. (5 days of data)</td>
<td>There is one complete line graph including reliability data with titles and labels, partially computer generated, or fully computer generated but missing some details. (3-4 days of data)</td>
<td>There is one complete line graph including reliability data with titles and labels, hand generated; or computer generated but missing titles, labels, and incorrectly formatted. (Less than 3 days of data)</td>
<td>Line graph data is incomplete, and labels, lines, etc. are incorrect</td>
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<tr>
<td>12) Student demonstrates expertise in collecting data for the Functional Assessment. (ABC)</td>
<td>Data for this tool are collected properly and thoroughly from the perspective of the student using three columns to represent A, B &amp; C, and is typewritten. Data in each column accurately reflect antecedents, behaviors and consequences respectively. (1 full page for each of the 3 sessions of data)</td>
<td>Data for this tool are collected properly and thoroughly from the perspective of the student using three columns to represent A, B &amp; C, and is typewritten. Data in each column accurately reflect antecedents, behaviors and consequences respectively. (Less than one page and/or less than 3 sessions of data)</td>
<td>Data for this tool are collected properly and thoroughly from the perspective of the student using three columns to represent A, B &amp; C, and are typewritten. (Less than 1 page and/or less than 3 sessions of data)</td>
<td>Does not collect data for 3 days</td>
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<tr>
<td>13) Student demonstrates expertise in collecting data for the Motivation Assessment Scale.</td>
<td>Data for this tool are collected properly from the perspective of the student using the form provided in class. Form is completed by a second observer. All parts of the form are completed correctly.</td>
<td>Data for this tool are collected properly from the perspective of the student using the form provided in class. Form is completed by a second observer. Most parts are completed properly.</td>
<td>Data for this tool are collected properly from the perspective of the student using the form provided. Form is not completed by a second observer.</td>
<td>Does not collect data for 3 days</td>
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<tr>
<td>14) Graphic Representation of the Hypothesis Test Flow Chart</td>
<td>Hypothesis Test Flow Chart is accurate in content and computer generated.</td>
<td>Hypothesis Test Flow Chart has a few errors in content and/or in generation</td>
<td>Hypothesis Test Flow Chart has several errors in content and/or in generation</td>
<td>Hypothesis flow chart is incomplete and/or handwritten</td>
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</table>

**Technical Writing Competence**

<table>
<thead>
<tr>
<th>1. Uses standard English, grammar, syntax, semantics, and spelling. Maintains focus of the ADA. Organized in a clear and effective manner with sentence fluency and effective word choice.</th>
<th>No errors in mechanics. Clear focus established &amp; maintained; evidence of distinctive voice and appropriate tone, sentence fluency and appropriate word choice. Careful and/or subtle organization that enhances presentation.</th>
<th>Few errors in mechanics relative to length and complexity. Consistent focus on purpose; evidence of voice or suitable tone. Logical organization.</th>
<th>Some errors in mechanics that do not interfere with communication. Some organization; lapses in focus and/or coherence evidence of attempt to communicate with audience.</th>
<th>Errors in disprop. and content interfere with communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Writes using unbiased, person first language, professional vocabulary, and confidentiality. Paper is submitted on due date.</td>
<td>No errors in professional writing. Always uses professional, unbiased language and practices confidentiality.</td>
<td>Few errors in professional writing relative to length and complexity that do not interfere with editing or readability of ADA. Consistently uses (80% of the time) professional, and suitable tone. Logical organization.</td>
<td>Several errors in professional relative to length and complexity that interfere with readability and editing of ADA. Inconsistent in use of professional, unbiased language and suitable tone. Logical organization.</td>
<td>Errors in disprop. and content interfere with communication.</td>
</tr>
</tbody>
</table>
The following rubric is used to grade the BIP:

<table>
<thead>
<tr>
<th>Assignment: Behavior Intervention Plan Assignment</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/Year: Fall 2013</td>
<td></td>
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</tbody>
</table>

### C. Required Components of Assignment

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>Exceeds Expectations (4)</th>
<th>Meets Expectations (3)</th>
<th>Inconsistently Meets Expectations (2)</th>
<th>Does No Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creates comprehensive and detailed Antecedent Modifications that address the results presented by the assessment data.</td>
<td>Antecedent Modifications are innovative, address the data results, are presented in exemplary detail to inform implementation by the BIP team, and focus on the maximum number of physiological factors, quality of life changes, curricular changes, environmental changes, and staffing changes.</td>
<td>Antecedent Modifications address the data results, are presented in sufficient detail to inform implementation by the BIP team, and focus on the average number of physiological factors, quality of life changes, curricular changes, environmental changes, and staffing changes.</td>
<td>Antecedent Modifications do not address the data results, are vague, and focus on the minimum number of physiological factors, quality of life changes, curricular changes, environmental changes, and staffing changes.</td>
<td>Antecedent Modifications do not address the data results, a focus on minimum physiological factors, quality of life changes, curricular changes, environmental changes, and staffing changes.</td>
</tr>
<tr>
<td>2. Creates comprehensive and detailed Preventative/Replacement Responses that address the results presented by the assessment data.</td>
<td>Preventative/Replacement Responses are innovative, address the data results, are presented in exemplary detail to inform implementation by the BIP team, and focus on the maximum number of communication skills, social skills, play/recreation skills, and self-management skills.</td>
<td>Preventative/Replacement Responses address the data results, are presented in sufficient detail to inform implementation by the BIP team, and focus on the average number of communication skills, social skills, play/recreation skills, and self-management skills.</td>
<td>Preventative/Replacement Responses address the data results, are vague, and focus on the minimum number of communication skills, social skills, play/recreation skills, and self-management skills.</td>
<td>Preventative/Replacement Responses address the data results, a focus on minimum communication skills, social skills, play/recreation skills, and self-management skills.</td>
</tr>
<tr>
<td>3. A communicative functionally equivalent replacement response is developed and is equivalent to the function of the behavior. The behavior must be successful, generalizable, recognizable, efficient, appropriate and meaningful (meeting the SGREAM criterion).</td>
<td>A communicative behavior that is functionally equivalent to the challenging behavior is identified with rationale and meets the SGREAM criterion.</td>
<td>A communicative behavior that is functionally equivalent to the challenging behavior is identified but does not meet the SGREAM criterion.</td>
<td>It is unclear whether the behavior identified is functionally equivalent to the challenging behavior. The replacement behavior targeted is not communicative.</td>
<td>The behavior not functional to the challenge.</td>
</tr>
<tr>
<td>4a. Creates a multi-phase instructional strategy (similar to benchmarks or a task analysis) that details instructional methodology for all stages of learning (acquisition, generalization, fluency &amp; maintenance.</td>
<td>Provides a multi-phase instructional strategy (similar to benchmarks or a task analysis) that clearly details: how to teach the new skill and reinforce it; what to do once the skill starts to be acquired; what to do to generalize the skill to new environments and to thin the schedule of reinforcement; and what to do to maintain the skill for the rest of the student’s life.</td>
<td>Outlines a multi-phase instructional strategy that describes how to teach to all four stages of learning and includes schedules of reinforcement.</td>
<td>Outlines a multi-phase instructional strategy that vaguely describes how to teach to all four stages of learning but does not include schedules of reinforcement.</td>
<td>An instructional strategy is not applicable to the functional behavior.</td>
</tr>
<tr>
<td>4b. Multi-phase Instructional Plan identifies relevant reinforcers for appropriate behavior and outlines a plan for utilizing reinforcement to promote the functional equivalent behavior.</td>
<td>Reinforcement procedures to increase, maintain, and generalize the functional equivalent behavior are clearly identified including who will provide, how frequently, and under what circumstances; proposed reinforcement is functionally related to challenging behavior.</td>
<td>Reinforcement procedures to increase the functional equivalent behavior are identified but ONE of the following is unclear: (a) who will provide, (b) how frequently, or (c) under what circumstances.</td>
<td>Reinforcement procedures to increase the functional equivalent behavior are identified but more than one of the following is unclear: (a) who will provide, (b) how frequently, or (c) under what circumstances.</td>
<td>Reinforcement procedures to increase the functional equivalent behavior are identified but more than one of the following is unclear: (a) who will provide, (b) how frequently, or (c) under what circumstances.</td>
</tr>
<tr>
<td>5. A comprehensive plan for collaboration is clearly articulated.</td>
<td>Plan indicates how often and in what manner the members of the team will work together.</td>
<td>Plan for collaboration is addressed but ONE of the</td>
<td>Plan for collaboration is addressed but more than one</td>
<td>Plan for collaboration is addressed but more than one</td>
</tr>
<tr>
<td>6.</td>
<td>Report includes strategies to use in case the challenging behavior occurs again.</td>
<td>Reactive strategies clearly detail what to do in case the challenging behavior occurs, and who will interact with the student at that time. Crisis intervention includes a neutral latency period.</td>
<td>Reactive strategies include how to handle the student in crisis but who will interact with the student at that time may not be clear or included.</td>
<td>Reactive strategies vaguely include how to handle the student in crisis but who will interact with the student at that time may not be clear or included.</td>
</tr>
<tr>
<td>7.</td>
<td>At least one long-range acceleration behavioral goal is written that clearly defines the anticipated outcome of the behavior plan in addition to realistic and timely objectives.</td>
<td>A behavioral goal is written to increase the functional equivalent (replacement) behavior or to develop a new skill to remove the need for the challenging behavior that specifies the behavior and the criterion level. The goal and objectives are written using Mage’s CBC standard.</td>
<td>A behavioral goal and/or objectives are written but it is unclear with regard to the focus of the goal, the specificity of the behavior and/or the criterion level.</td>
<td>A behavioral goal and/or objective are written and the either the condition, behavior, or criterion level is missing or poorly written.</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrates expertise in summarizing and analyzing Post-Intervention Data. Student, Peer, Teacher and Scatter Plot Data are presented.</td>
<td>Summary and analysis are clear and are based on results of the observation (not a summary of the tool used). All four tools are summarized and analyzed.</td>
<td>Summary and analysis are clear and are based on results of the observation (not a summary of the tool used). Only three tools are summarized and analyzed.</td>
<td>Summary and analysis are clear and are based on results of the observation (not a summary of the tool used). Only two tools are summarized and analyzed.</td>
</tr>
</tbody>
</table>

**Data Collection (Appendix)**

| 1-4 | Student demonstrates expertise in collecting data for the Post-Intervention Student, Peer & Teacher surveys and for the post-intervention Scatter Plot. | Data for all four tools are collected properly using the form provided in the handout. The Scatter Plot data includes data collected by a second rater. | Data for three of the four tools are collected properly using the form provided in the handout. | Data for two of the four tools are collected properly using the form provided in the handout. | Data for two tools are using the handout. |
| 5. | Student uses computer to generate a line graph to give a picture of the intervention for at least three days. | There is one complete line graph including reliability data, with titles and labels correctly positioned, all computer generated for at least three days. Baseline and intervention phases are clearly labeled. Table includes baseline and intervention data. | There is one complete line graph including reliability data with titles and labels, all computer generated and/or less than the minimum of three days. Baseline and intervention phases are clearly labeled. Table includes baseline and intervention data. | There is one complete line graph including reliability data with titles and labels missing. Table includes baseline and intervention data. | Line graph is incorrect. |

**Writing Competence and Professional Presentation**

| 1. | Assessment Data Analysis is revised and/or developed fully to reflect the summary, analysis, and recommendations for intervention as required in the student plan. | All sections are filled out with a clear focus on the definition and assessment of the challenging behavior to be addressed in the plan. ADA is revised and submitted. Addressed all instructor comments. | All sections are filled out but the focus on the definition and assessment of the challenging behavior to be addressed in the plan is unclear and/or inconsistent. ADA is revised and submitted. Addressed majority of instructor comments. | Some sections are filled out completely and some are unclear, inconsistent, still contain errors and/or incomplete. ADA is revised and submitted. Addressed few instructor comments. | Some sections and/or related assessment of behavior. ADA submitted. Additional instructor instructions. |
| 2. | Uses Standard English, grammar, syntax, semantics, and spelling. Maintains focus of the BIP. Organized in a clear and effective manner. | No errors in mechanics. Clear focus established & maintained; evidence of distinctive voice and/or appropriate tone. Careful and/or subtle organization that enhances presentation. | Few errors in mechanics relative to length and complexity. Consistent focus on purpose; evidence of voice or suitable tone. Logical organization. | Some errors in mechanics that do not interfere with communication. Some organization; lapses in focus and/or coherence evidence of attempt to communicate with audience. | Errors in mechanics and a disorganized complexity in communicating a purpose. Inconsistent organization. |
| 3. | Presents BIP using unbiased, person first language, professional vocabulary, and confidentiality. | Always uses person-first professional, unbiased language and practices confidentiality. | Few errors relative to length and complexity that do not interfere with readability and editing. Consistently uses (80% of the time) professional, unbiased language and practices | Several errors relative to length and complexity that interfere with readability and editing. Inconsistent in use of professional, unbiased language and confidentiality. | Professional, unbiased and confidentiality inconsistent. |
## Course Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Point Value</th>
</tr>
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<tbody>
<tr>
<td>Forums (10 x 12)</td>
<td>120 (24%)</td>
</tr>
<tr>
<td>Learning Activities (20, 30, 30)</td>
<td>80 (16%)</td>
</tr>
<tr>
<td>On-line Quizzes (10 x 3)</td>
<td>30 (6%)</td>
</tr>
<tr>
<td>ADA</td>
<td>120 (24%)</td>
</tr>
<tr>
<td>BIP</td>
<td>120 (24%)</td>
</tr>
<tr>
<td>BIP Presentation</td>
<td>30 (6%)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500 (100%)</strong></td>
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## Grading Scale

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>450-500</td>
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</table>
400-449  |  B  
350-399  |  C  
300-349  |  D  
299 or below  |  F  

Note: the plus/minus system will not be used in this course

### Course Schedule

**Note:** the Instructor reserves the right to change/modify topics & assignments as the need arises.

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Content</th>
<th>Readings &amp; Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 8/24       | Introductions  
Syllabus/Conceptual Framework  
PBS | **Module 1**  
Alberto & Troutman (*2009, 1 & 12; 2013, 1 & 2*)  
BIG HANDOUT p. 1-10  
**Forum 1** | 9/1 |
| 9/2        | Behavioral Technology  
Challenging Target Behavior | **Module 2**  
Alberto & Troutman (*2009, 6; 2013, 7*)  
Activities: Iris Center  
[http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)  
*Back to Square One*  
**Forum 2** | 9/8 |
| 9/9        | Functional Behavioral Assessment | **Module 3**  
• Modules: Iris Center  
[http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)  
*Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan*  
**Forum 3** | 9/15 |
| 9/16       | Setting Event/Antecedent Strategies  
& Classroom Management  
Consequence/Reinforcement Strategies | **Module 4**  
Alberto & Troutman (*2009, 7, 8 & 9; 2013, 8, 9 & 10*)  
**Quiz 1**  
**Forum 4** | 9/22 |
| 9/23       | Quality of Life Assessments  
Functional Equivalent Assessments | **Module 5**  
Alberto & Troutman, (*2009, 3 & 4; 2013, 4 & 5*)  
Janney & Snell, Ch 4  
**Forum 5** | 9/29 |
| 9/30       | Functional Analysis, Hypothesis Testing: Antecedent and Consequence Strategies | **Module 6**  
Alberto & Troutman (*2009, p. 170-175, 191 & 192; 2013, 172-177, 191 & 192*)  
**Quiz 2**  
**Forum 6** | 10/6 |
| 10/7       | Positive Behavior Management | **Module 7**  
• Case Studies: Iris Center  
[http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)  
*Encouraging Appropriate Behavior*  
**Forum 7** | 10/13 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Module</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10/14</td>
<td>Measuring Behavior ADA prep</td>
<td>Module 8: Janney &amp; Snell, Ch 1, 2, &amp; 3</td>
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<td>• Case Studies: Iris Center</td>
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<tr>
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<td>Measuring Behavior</td>
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<td>Learning Activity 1</td>
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<td>10/21</td>
<td>Acting Out Cycle (Part 1)</td>
<td>Module 9: Iris Center</td>
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<td>Addressing Disruptive and Non Compliant Behaviors (Part 1):</td>
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<td>Understanding the Acting Out Cycle</td>
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<td>ADA DUE 10/27 by 5:00 pm</td>
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<td>Forum 8 Due 10/27</td>
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<tr>
<td>10/28</td>
<td>Antecedent Modifications Preventative/Replacement Responses</td>
<td>Module 10: Janney &amp; Snell, Ch 5</td>
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<td></td>
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<td>Review articles on FA &amp; Replacement Behavior</td>
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<td>Quiz 3</td>
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<td>Learning Activity 2</td>
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<td></td>
<td>Instructional Strategies</td>
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<td>Schedules of Reinforcement</td>
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<td>Forum 9</td>
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<tr>
<td>11/11</td>
<td>Work on Implementing Communicative FER</td>
<td>Module 12: Doing What Works</td>
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<td>Reducing Behavior Problems in Elementary School Classrooms</td>
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<td>Learning Activity 3</td>
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<td>11/18</td>
<td>Teaching Skills to Promote Appropriate Behavior</td>
<td>Module 13: Refereed journal articles</td>
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<td>OSEP Positive Behavioral Intervention and Supports</td>
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<td>Forum 11</td>
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<tr>
<td>12/2</td>
<td>Review Replacement Behavior &amp; Instructional Strategies</td>
<td>Module 14: Refereed journal articles</td>
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<td></td>
<td>Review Intervention Plan</td>
<td>OSEP Positive Behavioral Intervention and Supports</td>
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<td>Forum 11</td>
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<tr>
<td>12/9</td>
<td>IEP Objectives Maintenance &amp; Generalization</td>
<td>Module 15: Alberto &amp; Troutman (2009, Ch 2 &amp; 4; 2013, Ch 3 &amp; 4)</td>
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<td>BIP Due 12/15 by 5:00 pm</td>
<td>BIP Due 12/15 by 5:00 pm</td>
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<td></td>
<td>Revised ADA Due 12/15 by 5:00 pm</td>
<td>Revised ADA Due 12/15 by 5:00 pm</td>
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<td>BIP Power Point Due 12/16 by 5:00 pm</td>
<td>BIP Power Point Due 12/16 by 5:00 pm</td>
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<tr>
<td>12/16</td>
<td>BIP Power Point Due 12/16 by 5:00 pm</td>
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</tbody>
</table>

Note: The Instructor reserves the right to change/modify topics & assignments as the need arises.
SPED 529 Collaboration and Consultative Seminar

CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education
Department Name

SPED 529 Collaborative and Consultative Seminar
CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education
Special Education

Instructor: Joan A. Levine, Ph.D.
Office Phone Number: 657-278-3909    Office Room Number: CP 570-8
Office Hours: Tues/Wed 3:30-5:30PM    Email: jlevine@fullerton.edu

Course Description
Training in staff development, theory and communication skills needed to work with
decision-making groups.

Required Prerequisite: Preliminary Education Specialist Credential OR Admission to
Masters Program.

Course Description
This description should come directly from the University Catalog and should include any prerequisites:

<table>
<thead>
<tr>
<th>Education Unit Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A transformational journey toward educational advancement and achievement</strong></td>
</tr>
<tr>
<td><strong>Core Values</strong></td>
</tr>
<tr>
<td>We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.</td>
</tr>
<tr>
<td><strong>Based on our core values, our mission is as follows:</strong></td>
</tr>
<tr>
<td><strong>Mission Statement</strong></td>
</tr>
<tr>
<td>Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.</td>
</tr>
</tbody>
</table>
Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**

a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**

a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

**Outcome 3: Committed and Caring Professionals**

a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

STUDENT LEARNING GOALS

REQUIRED TEXTS


GRADING POLICY FOR THE COURSE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Activity Sheets</td>
<td>60</td>
</tr>
<tr>
<td>Discussions</td>
<td>30</td>
</tr>
<tr>
<td>Co-taught Lesson</td>
<td>55</td>
</tr>
<tr>
<td>Inservice Development and Presentations</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 97%</td>
<td>200 – 194</td>
</tr>
<tr>
<td>A</td>
<td>96% - 94%</td>
<td>193 – 188</td>
</tr>
<tr>
<td>A-</td>
<td>93% - 90%</td>
<td>187 – 180</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
<td>179 – 174</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
<td>173 – 168</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
<td>167 – 160</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>159 – 154</td>
</tr>
<tr>
<td>C</td>
<td>76% - 74%</td>
<td>153 – 148</td>
</tr>
<tr>
<td>C-</td>
<td>73% - 70%</td>
<td>147 – 140</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage Range</td>
<td>Points</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>--------</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
<td>139 – 134</td>
</tr>
<tr>
<td>D</td>
<td>66% - 64%</td>
<td>133 – 128</td>
</tr>
<tr>
<td>D-</td>
<td>63% - 60%</td>
<td>127 – 120</td>
</tr>
<tr>
<td>F+</td>
<td>59% - 57%</td>
<td>119 – 114</td>
</tr>
<tr>
<td>F</td>
<td>56% - 54%</td>
<td>113 – 108</td>
</tr>
<tr>
<td>F-</td>
<td>&lt; 54%</td>
<td>&lt; 108</td>
</tr>
</tbody>
</table>

**GRADING STANDARDS**

All Students **Must Earn a B or Better to Pass.** Students who do not pass must retake the course.

**PLANNED ASSIGNMENTS**

2. **Discussion Boards**  
5 pts X 6 DBs = 30 Pts  
All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related chapter assignments, and assigned readings. In addition to posting their own answer for each topic question, each student is required to reply to at least two other students’ discussion postings with well-thought-out feedback. Discussions follow reading and class meetings. In order to promote a useful interaction for each discussion, all students should make their first post with their original thoughts as early as possible in the week so that other students will have a chance to read and reply. Discussions will end at 7:00 on the next class meeting. **To receive full credit, all students are required to make their initial post no later than 6 PM on Saturday after the Module begins.**

Scoring rubric for Discussion Boards:

5 points awarded if **chapter is discussed and it is obvious that student read and thought about the information in the chapter** AND if students responds to at least **TWO different students' postings with elaboration** and evidence of topic understanding ("I agree" or other short answer is NOT an appropriate response).

4 points awarded if **chapter is discussed but answer is weak** (does not indicate an in-depth understanding of the chapter) AND student responds to at least **TWO different students' postings with elaboration**

3 points if question is answered completely but student responds to only **ONE student’s postings with elaboration** and evidence of topic understanding ("I agree" or other short answer is not an appropriate response).

2 points if question answered poorly with two complete responses to peers OR if chapter response is excellent but student does not respond to others.

1 point if all answers are weak

2. **Activity Sheets**  
10 pts X 6 = 60 Pts  
Covers module content: Power Point, websites, Power of 2 modules located at www.powerof2.org and readings

3. **Co-taught Lesson**  
55 Points
Objective: To practice collaboration and co-teaching at an advanced level.

Procedure:
1. Special Educators, choose a General Educator at your work site or find a classroom to work with for this project.

Work together to complete the following:
2. Identify students with special needs, including gifted and talented and English learners, in the general education classroom. Using information learned in class, analyze their learning needs and discuss modifications and accommodations.
3. Choose a lesson or unit of instruction in a content area (Language Arts, Math, Science, Social Studies).
4. Decide which Co-teaching model would be compatible for the two of you and for the lesson. If you already co-teach, or too SPED 429, then try to either choose a model that you have not tried before OR combine two methods into one lesson (for example, teaming and lead/support).
5. Write a lesson plan that meets the needs of ALL students, including gifted and talented, students with disabilities, and English learners, with explicit duties for each co-teacher (see the attached model lesson plan).
6. Implement the lesson and assess student learning, either formally or informally.
7. Reflect on the lesson with your colleague, both in writing and with two surveys available here or on www.powerof2.org: Co-teaching Module (one for each of you). Include your name or teaching assignment at the top (Special or General Education)
8. Turn in: the lesson plan, any materials used during the lesson, your reflection and your Co-teaching surveys.

USE THE FOLLOWING RUBRIC TO GUIDE THE LENGTH OF EACH PART OF THIS ASSIGNMENT (MORE POINTS, MAKE IT LONGER!)

Scoring rubric:
1. Evidence of meeting with Co-teacher to plan lesson 15 points
   A. Narrative describing topics for discussion 5 pts
   B. Evidence that you used Power of 2 to plan this meeting 5 pts
   C. Discussion of accommodations and modifications for gifted, EL and Special Needs students 5 pts.

2. Lesson Plan 15 points
   A. Objective/Standards 3 pts.
   B. Model of Co-teaching 3 pts
   C. Roles for each teacher 3 pts
   D. Modifications/accommodations for targeted students 3 pts.
   E. Assessment or evaluation of student learning 3 pts.

3. Reflection 15 points
   A. Comments on how the co-taught lesson proceeded: Successes, challenges, problems that arose and how you dealt with them, etc. 10 pts
   B. Comments on what was learned from the experience: How you changed as a result of this activity, any reactions from your co-teacher, what, if any, collaboration is planned in the future, etc. 5 pts.

4. Survey 2 surveys X 5 pts. 10 points
   A. One survey filled out by each teacher (you and your partner), labeled with name of teacher who filled out the survey
4. Inservice Development and Presentation  

55 points

Designed to give students an opportunity to practice using a needs assessment to develop and deliver a relevant inservice presentation to your school staff. Because this will take more time than the typical assignment to complete, class sessions will not meet for the equivalent of 6 hours of class time.

Procedure

1. Meet with your principal or find a school or group to work with on your own (church-group, parent group, etc).
   a. Set a date for a one hour staff inservice to be held before the end of the semester.
2. Choose at least 3 areas you feel confident that you can teach to the group. These should be some aspect of special education that the group might not understand or want more information about, such as (but not limited to):
   a. Characteristics of disability groups, such as Autism
   b. Identification and/or assessment of students with disabilities
   c. Accommodations and modifications for working with students with special needs
   d. Assistive Technology
   e. Positive behavioral support strategies for the children with special needs in their class, including those who are gifted and talented.
3. Create a Needs Assessment for your staff or group that assesses their understanding. Distribute the Needs Assessment to your staff.
4. Analyze the results for the topic they want most to learn about.
5. Write the presentation and plan a few activities.
6. Write the agenda and evaluation.
7. Present the inservice.
8. Turn in a report that includes: a copy of the results of the needs assessment, the agenda, and materials you use during the presentation, evaluations from the participants, and a reflection about the experience. Please either send electronically or submit in paper, but do NOT staple or bind final product.
9. Post your presentation for your peers and evaluate other presentations.

Scoring rubric:

Needs Assessment: 10 Points
Evidence that needs assessment was developed and written or given orally, and analyzed to choose a pertinent topic, or principal assigned topic. If principal assigned topic, include narrative of why the topic was chosen.

Agenda: 5 Points
Formal agenda with opening which may include a warm-up activity, body in which materials are presented, and closing with evaluations, with approximate times for each section.

Materials and/or activities: 10 points
Copies of any materials used in the presentation. Please do not include overhead transparencies.

Evaluations from peers: 5 points
Copies of forms distributed to peers after inservice.

**Reflection:** 20 points

A written account of how the staff development was chosen and presented and the response of the audience (include a summary of the evaluations). *If you were unable to give your presentation this semester, list what you plan to do and how you think it will influence your staff.

Online **Presentation to Peers** 5 Points

**MISSED AND LATE ASSIGNMENTS**

Assignments cannot be made up and no late work will be accepted.

**REQUIRED MATERIALS AND EQUIPMENT**

**GRADING STANDARDS**

Expectations and Standards:

- **Formatting:**
  - All written assignments must be prepared in Word and in the Times New Roman, 12-point font. Only Word documents (.docx or .doc) will be accepted.
  - All submitted papers must be SAVED IN THE FOLLOWING FORMAT:
    - Last name first, initial assignment name EXAMPLE: glaeser_b.annotatedbib.docx

- **APA Style**
  - All assignments will be evaluated based on APA style, content, and mechanics. Assignments must also be typed in 12-point font. For assistance with using APA Style see http://owl.english.purdue.edu/owl/resource/560/01/. This site provides a wealth of information on APA format and style as well as examples.

- **Writing**
  - This is a graduate level course for students in the final stages of completing their theses or projects. It is expected that students submit papers commensurate with graduate level writing skills. It is the student’s responsibility to edit one’s own work. All assignments must be neatly word processed and free of punctuation and spelling errors.

- **Technology Requirements:** Students will be required to use a reliable computer during the course. You must download the appropriate program to be able to view the narrated lectures.

**In case of technical problems** helpful phone numbers and contacts are:

- CSUF Student Help Desk for Technical problems: 657-278-7777 or helpdesk@fullerton.edu
- Library Support: Access to the CSU Fullerton library is available on the Course website. Click on the “Library” tab or enter
http://library.fullerton.edu as the URL. For online library support, look under “Library Services,” then “Online Services.”

Readings

Please complete readings BEFORE class meets so that you can understand the lecture and ask informed questions.

The goal is for this class for students to attain 100 % mastery on the course content. Feel free to contact the instructor at any time. Do not wait until the end of the semester to ask for help!

MISSED EXAMS AND LATE ASSIGNMENTS

- Missed exams for illness only may be made up in the instructor’s office within two weeks of the date of the exam.
- No late assignments will be accepted so please plan your time carefully. No late assignments, except for extreme extenuating circumstances, will be accepted so please plan carefully. If you have an extenuating circumstance, prior arrangements with the course instructor must be made IN ADVANCE!
- Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

REQUIRED MATERIALS AND EQUIPMENT

Technical Requirements
Students must be able to access the Virtual Computer Lab at https://vcl.fullerton.edu/Adobe Connect.

OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES
Laptop or Tablet with Internet capability to bring to class

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor
who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; 
(2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to 
student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this 
policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

Two week plan for distance instruction should on-campus instruction be interrupted: (adapt as appropriate)

In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include 
multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic 
readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency 
Closure Information Line: 657-278-4444.

In the event of emergency, contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/

16-WEEK SCHEDULE (15 weeks of instruction plus 1 exam week)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8/27</td>
<td><strong>Module 1 begins</strong></td>
</tr>
<tr>
<td>2. 9/3</td>
<td><strong>Module 1 continues</strong></td>
</tr>
</tbody>
</table>
| 3. 9/10 | **Module 2 begins**
Assignments from Module 1 due! Habit 1 } 9/9 due Assignment Sheet 1 |
| 4. 9/17 | **Module 2 continues** |
| 5. 9/24 | **Module 3 begins**
Assignments from Module 2 due! Habit 2 } 9/23 due Assignment Sheet 2 |
| 6. 10/1 | **Module 3 continues** |
| 7. 10/8 | Assignments from Module 3 due! Habit 3 } 10/7 due Assignment Sheet 3 Work on Projects at your school site. |
| 8. 10/15 | **Module 4 begins** |
| 9. 10/22 | **Module 4 continues** |
| 10. 10/29 | **Module 5 begins**
Assignments from Module 4 due! 10/28 due Assignment Sheet 4 |
| 11. 11/5 | **Module 5 continues** (IRIS module due 11/4)
Habit 4/5 } 10/28 due |
| 12. 11/12 | **Module 6 begins**
Assignments from Module 5 due! Habit 6 } 11/11 due Assignment Sheet 5 |
<p>| 13. 11/19 | <strong>Module 6 continues</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. 11/26</td>
<td>Assignments from Module 6 due! Habit 7 } 12/2 due Co-taught lesson DUE! 11/30 Assignment Sheet 6</td>
</tr>
<tr>
<td>15. 12/3</td>
<td>Presentations DUE! 12/5</td>
</tr>
<tr>
<td>16. 12/10</td>
<td><strong>FINAL:</strong> Online Presentations and Peer Feedback on Discussion Board 12/12</td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
</tr>
</tbody>
</table>
Dear Principal:

This letter is to let you know that your teacher is enrolled in a course at CSUF entitled *Collaboration and Consultation*. It is the first course in the Level II program for professional preparation leading to a credential in Special Education. Some students are taking this course as a requirement for the Masters in Special Education and do not intend to pursue a credential.

As part of this course, all teachers must develop the skills to collaborate across disciplines (special and general education) to provide staff development on children with special needs, including gifted and talented. This requirement is specified by the State of California as part of the knowledge and skills needed to earn a Clear Credential. To assist your teacher to meet this requirement, we respectfully request that time be made available for teachers to (1) survey the staff for their understanding of the needs of children with special needs and (2) to prepare and present a relevant staff development training. Even 15 minutes at a weekly staff meeting can be enough time to allow a teacher to meet this requirement.

Please contact me if you have any questions about this assignment. Thank you so much for your assistance in promoting teacher development!

Barbara Glaeser, Associate Professor
Joan Levine, Lecturer
Department of Special Education
657-278-4711
657-278-3909

bglaeser@fullerton.edu
jlevine@fullerton.edu
California State University, Fullerton  
Department of Special Education  
SPED 532: Seminar in Mild/Moderate Disabilities  
SPRING 2015

Instructor:  
Office:  
Phone:  
F2F Office Hours:  
E-mail:  
Class Location: Web  
Meeting Time: Web  
Web Office Hours:

California State University, Fullerton  
Education Unit Conceptual Framework

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a. demonstrate strong foundation of knowledge in their fields of study
b. demonstrate strong implementation of skills in their fields
c. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a. promote diversity
b. make informed decisions
c. engage in collaborative endeavors
d. think critically

Outcome 3: Committed and Caring Professionals
UNIVERSITY ACADEMIC DISHONESTY POLICY

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one's own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. See the CSU Fullerton Catalog for further details.

Marks of the Department of Special Education

As Emerson Elliott, director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” (1997, pg. 6). The Department of Special Education fully intends to meet the obligation outlined in our CTC Special Education Specialist credential documents. Our mission statement supports the marks of the department.

<table>
<thead>
<tr>
<th>Specific Marks of the Quality Education Provided by the Department of Special Education</th>
<th>Courses Where the Mark is Covered</th>
<th>Evaluation of the Mark</th>
<th>Evaluate your own abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
<td></td>
</tr>
</tbody>
</table>
### Course Goals and Objectives and CCTC & NCATE Standards Addressed by the Course Objectives:

The codes corresponding to the standards addressed by the course objectives appear next to each course objective. The course was developed to address the standards for professional teacher preparation set forth by the following agencies:

- Council for Exceptional Children (CEC) International Standards for Preparation and Certification of Special Education Teachers
  - Individualized General Curriculums (GC) [http://www.cec.sped.org/gencurriculum.doc](http://www.cec.sped.org/gencurriculum.doc)

At the conclusion of the course, the learner will demonstrate a critical comprehension of:

1.0 The theoretical constructs relating to mild/moderate disabilities.  CC1K1, CC2K2, LD1K2
2.0 The various definitions of various mild/moderate disabilities.  CC1K5, CC2K6, LD1K5, GC1K1, GC1K7
3.0 The theoretical and operational components of a "process deficit." GC2K1, GC2K3
4.0 Specific historic variables involved in the emergence of the field of learning disabilities.  CC1K8, GC1K3
5.0 The theoretical and operational components of the "discrepancy model." GC2K1, GC2K3

<table>
<thead>
<tr>
<th>Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.</th>
<th>All</th>
<th>Portfolio entries, course evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ability and economic status.</td>
<td>All</td>
<td>field evaluations and student evaluations</td>
</tr>
<tr>
<td>Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
<tr>
<td>Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
<tr>
<td>Graduates will demonstrate research based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.</td>
<td>All</td>
<td>Portfolio entries, course evaluations</td>
</tr>
<tr>
<td>Graduates will be interested in life-long learning.</td>
<td>All</td>
<td>Portfolio entries, and individual induction plan</td>
</tr>
</tbody>
</table>
6.0 The general functioning of the central nervous system as it relates to mild/moderate disabilities. GC2K3, GC3K1
7.0 The construct of "attention deficit disorders" as it relates to the construct of mild/moderate disabilities. GC2K3, GC2K4, CC3K2
8.0 The pharmacological intervention issues related to mild/moderate disabilities. CC2K7
9.0 The philosophical implications of remedial and compensatory aspects of mild/moderate disabilities. GC2K3
10.0 The strengths and weaknesses of the various treatment models for individuals with mild/moderate disabilities. GC4S1, GC4S2
11.0 The dynamic components of multicultural assessment and intervention. CC5S6, GC8S3
12.0 The role of "self-determination" in the development of individuals with mild/moderate disabilities. CC4S5, CC4S6
13.0 Self-mediation and metacognitive strategies for individuals with mild/moderate disabilities. CC4S2
14.0 The interactive effects of society, schools, and families on individuals with mild/moderate disabilities. CC3K4, CC10K2, GC2K2
15.0 The role of the family in the comprehensive education of individuals with mild/moderate disabilities. CC1K7, CC2K3, CC2K4
16.0 Future issues and trends related to mild/moderate disabilities. CC9K4, GC9K2, CC9S10

**Expected Behavior in an Online Environment**

51. Do not post any messages which would not be allowed to be spoken in a classroom.
52. Be courteous and respectful of your classmates and the instructor.
53. Maintain consistency with the thread discussion. Follow the thread posting or begin a new thread.
54. When introducing a new topic, always change the subject line.
55. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
56. Give examples from your experience.
57. If you can’t think of a way to expand on someone’s comments, you may compare and contrast various students’ points of view and this will count as an excellent post.
58. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
59. You may use txtng language in your posts, as long as they are common words such as LOL but no swear words such as WTF.
60. For longer postings, you might want to type your answer in Word and then cut and pasted onto the discussion board.
61. Remember – ALL CAPS is reserved for strong emphasis but can also mean shouting, so be cautious when you use these.
62. Post page numbers and references when answering questions.
63. Make sure your spelling and grammar are correct. This is a Masters level class, we expect masters level writing.
64. Make sure your postings are timely. The 1st post is due by Wednesday at midnight, the final
Expectations and Standards:

- All written assignments must be prepared in Word and in the Times New Roman, 12 point font. Only Word documents (.doc) will be accepted.
- Papers and reports must be submitted in APA style (6th edition) unless specifically noted otherwise in the syllabus or assignment description. All written assignments and Discussion Board postings must be free of grammar, punctuation, and spelling errors.
- Technology Requirements: Students will be required to use a reliable computer during the course. You must download the appropriate program to be able to view the narrated lectures.
- In case of technical problems or problems with BB helpful phone numbers and contacts are:
  - CSUF Student Help Desk for Technical problems: 657-278-7777 or helpdesk@fullerton.edu
  - Student Blackboard help: Logon and you will find a “resources” page; you will find information there on how to use Blackboard.
  - Library Support: Access to the CSU Fullerton library is available on the Blackboard website. Click on the “Library” tab or enter http://library.fullerton.edu as the URL. For online library support, look under “Library Services,” then “Online Services.”
- Feel free to contact the instructor at any time. Do not wait until the end of the semester to ask for help. The goal is for this class to attain 100% mastery on the course content.
- Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

Course Requirements:

1. **Discussion Board:**
   - 12 Postings x 5 pts each = 60 Points
   All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related chapter assignments, and assigned readings. In addition to posting their own answer for each topic question, each student is required to reply to at least two other students’ discussion postings with well-thought-out feedback. Given that this is a web-only class with no face-to-face requirements, your learning and engagement will be evaluated by your on-line participation (in addition to the additional assignments listed below). Candidates must complete assigned requirements by Sundays at midnight on the specified due date in order to receive credit. Late postings will not be given credit. Scoring Rubrics are posted under Course Information.

2. **Literature Matrix:**
   - 40 Points
   This assignment will help you organize information from 5 articles you have collected (step-by-step directions for collecting articles will be provided). Organizing the literature is an important step toward being able to summarize and analyze it which will be a critical skill for completing a Masters. A Matrix form will be provided for you to complete. You are expected to complete this matrix by the specified due date in order to received credit. Late matrices will not be given credit. Submission information will be provided in the module.

3. **Annotated Bibliography & Analysis:**
   - 40 Points
This assignment will help you summarize the research from 10 articles that you have collected and evaluate this small body of literature with respect to the field as a whole as well as your practical needs. Specific directions for preparing this annotated bibliography and analysis (format, etc) will be provided. You are expected to complete this assignment by the specified due date in order to receive full credit. Annotated bibliographies submitted after the due date will not be accepted.

4. Action Research Project: 60 Points
The ARP is a mini research study that will be developed and implemented in your practice to address a common question, need, or concern that you have within the realm of your current position (role, responsibilities, job description). The ARP must be practical, research-based, age-appropriate, collaborative (with at least one parent and one professional), inclusionary in some capacity, and aligned with the learning characteristics of individuals with moderate to severe disabilities. You will submit your ARP to the instructor and to classmates in the form of a mini journal article that includes the following: brief introduction (purpose, specific question or objective, rationale), methods (description of the participants, setting, materials, independent variable, and dependent variables), results, and brief discussion (including a reflection and future directions). Step-by-step details for this assignment, including a grading rubric, will be provided. ARPs submitted after the due date will not be accepted.

GRADING POLICY FOR THE COURSE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Point Range</th>
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<td>F-</td>
<td>&lt; 54%</td>
<td>&lt; 108</td>
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Course Materials: (Be sure to get the correct current edition of the texts below.)

ISBN: 978-1-4338056-1-5
Recommended:


<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Intro. to Course</td>
<td>Discussion Board 1</td>
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<tr>
<td>August 22</td>
<td>Intro. to the Field of Learning Disabilities</td>
<td>Wong Chap. 1</td>
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<tr>
<td>Week 2</td>
<td>Learning Disabilities Definitions and Identification, Response to</td>
<td>Discussion Board 2</td>
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<tr>
<td>August 29</td>
<td>Intervention</td>
<td>1. Wong: Chap. 2</td>
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<td></td>
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<td>2. Fuchs: Assessing Intervention</td>
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<tr>
<td>Week 3</td>
<td>Language Processes and Reading Disabilities</td>
<td>Discussion Board 3</td>
</tr>
<tr>
<td>September 5</td>
<td></td>
<td>1. Wong: Chaps 3, 6 and 7</td>
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<tr>
<td></td>
<td></td>
<td>2. Lemons &amp; Fuchs: RTI, Reading and Downs Syndrome</td>
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<tr>
<td>Week 4</td>
<td>Learning Disabilities in Mathematics and Writing</td>
<td>Discussion Board 4</td>
</tr>
<tr>
<td>September 12</td>
<td></td>
<td>Begin Action Research</td>
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<td></td>
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<td>Wong: Chaps 8 and 9</td>
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<td>Lecture and video on Action Research</td>
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<td>Week 5</td>
<td>Cognitive Strategies and Strategy Instruction, Self-regulation</td>
<td>Discussion Board 5</td>
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<tr>
<td>September 19</td>
<td></td>
<td>Begin Literature Matrix</td>
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<td></td>
<td>Writing an Annotated Bibliography</td>
<td>Wong: Chaps. 5 and 11</td>
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<td>Week 6</td>
<td>ADHD, Neurological Factors, and Pharmacological Interventions;</td>
<td>Discussion Board 6</td>
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<td>2. Snider, Busch &amp; Arrowood: Teacher Knowledge of Stimulant Medication</td>
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<td>Week 7</td>
<td>Emotional Disabilities, and Behavioral Disabilities, Social Skills</td>
<td>Discussion Board 7</td>
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<td></td>
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<td>2. Kavale: Social Skills and LD</td>
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<td>3. Kolb: Critical Social Skills</td>
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<td>Disturbed</td>
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<td>Week 8</td>
<td>Self-Determination and</td>
<td>Discussion Board 8</td>
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<td>Week 9</td>
<td>Service Delivery and Assistive Technology</td>
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<td><strong>October 17</strong></td>
<td><strong>Discussion Board 9</strong></td>
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<tr>
<td>1. Wong: <em>Chapter 18</em></td>
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<td>2. Muawski &amp; Swanson: <em>Meta-analysis of Co-teaching</em></td>
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<td>3. Marino, Marino, and Shaw: <em>Assistive Technology</em></td>
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<thead>
<tr>
<th>Week 10</th>
<th>Work on Annotated Bibliography</th>
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<tbody>
<tr>
<td><strong>October 24</strong></td>
<td><strong>Literature Matrix Due</strong></td>
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<tr>
<td>Lecture and video on writing an Annotated bibliography</td>
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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Work on Action Research Project</th>
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<tbody>
<tr>
<td><strong>October 31</strong></td>
<td><strong>Nothing due this week.</strong></td>
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<tr>
<td>Lecture on writing up Action Research.</td>
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<th>Week 12</th>
<th>Work on Action Research Project</th>
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<tbody>
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<td><strong>November 7</strong></td>
<td><strong>Nothing due this week.</strong></td>
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<tr>
<th>Week 13</th>
<th>Autism</th>
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<tr>
<td><strong>November 14</strong></td>
<td><strong>Discussion Board 10</strong></td>
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<tr>
<td>1. Safran: <em>Asperger Syndrome</em></td>
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<td>2. Simpson, Boer-Ott &amp; Myles: <em>Inclusion of Learners with Autism Spectrum Disorders</em></td>
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<thead>
<tr>
<th>Week 14</th>
<th>Multicultural Issues</th>
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<tr>
<td><strong>November 28</strong></td>
<td><strong>Discussion Board 11</strong></td>
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<tr>
<td>1. Ishi-Jordan: <em>Behavioral Interventions with Diverse Students</em></td>
<td></td>
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<tr>
<td>2. Klingner and Edwards: <em>Cultural Considerations and RTI</em></td>
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<tr>
<td><strong>Annotated Bibliography Due!</strong></td>
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<thead>
<tr>
<th>Week 15</th>
<th>Future Issues Disability across the Life Span</th>
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<tbody>
<tr>
<td><strong>December 5</strong></td>
<td><strong>Discussion Board 12</strong></td>
</tr>
<tr>
<td>2. Willman and Marino: <em>Universal Design for Learning</em></td>
<td></td>
</tr>
<tr>
<td>3. Elliot, McKevitt, and Kelter: <em>Testing Accommodations</em></td>
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<tr>
<th>Week 16</th>
<th>Finals Week</th>
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<tbody>
<tr>
<td><strong>December 19</strong></td>
<td><strong>Action Research project Due!</strong></td>
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</tbody>
</table>
CALIFORNIA STATE UNIVERSITY FULLERTON
College of Education
Special Education
SPED 533 Seminar: Issues and Trends in Collaborative/Consultative Services

Instructor: Joan A. Levine, Ph.D.
Office Phone Number: 657-278-3909
Office Room Number: CP 570-8
Office Hours: 3:30-5:30PM
Email: jlevine@fullerton.edu

Course Description
Prerequisites: SPED 510, 529, 586, 599 and candidate must be in final semester of Level I education specialist program. Contemporary research and practices as they apply to collaborative and consultative services in school and agency settings.

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
  a) promote diversity
  b) make informed decisions
  c) engage in collaborative endeavors
  d) think critically

Outcome 3: Committed and Caring Professionals
- become change agents
- maintain professional and ethical standards
- become life-long learners
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate a commitment to fairness, a belief that all children can learn, and an increasing ability to:

Promote Diversity
Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

Engage in Collaborative Endeavors
Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically
Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards
Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning
Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Revised 2.18.2011
STUDENT LEARNING GOALS
Course Goals:

General Goals: This seminar in the Educational Specialist Level II program and the Added authorization for Autism and/or Resource Specialist Program is designed to provide a culminating experience for participants. Seminar sessions are designed to present a forum in which professionals evaluate on-going program management and service delivery programs, new research findings, and emerging legal and ethical issues as they relate to working with individuals with disabilities within the public school system. A major goal of this seminar is to provide awareness that program completion does not bring closure to the need for reflective practice and personal and professional development.

SpEd 533: Seminar: Issues and Trends in Collaborative/Consultative Services Objectives
(1) Candidates will develop strategies for working collaboratively with family and school personnel from initial due process procedures to final outcomes (CEC – CC10S6).
(2) Candidates will review professional needs and collaboratively establish priorities for seminar topics and timelines for project due dates to enhance lifelong personal professional development (CEC-CC9K3).
(3) Candidates will read and discuss articles and information related to emerging legal and ethical issues (CEC-CC1K4).
(4) Candidates will read and discuss research findings on best practices e.g., delivery of services, instruction, consultation, staff development (CEC-CC9K4).
(5) Candidates will develop a resource file of materials related to cultural background and identification problems and practices, family attitudes toward special education labels, legal issues in special education, technology resources, and best practice research findings, include organizations and publications relevant to individuals with disabilities and the multidisciplinary team members and other service providers that may work with the candidate (CEC-CG9K2).
(6) Candidates will develop and present a working project related to professional preparation (specific emphasis or authorization) and the Level II/Clear Induction Plan (portfolio).
(7) Candidates will participate in discussions of family systems, the roles of families supporting development and the role of families in the educational process (CEC-CC2K4).
(8) Implement/Sign off an individualized plan (Induction Plan) for change and professional growth. (CEC-CC9K3) for those taking the course to complete the Clear Authorization.
(9) Demonstrate knowledge of Ethical Dispositions (CEC-CC9S1).
(10) Candidates will be familiar with research based studies and practices showing:
    a. Both sides of current issues and present them in oral and written form.
    b. System advocacy and collaborative change opportunities (CEC-CC953).
    c. The importance of Collaboration, Co-teaching, Professional Learning Communities, Shared Decision making as it relates to the candidates specific authorization or credential area.

***Note – there is a fieldwork component to this course for the demonstration of skills***

For persons taking this class to clear their Education Specialist Credential: Special Education 533 is an advanced graduate seminar. The course will provide the student with an in-depth view of the theory and process of school-based collaboration for the Special Educator and other related professionals. Included are interpersonal processes, communication skills, conflict resolution, decision making models, team function, collaboration models for working with parents, administrators, paraeducators, colleagues, and other professionals. Candidates will participate in online seminar sessions designed to present a forum in which professionals evaluate on-going program management
and service delivery options, new research findings, and emerging legal and ethical issues as they relate to working with individuals with disabilities within the public school system. All candidates will finalize their Level II portfolio and evaluate their induction goals to assure success and design a professional growth plan for future years once they leave the university.

**For persons taking this class as a General Education Cohort Student:** Special Education 533 is an advanced graduate seminar. The course will provide the student with an in-depth view of the theory and process of school-based collaboration for the Special Educator and other related professionals. Included are interpersonal processes, communication skills, conflict resolution, decision making models, team function, collaboration models for working with parents, administrators, paraeducators, colleagues, and other professionals. Students will participate in Seminar sessions designed to present a forum in which professionals evaluate on-going program management and service delivery options, new research findings, and emerging legal and ethical issues as they relate to working with individuals with disabilities within the public school system. All candidates will create an electronic submission for the final that includes a summary of the learning from the class and a detailed section on the specific emphasis chosen for the masters degree.

**For persons taking this class to meet the Added Authorization in RSP:** California State University, Fullerton, Department of Special Education Resource Specialist Certificate of Competence program is a graduate training program designed to prepare professionals to work in the role of a Resource Specialist. The Certificate of Competence is awarded to professionals who hold both general education and special education teaching credentials, who have a successful teaching experience for a minimum of three years, in a combination of general and special education classrooms, and who successfully complete a training sequence designed to develop the skills necessary for providing instruction to students in a resource room setting, and in the general education setting with support. Included in this role is not only direct instruction of students with disabilities, but also the provision of services such as collaboration, consultation, staff development, intensive parent networking, and program coordination. All state-mandated Resource Specialist competencies are concerned with noninstructional roles. These competencies are attained by taking Special Education 551, 529, 533 and 496.

**For persons taking this class to meet the Added Authorization in autism:** SpEd 533 expands upon the candidates skills obtained in their preliminary credential and give them basic tools for implementation of successful multidisciplinary team activities designed to serve students with autism. Some of the these advanced skills include conflict management and resolution, negotiation, staff and family development, program evaluation, supervision of paraprofessionals and community collaboration. A strong emphasis is placed on work within the professional community including medical doctors, occupational and physical therapist, speech and language pathologist, assistive technology experts and other service providers that support the lives of persons with autism. There is a field requirement for both observation and active involvement in implementation of collaboration. At CSU Fullerton, candidates will take four classes (12 units) to earn the added authorization. These classes are: SpEd 401 – Introduction to Autism, SpEd 502 – Teaching Strategies for students with Autism, SpEd 522 – Advanced Positive Behavior Support and SpEd 533 – Issues and Trends in Collaborative/Consultative Services.
REQUIRED TEXTS
Class Resources:


Optional Resource:


These texts can be ordered from Titan Shops at [http://bookstore.fullerton.edu](http://bookstore.fullerton.edu) or from Amazon.com. Remember that the bookstore is anticipating the class and has the books in stock. If you order from somewhere else you risk getting behind in the reading and assignments if the book does not come in right away.

GRADING POLICY FOR THE COURSE

GRADING
All assignments must be neat, clearly word processed, and be free of punctuation and spelling errors. Papers will be returned to students for correction at the discretion of the instructors. Late papers will be penalized 2 points for each school day following the due date. Assignments will only be accepted for one week following the due date. Points will be converted to letter grades using the following system:

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<td>D-</td>
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All assignments must be neatly typed and free of punctuation and spelling errors. Please proof read. Late papers will be penalized 2 points for each day following the due date. For example, if the assignment is due Tuesday and you do not turn it in until Thursday, you loose 4 points. Assignments will only be accepted for one week following the due date unless prior arrangements with instructor have been made.
University Policy Guidelines will be adhered to with respect to grading procedures, withdrawals, and incompletes. (Refer to university catalog pp 74-76 for more information).

APA writing format is expected and points will be taken off if APA is not used properly. When posting comments onto the forums, provide appropriate documentation for references.

The instructor will track all student online activities (data will be kept on frequency and duration of interactions, frequency of website access etc.).

Discussion Board postings must reflect a professional level of writing and should employ professional courtesy.

Notice on online assignments you are asked to read other student comments and provide subsequent response comments. Each response is important and comprises a portion of the credit given for each discussion. “I agree” or “me too” is not an appropriate response and will be given zero credit.

Respond to your colleagues in scholarly ways and demonstrate depth in your comments and reflections.

Cellular phones should be turned off or kept in silent mode during class sessions. During exams personal desk assistants (PDS’s) and phones may not be used.

Lectures given in this class are the property of the university/faculty/guest speaker and may not be taped without prior written permission from the professor and may not be used for any commercial purpose.

Please make arrangements with a classmate to get handouts and lecture information in case you are absent.

Feel free to contact the instructor if you have a question, concern or suggestion for the course. You are welcome to come by our Offices at anytime. However, appointments are appreciated, preferred, and given priority. Do not wait until the end of the semester to ask for help. This will be a fabulous semester.

The instructor reserves the right to adjust/change topics and assignments as the need arises.

Examinations will only be offered as scheduled.

Cultural, socio-economic status, and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.

The university assumes that all students will conduct themselves as mature citizens of the campus community. It is further assumed that all students will conduct themselves as professionals (Refer to university catalog).

**Academic Accommodations for Persons with Disabilities:**

It is critical that you inform the instructor immediately of any disabilities or special needs that might require specific arrangements. We want to program you for success! The California State University Policy on students with disabilities states that students must document in writing with proper backup materials their disabilities and this must be submitted and on file at the Office of Disabled Student Services (http://www.fullerton.edu/disabledservices/).

This course partially meets the following

**California Commission on Teacher Credentialing Standards**
For Clear (Induction) Education Specialist Credential:

Program Standard 2: Communication and Collaboration
Program Standard 3: Support Providers and Professional Development Providers
Program Standard 4: Formative Assessment
Program Standard 5: Pedagogy
Program Standard 6: Universal Access: Equity for all students – teaching special populations
Program Standard 7: Professional Development Options for Education Specialist

For Added Authorization in Autism and or Resource Specialist:

ASD Standard 1: Characteristics of Students with Autism Spectrum Disorder
ASD Standard 2: Teaching, Learning and Behavior Strategies for Students with ASD
ASD Standard 3: Collaborating with Other Service Providers

RSP Standards 1-6: Complete Portfolio indicating how standards were met.

University Policy Guidelines will be adhered to with respect to grading procedures, withdrawals, and incompletes. (Refer to university catalog pp 74-76 for more information).

APA writing format is expected and points will be taken off if APA is not used properly. When posting comments onto the forums, provide appropriate documentation for references.

The instructor will track all student online activities (data will be kept on frequency and duration of interactions, frequency of website access etc.).

Discussion Board postings must reflect a professional level of writing and should employ professional courtesy.

Notice on online assignments you are asked to read other student comments and provide subsequent response comments. Each response is important and comprises a portion of the credit given for each discussion. “I agree” or “me too” is not an appropriate response and will be given zero credit.

Respond to your colleagues in scholarly ways and demonstrate depth in your comments and reflections.

Cellular phones should be turned off or kept in silent mode during class sessions. During exams personal desk assistants (PDS’s) and phones may not be used

Lectures given in this class are the property of the university/faculty/guest speaker and may not be taped without prior written permission from the professor and may not be used for any commercial purpose.

Please make arrangements with a classmate to get handouts and lecture information in case you are absent.

Feel free to contact the instructor if you have a question, concern or suggestion for the course. You are welcome to come by our Offices at anytime. However, appointments are appreciated, preferred, and given priority. Do not wait until the end of the semester to ask for help. This will be a fabulous semester.

The instructor reserves the right to adjust/change topics and assignments as the need arises.

Examinations will only be offered as scheduled.
Cultural, socio-economic status, and gender issues as they relate to each specific course content and program intervention will be infused throughout the course.

The university assumes that all students will conduct themselves as mature citizens of the campus community. It is further assumed that all students will conduct themselves as professionals (Refer to university catalog).

EXTRA CREDIT OPTIONS: None

GRADING STANDARDS

PLANNED ASSIGNMENTS

COURSE ASSIGNMENTS AND REQUIREMENTS: Given that this is a web-only class with no face-to-face requirements, participation will be evaluated solely on Students on-line participation. Students are expected to login to the Blackboard (Bb) site three times weekly, and read the assigned chapters/articles prior to completing the required Bb module assignments (due dates clearly marked in the Course Schedule).

1. **Fifteen Modules** – *(Fourteen have assignments connected to them 5 points each – for a total of 70 points)*

Students are expected to complete weekly modules. The Modules are located on Bb in the assignments section. Research in online learning verifies that concentration on weekly assignments is more productive to knowledge base learning than working ahead and doing many assignments at once; for this reason, *modules will open weekly – you cannot work ahead.* The fourteen assignments that align with the modules are titled “online assignment A through N.”

Many of the modules include discussion board requirements. The rubric for discussions is located under the assignments tab. Students are expected to share comments, questions, and reflections related to the course readings, outside research, and personal/practical experiences. Lastly, Students should develop 1-2 questions to pose to classmates in the discussion board, and respond to at least one other classmate’s proposed questions. *Students must complete the Modules by 5:00 on the due date listed on the course calendar (see chart below) order to receive credit for attendance for that class session.* Late postings will not be given credit. Note: The Instructor will track the online activity of all students and will maintain a copy of all online discussions. It is anticipated that each assignment will take three hours a week, depending on your computer skills.

Please use the Blackboard program located in your portal, found at [www.fullerton.edu](http://www.fullerton.edu).

**Once in the blackboard program go to the Communications link and click on discussion board.** These assignments can be posted on the discussion board in blackboard. (Go to the Communications link and click on discussion board). **If blackboard is down on the day the assignment is due, you can email your answers directly to your instructor.**

2. **Final Project** – 30 points

The final collaboration project will be explained in detail during weeks two and three and is different depending on your purpose for taking the class. Every member of the class must complete an inquiry project. This is a project where you will develop a research question on a focus topic, align the project with the CSTP’s or RSP Standards from your Portfolio, describe
anticipated measurable outcomes for student learning/success and spend some time in inquiry based on the topic of your choice. You will pick this specific emphasis and gather information related to your identified focus topic question. You will include at least three different types of resources demonstrating knowledge of current issues and trends OR for RSP authorization, Standards topics (assessment, transition, instructional strategies and curriculum, etc.). You may include journal articles, consulting and/or observing colleagues, internet research, attending professional development, etc., and then spend some time reflecting on the inquiry and describing the impact on instruction/classroom practices (including data-driven instruction) for student success. As a result of the inquiry process you will determine if it is necessary to adjust your focus topic questions and what application this has to your professional practice. If you are taking the class to clear your credential, you must complete the final portfolio outlined in the assignments section. All of this will be explained in detail and you will be asked to work on pieces of it as the on-line assignments and weekly modules progress. IF YOU ARE EARNING THE RSP ADDED AUTHORIZATION, BE SURE THAT THIS EXPERIENCE MEETS THE NEEDS OF YOUR PORTFOLIO!

EXAMINATIONS (Dates, make-up policy, etc.): None

MISSED EXAMS AND LATE ASSIGNMENTS

GRADING RUBRICS

REQUIRED MATERIALS AND EQUIPMENT

OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES

Technical competencies:

- It is suggested you have a Pentium 166 MHZcm, 32 MB RAM and a minimum 56K modem.
- Basic word processing (typing, cut and paste, spell check).
- Logging on and navigating the Internet and the CSU Fullerton Portal.
- CSU Fullerton hosts web sites that can help you refine your computer skills, and sharpen your writing abilities. See http://distance-ed.fullerton.edu/pages/students/students.htm
- The use of appropriate online behavior, netiquette is expected. The core rules of netiquette can be found at http://www.onlinenetiquette.com/ and/or http://www.albion.com/netiquette/corefules.html. For example, use descriptive subject lines that inform the reader what the message or posting pertains to.

MINIMUM HARDWARE AND SOFTWARE SPECIFICATIONS:

- You must have access to a computer with internet access and a word processing program (CSU Fullerton Library or the University Learning Center in MH-47 have computers availability free of charge to students).
- You must have Microsoft Office 2000 Suite or higher. (This is available from the Titan Shops on campus…you can order it online at www.fullerton.edu.
- It is strongly recommended that you use Microsoft Explorer instead of Netscape as your browser.
- Some of the modules contain Powerpoint. Access the following website for a free download of a read only version of Powerpoint.

**TECHNICAL SUPPORT:**

- Email: helpdesk@fullerton.edu
- The Help Desk is available to all students in the event that technical difficulties arise. Contact the Help Desk at 657-278-7777.

**Blackboard/Moodle Support Handouts:**

Log onto your portal and open your blackboard/moodle site for this class. Under the “Help” button you will find many tools, including tutorials that will help you use this site more efficiently.

**CSUF Help Desk:**

The Help Desk is available to all students in the event that technical difficulties arise. Contact the Help Desk at 657-278-7777.

*For other information on student policies and procedures (for example grade appeals, see the university catalog and UPS 300.021). Student work must be authenticated online just as in the university classroom! You must put your student ID on all work submitted to the drop box.*

**Academic dishonesty** includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It unusually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action. *For other information on student policies and procedures (for example grade appeals, see the university catalog).*

*Students with special needs should notify the instructor immediately so proper supports can be established.*
For courses that meet General Education requirements (see UPS 411.201):
1. A statement of the specific General Education requirement(s) that the course meets.
2. An inclusion of the learning goals for the General Education category or categories in which the course carries credit.
3. An indication of the way in which the General Education writing requirement shall be met and assessed.

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/

**Academic Dishonesty Policy:** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

**Two week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Attendance Policy:** Online classes must adhere to the prescribed due dates.

**Fieldwork Requirement:** If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan.

**In the event of emergency,** contact the University Police at 657-278-3333. http://emergencypreparedness.fullerton.edu/

**Emergency Procedures Notice to Students**

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines

**Before an emergency occurs**-

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

**When an emergency occurs**-

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your
belongings and proceed safely to the nearest evacuation route.

3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.

4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.

5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.

2. Students can determine the University's operational status by checking the University's web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University’s hotline number at 714-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

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**EMERGENCY CALLS**

DIAL 9-1-1

All campus phones and cell phones on campus reach the University Police Department

Non-emergency line: (657) 278-2515

24-hour recorded emergency information line: (714) 519-0911
### 16-WEEK SCHEDULE (15 weeks of instruction plus 1 exam week)

#### TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>Tues</th>
<th>CONTENT</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Module 1:</td>
<td>Note: All assignments are due on the</td>
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<tr>
<td></td>
<td>ŷ Introduction to course and your instructor</td>
<td>date indicated in this column.</td>
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<td></td>
<td>ŷ Requirements and goals</td>
<td>On-line A: due</td>
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<tr>
<td></td>
<td>ŷ Introducing yourself to your classmates</td>
<td>Friday 8/26/11 at 5:00 p.m.</td>
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<td></td>
<td>ŷ Keys to Online Learning</td>
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<tr>
<td>Week Two</td>
<td>Module 2:</td>
<td>No specific textbook readings due, but you might</td>
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<td></td>
<td>ŷ Locate your induction form and make plans for</td>
<td>want to read ahead!</td>
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<td>completion or create added authorization specific</td>
<td>On-line B: due</td>
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<td></td>
<td>emphasis form</td>
<td>Friday 9/2/11 at 5:00 p.m.</td>
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<td></td>
<td>ŷ Specific emphasis/Mentor explanation</td>
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<td>ŷ CTC requirements for Clear and added</td>
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<td>authorizations</td>
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<td></td>
<td>ŷ Review 7 Habits of Highly Effective People</td>
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<td>ŷ CSTP and your role in the induction cycle</td>
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<td>Week Three</td>
<td>Module 3:</td>
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<td></td>
<td>ŷ What does it mean to collaborate?</td>
<td>Fiedler Ch 9</td>
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<td></td>
<td>ŷ Ethical Issues Affecting Paraprofessionals</td>
<td>On-line C: due</td>
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<td></td>
<td>ŷ Collaboration with Paraprofessionals</td>
<td>Friday 9/9/11 at 5:00 p.m.</td>
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<td></td>
<td>ŷ What does the research say about collaboration?</td>
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<td>Week Four</td>
<td>Module 4:</td>
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<td>ŷ Service Delivery – CA Comp. Center</td>
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<td>ŷ Collaborating with general education teachers</td>
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<td>ŷ Co-teaching and Professional Partnerships</td>
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<td>ŷ Inclusive Programming: Whose parachute are you packing?</td>
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<td></td>
<td><strong>Read Fiedler Introduction</strong></td>
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<td></td>
<td>Kluth Ch 1, 2, and 12</td>
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<td><strong>On-line D: due</strong></td>
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<td>Friday 9/16/10 at 5:00 p.m.</td>
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<tr>
<th>Week Five</th>
<th>Module 5:</th>
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<tbody>
<tr>
<td></td>
<td>ŷ Collaboration with families</td>
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<tr>
<td></td>
<td>ŷ Discuss family systems/parent support groups/communication strategies</td>
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<td>ŷ Home school coordination</td>
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<td>ŷ Advocacy</td>
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<td></td>
<td>ŷ The importance of friendships</td>
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<td>ŷ Tips for collaborative IEP’s</td>
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<td></td>
<td><strong>Kluth Ch 4</strong></td>
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<td>Fiedler CH 1, 2 and 3</td>
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<td>Mager CH 3</td>
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<td></td>
<td><strong>On-line E: due</strong></td>
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<td>Friday 9/23/11 at 5:00 p.m.</td>
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<tr>
<th>Week Six</th>
<th>Module 6:</th>
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<tbody>
<tr>
<td></td>
<td>ŷ What does it mean to be a change agent?</td>
</tr>
<tr>
<td></td>
<td>ŷ Implementation of School Wide System Change</td>
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<td></td>
<td>ŷ System Change Module: Corey Elementary</td>
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<td>ŷ Schoolwide PBS</td>
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<td>ŷ Creating Positive Chemistry at Schools</td>
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<td><strong>Kluth Ch 3 &amp; 5</strong></td>
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<td>Gordon Ch 2</td>
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<td><strong>On-line F: due</strong></td>
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<td>Friday 9/30/11 at 5:00 p.m.</td>
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<th>Week Seven</th>
<th>Module 7:</th>
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<tr>
<td></td>
<td>ŷ Why Teachers Must Become Change Agents</td>
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<td>ŷ Four capacities of change</td>
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<td>ŷ Fullan’s eight basic lessons of the change process</td>
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<td></td>
<td><strong>Gordon Ch 4</strong></td>
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<td>Kluth Ch 9</td>
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<td>Fiedler Ch 9</td>
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<td><strong>On-line G: due</strong></td>
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<td>Friday 10/7/11 at 5:00 p.m.</td>
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<tr>
<td>Week</td>
<td>Module 8:</td>
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<tr>
<td>Eight</td>
<td>* ŷ Action research – creating your focus questions*</td>
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<td>* ŷ Differentiated instruction – why is this important for our schools?</td>
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<td>* ŷ Sharing accommodations*</td>
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<td>* ŷ Reflections on your own teaching*</td>
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<td>Week</td>
<td>Module 13:</td>
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<td>Thirteen</td>
<td>Crisis and Stress</td>
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**Before an emergency occurs:**

Friday 11/18/11

On-line M & N: due Friday 12/2/11 at 5:00 p.m.

Technology Survey Friday 12/9/11 at 5:00 p.m.
3. Know the safe evacuation routes for your specific building and floor.

4. Know the evacuation assembly areas for your building.

**When an emergency occurs-**

6. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.

7. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.

8. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.

9. Do not re-enter building until informed it is safe by a building marshal or other campus authority.

10. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

**After an emergency occurs-**

3. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.

4. Students can determine the University's operational status by checking the University's web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University's hotline number at 714-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

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**EMERGENCY CALLS**

**DIAL 9-1-1**

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Non-emergency line: (657) 278-2515

24-hour recorded emergency information line: (714) 519-0911
Important Messages Before You Begin Any Assignments:
Please read very carefully

1. This class is designed for students who are clearing their specialist credentials, or are working on the master’s only. If you’re currently working on Level I (preliminary) or first year intern program, you’re not allowed to take this class. You need to have basic computer skills to take any online class. It is your responsibility to use Titanium and other basic software programs related to the class.

2. I have a very strict late assignment policy. It is your responsibility to submit all due assignments on time; no matter what. As you know teachers should be fair and consistent to all students (Please act as a graduate level student!). You’re always welcome to submit your due assignments in advance. Nobody knows what happens right before due dates, so please do not wait right before the due date. You will be docked 1 point for every day your assignment is late.

3. I do post module assignments weekly (usually at least 10 days before due date). You need to reflectively respond to weekly modules on different days over the week (Nature of Online Learning).

4. Keep in mind that you need to spend at least 6 hours to complete every weekly module. If it is a face-to-face class, you would spend 3 hours in class, at least 1 hour driving, and 3 hours outside class reading and completing assignments. I provide one or two small assignments per module and it takes 4-6 hours to complete. It seems a lot to do, but it’s a reasonable assignment compared to the face-to-face class.

5. I only use the CSUF email for this class. You submit all your assignments via email with appropriate file names. With the exception of the discussion forum assignments (No Drop Box in Titanium).

6. Students are expected to have internet access to check the course site (Titanium) and emails regularly. Microsoft PowerPoint, Word, Media Player and Adobe Acrobat Reader are also required.

7. I strongly recommend checking your campus email at least once a day. I will be sending you important messages via email. It is your responsibility to access this important information.

8. Be aware of plagiarism. You must use your own original or provide citations if you are quoting or paraphrasing a researcher’s words. I recommend not sharing your work with your friends. I have caught several students who just copied their friends’ work. Those students can be disqualified from the program.
Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities to actively engage students, faculty, and staff to work in close collaboration and expand knowledge.

Catalog Description of Course: Presents curriculum development, instructional methodology and materials for teaching individuals with mild/moderate, Moderate/Severe, and early childhood disabilities. Focuses on instructional strategies permitting access to the core curriculum.

**Education Unit Conceptual Framework**

<table>
<thead>
<tr>
<th>a transformational journey toward educational advancement and achievement</th>
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**Core Values**

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

**Mission Statement**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

**Student Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners

**Mission Statement of the Department of Special Education**: The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education. The program is designed to train educational generalists in inclusive, non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic, and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master’s degree candidates with a broad background in the
CSUF Education Specialists Program Assessment 2013

physiological, environmental, and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities.

Students with Disabilities: If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Disability Support Services. Their office is located in University Hall, Room 101. The phone number is (657) 278-3117. Appropriate accommodations may then be provided for you. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the coordinator of DSS.

Academic Dishonesty, Appeals, & Conduct:
Academic Dishonesty- prohibited at all levels; examples include but are not limited to presenting the work of another as your own, unauthorized collaboration on assignments/projects, assisting or allowing these acts.
Academic Appeals- should you feel your grade was awarded arbitrarily or capriciously, follow the procedure for appealing.
Student Conduct- inappropriate conduct is prohibited. In addition, candidates are expected to respect others when they are speaking. It is discourteous to speak while others are speaking unless we are in the context of collaborative learning. Please feel free at all times to participate and offer varying perspectives in turn.
*Each student should become familiar with the university catalog since it is the official policy document of the university and states the condition under which a student will be awarded his or her degree/certificate.

Course Description: This course is designed to prepare teachers to teach special needs students who come from cultural and linguistically diverse backgrounds. Emphasis will be placed on the development of curriculum, analysis of assessment practices, and a critical review of instructional needs.

Commitment to Diversity

Candidates will learn about issues with individuals with disabilities and the special response to their education we as a society should provide. Diversity is defined as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Candidates also appreciate a basic understanding of exceptionalities and how these students’ unique characteristics create special needs that must be addressed if they are to fulfill their potential.

Expected Behavior in an Online Environment:
1. Do not post any messages that would not be allowed to be spoken in a classroom.
2. Be courteous and respectful of your classmates and the instructor.
3. ALWAYS change the subject line to reflect your posting!
4. Feel free to ask questions or suggest alternative explanations for another student’s interpretation of the material.
5. Give examples from your experience.
6. Answers of “I agree” count for zero credit unless you add significant experiential perspective to your posting.
7. For longer postings, use your word processor so you can use spell checker.
8. Remember –ALL CAPS is reserved for strong emphasis.
9. Post page numbers and references when answering questions.
10. Make sure your spelling and grammar are correct.
11. Make sure your postings are timely.
12. You may compare and contrast various student points of view as a quality posting.
13. Maintain consistency with the thread discussion. Follow the thread posting or begin a new thread.
14. Candidates are expected to be proactive about contacting the instructor with any problems or questions. The instructor will work with candidates to resolve any problems or answer any questions, but candidates must be proactive whenever possible.
15. Candidates are expected to take responsibility for reviewing the syllabus, being aware of due dates for readings and assignments, and monitoring their progress in the course via the Titanium course site.

16. Please be very careful to maintain confidentiality. All references to students must be made without identifying information; full confidentiality must be maintained at all times. Pseudonyms are to be used when referring to specific students.

17. Candidates are expected to familiarize themselves with and adhere to the CSUF “University Regulations” found in the catalogue. These include academic dishonesty, academic appeals, and student conduct. The consequences of academic dishonesty may include a warning, F on assignment or as a course grade, suspension from University, and so on.

18. Candidates are encouraged to take an active role in their own learning, and to ask the instructor any questions or concerns they may have. Even a question which might seem basic, or which the candidates might hesitate to ask, is likely to have value not only to that Candidate, but possibly to others as well.

19. Candidates are expected to proof-read all submissions. Points are deducted on submissions that include multiple/significant spelling or grammatical errors. Candidates are expected to have proficient & professional English writing skills. Candidates are encouraged to utilize the Writing/Learning Center for help. The Instructor reserves the right to require candidates (on a case-by-case basis) to turn in their papers to the Writing/Learning Center in advance.

20. Candidates are expected to use “person-first language” in both oral and written communication. For example, “student with autism,” not “autistic student”

**Coursework Standards:**
- All assignments must be typed in the Times New Roman 12 point font.
- Papers and reports must be submitted in APA style (6th edition) unless specifically noted otherwise in the syllabus or assignment description. All written assignments and Discussion forum postings must be free of grammar, punctuation, and spelling errors. Significant/multiple errors will result in a reduction of points.
- Assignments will be returned to students for correction at the discretion of the instructor.
- Late assignments will be accepted (up to one week late) but penalized a whole grade deduction.
- Assignments are not accepted after one week following the due date.
- The professor will maintain a copy of all Titanium Discussion Forum assignments to track online activities.
- If you have technical difficulties, your work must be faxed to 657-278-3110 before the due date and time.
- Technology Requirements: Students will be required to use a reliable computer during the course. The computer needs to have an Internet connection that can access both e-mail and course web materials. The e-mail account must be capable of sending and receiving attached files. The software that you will need is Microsoft Office 2000 or XP (for Windows) or Microsoft Office 2001 (for Mac's). In case of technical problems, here are some helpful phone numbers and contacts:
  - CSUF Student Help Desk for Technical problems: 657-278-7777 or helpdesk@fullerton.edu
  - Student Titanium help: Logon and you will find a “resources” page; you will find information there on how to use Titanium.
  - Library Support: Access to the CSU Fullerton library is available on the Titanium website. Click on the “Library” tab or enter http://library.fullerton.edu as the URL. For online library support, look under “Library Services,” then “Online Services.”

**Required Technology:**
Students are expected to have internet access as well as access to their Student Portal and Titanium, and to check the course site and their email regularly. Access to Microsoft PowerPoint, Word/Word Perfect, and Adobe Acrobat Reader are required.

**Required Texts:** Must purchase this text for this class


**Required Article Reading List:**
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****All of these assigned article readings will be posted in Titanium*****


**Course Objectives, Professional Standards & COE Conceptual Framework**

<table>
<thead>
<tr>
<th>Conceptual Framework Program Outcomes</th>
<th>Knowledge, Skills, &amp; Dispositions</th>
<th>Course Objectives</th>
<th>Teacher Performance Expectations (TPE), Council for Exceptional Children (CEC) &amp; Standards 19</th>
<th>Activity or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGEABLE &amp; COMPETENT SPECIALISTS</td>
<td>K</td>
<td>Analyze, reflect upon, and evaluate the various types of assessment strategies currently being used in the schools to place and monitor. Critically review the history relevant to the assessment of CLDE students.</td>
<td>TPE 1A, 7, 9 CEC 1, 2, 3, 4 19A, E, G/19B, C, D, I, H 19J &amp; K</td>
<td>Discussion Questions (discussion forum), IRIS module, Article reflection &amp; Case Studies (discussion forum)</td>
</tr>
<tr>
<td>Demonstrate strong foundation in field of study</td>
<td>K</td>
<td>Recognize a variety of curriculum delivery models currently being used in the schools for CLDE students.</td>
<td>TPE 3, 4, 5, 6A/B/C, 10 CEC 4, 5, 7 19A, E, G/19B, C, D, I, H 19J &amp; K</td>
<td>Discussion Questions, IRIS module, Article Discussions &amp; Case Studies</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Demonstrate ability to use technology as a resource</strong></th>
<th><strong>S</strong></th>
<th>Select and deliver an appropriate curriculum model utilizing the lesson plan format.</th>
<th>TPE 2, 4, 9 CEC 6 19A, E, G/19B, C, D, F, H</th>
<th>Unit Plan (article #6 assignment) &amp; Discovery Summary</th>
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</thead>
<tbody>
<tr>
<td><strong>REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</strong></td>
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<tr>
<td><strong>Promote diversity</strong></td>
<td><strong>K, S, D</strong></td>
<td>All objectives</td>
<td>TPE 5, 7, 11 CEC 3, 5, 6, 7 19A, E, G/19B, C, D, F, H/19A, E, G/19I/19E/19J &amp; K</td>
<td>All Assignments</td>
</tr>
<tr>
<td><strong>Make informed decisions</strong></td>
<td><strong>D, S, D</strong></td>
<td>Incorporate “best practices” in the education of CLDE students.</td>
<td>TPE 2, 3, 7, 8, 13 CEC 7, 8 19B, C, D, F, H/19A, E, G/19I/19E/19J &amp; K</td>
<td>Unit Plan (article #6 assignment)</td>
</tr>
<tr>
<td><strong>Engage in collaborative endeavors</strong></td>
<td><strong>D</strong></td>
<td>Collaboratively develop culturally and linguistically appropriate IEP practices, goals, and objectives for their CLDE students based upon fair and appropriate assessment data.</td>
<td>TPE 13 CEC 5, 10 19A, E, G/19B, C, D, F, H</td>
<td>Discovery Summary and case studies (discussion forum)</td>
</tr>
<tr>
<td><strong>Think critically</strong></td>
<td><strong>K, S, D</strong></td>
<td>Analyze the effectiveness of their curriculum model in class through instructor, self, and peer review.</td>
<td>TPE 12, 13 CEC 4, 5, 7, 8 19A, E, G/19B, C, D, F, H/19A, E, G/19I/19E/19J &amp; K</td>
<td>Unit Plan (article #6 assignment) &amp; Discovery Summary</td>
</tr>
<tr>
<td><strong>COMMITTED &amp; CARING PROFESSIONALS</strong></td>
<td></td>
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<tr>
<td><strong>Become change agents</strong></td>
<td><strong>D</strong></td>
<td>Critically evaluate the effectiveness of the various assessment strategies currently used in the schools.</td>
<td>TPE 12; CEC 9 19A, E, G</td>
<td>Discovery Summary</td>
</tr>
<tr>
<td><strong>Maintain professional and ethical standards</strong></td>
<td><strong>D</strong></td>
<td>Examine the historical changes that involve the teaching of CLDE students.</td>
<td>19B, C, D, F, H, I TPE 12; CEC 9</td>
<td>Teaching Philosophy</td>
</tr>
<tr>
<td><strong>Become life-long learners</strong></td>
<td><strong>D</strong></td>
<td>Explore factors outside the classroom (e.g., parent involvement) that contribute to the academic achievement of CLDE students.</td>
<td>19A, E, G TPE 12; CEC 9</td>
<td>Discovery Summary</td>
</tr>
</tbody>
</table>
Course Assignments:

1. Participation and Class Activities
All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related chapter assignments, and assigned readings.

Active and high-level critical analysis and participation is a key component of this course. It is expected that you will be a member of the discussions every class. You will be asked to contribute original, well written, and critically thought out responses to the weekly discussions, and respond to those made by others in the class.

Please note that online participation is automatically tracked by the Titanium software that will be used in this course. Of special note, because of the intensive nature of online learning, **students should expect to allocate at least 6 hours per module for this course.**

There will be several surveys, Discussion forums, and online activities in the class; they will all contribute to your participation grade. As a graduate or Level II student, **you are expected to complete all course activities in a timely and professional manner.** Failure to complete all activities associated with the course will result in a loss of participation points.

If you do not participate in an online session, you will lose **5 points (maximum 5 pts for each discussion question)** in participation credit for each discussion assignment you missed.

**Special Note:** Discussion forum will be locked up after due date which means you’re not able to respond. I will grade based on what you submitted on due date. Please submit your online discussion assignments on time to avoid losing your participation points.

Please make sure you carefully follow the guidelines for all online activities. **The online activities will impact strongly on your participation grade.** Lack of participation in weekly online activities is considered an absence.

Please carefully read the **Online Discussion Guidelines and Rubric** regarding expectations for online participation.

Following proper netiquette is expected. The core rules of netiquette can be found at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

Specific directions and guidelines for all activities and projects will be provided on the class Web site well in advance of the assignment’s due date.

**Online Discussion Guidelines and Rubric**

**Posting**

The great advantage of online discussion is that it can happen almost anytime, anywhere; it can deepen your understanding of the course material, and it can help you forge stronger connections with your classmates.

You will be required to post your response in each Discussion Forum — once to respond to the issue(s) presented, and at least once to two different colleagues. All posts are required to be substantive, and advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I
disagree," and you must not merely restate what someone else says. The chapters and assigned readings will be used for this assignment.

Community Standards and “Netiquette”

Your posts are not formal essays, but neither are they private conversations. You will not be held accountable for the formal standards of academic writing (grammar, usage, mechanics), but you will be expected to write as clearly as you can. Remember, whenever you write you are sending two messages. One is contained in the content of your message. But you are also sending a second message to your readers regarding who you are as a writer and thinker. You always want to write as well as you can because you want your readers to see you as a careful thinker and writer. Sloppy writing may leave readers with the impression that you have not taken the time needed to craft a carefully worded post. Crafting your messages in a word processing program and then cutting and pasting your messages into the Discussion Forum is a good idea. This forces you to slow down and also gives you the chance to edit carefully.

You are also required to adhere to the norms of online courtesy and collegiality, summed up generally as “netiquette” http://www.albion.com/netiquette/corerules.html Consistently inappropriate posting by any student will be treated similarly to consistently inappropriate classroom behavior, and may result in that student’s being barred from further online discussion in the class, with a resulting loss of the participation grade for the course. Please see me if you have any questions about this.

If You Get Stuck…

Helpful Phone numbers and contacts:
CSUF Student Help Desk for Technical problems: 657-278-7777

URL of Titan Help: http://www.fullerton.edu/helpdesk/index.asp
URL Student Titanium help: Log on to classroom and you will find a “resources” page. You will find information there on how to use Titanium.
Please visit this link for a list of the system requirements for Titanium users: http://titanium.fullerton.edu/student/requirements.htm There is access to a HELP desk and other technical support available at this link: http://titanium.fullerton.edu/student/default.htm

Email: helpdesk@fullerton.edu

Hours of operation:
Mon– Thurs: 7:30 AM to 10:30 PM
Friday: 7:30 AM to 5:00 PM
Saturday: 10:00 AM to 5:00 PM
Sunday: 12:00 PM to 7:00 PM

Grading

Since participation in all online activities counts for a substantial portion of your overall grade, our online threaded discussions will count for a significant part of that overall piece of your grade. I will read all the posts throughout the term. Discussions will have deadlines, and points will be taken off late posts. All your posts will be read and evaluated with special attention to several areas:

- Frequency of posting (one initial and minimum two responses to the classmates, but appreciate as many as you can)
- Appropriate length (your response: at least 2-3 paragraphs per question and responses to your classmates: 1-2 paragraphs).
- Relevance to topic
• Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
• Evidence of critical thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, original ideas. What do you think?)
• Temporal placement (i.e. do your posts all come in the last 20 minutes before the deadline for ending a particular discussion, or is there evidence of sustained engagement over time?); You must post min. three responses (including initial) in at least \textbf{TWO} different days. You need to reflect and respond as a culturally competent teacher about the topic. You must post your initial response first before you respond to your classmates – Visit Discussion Forum as often as possible and read your classmates’ responses.
• Collegiality — adherence to the norms of courtesy appropriate in academic (but informal) discussion
• The grade and feedback will be provided after the discussion forum is closed (usually Monday morning since the due date is Sunday midnight), but I regularly read your postings.

The following rubric may help you gauge your performance: You have maximum 5 points for each discussion question

<table>
<thead>
<tr>
<th>ONLINE DISCUSSION RUBRIC</th>
<th>Quantity Criteria</th>
<th>Quality Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student contributed regularly. Temporal placement suggests sustained engagement with the topic of the discussion, materials, and concepts.</td>
<td>The student showed initiative and interpreted materials, synthesized concepts, integrated various threads, backed up opinions with examples, or redirected discussion.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The student’s level of contribution was acceptable/of average value, but not considered outstanding.</td>
<td>The student contributed more than just facts, and responded to the implications of other students’ ideas.</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>The student rarely contributed or posts all came in final few minutes before discussion deadline.</td>
<td>The student’s contribution was minimal, and demonstrated only a cursory understanding/grappling with course material and the ideas of their peers.</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>The student did not contribute at all.</td>
<td>The student was underprepared and contributions (or lack of them) suggest incompletion of the readings.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

\textbf{2. Discovery Summaries}

\textbf{Objective}: A Discovery Summary is a thoughtful and analytic description of an experience that you have experienced to conduct to further acquaint you with the area of special education of the learner who has diverse abilities. It is a wrap-up assignment to review what you have learned from this class.

• See the following article (article #1: see module 2) pp. 41 (Figure 2. Life Experience Factors and Questions). Select one family of \textit{CLDE (culturally linguistically diverse exceptional)} student and conduct the work using this survey questions (you should interview one CLDE parent to get your data. If the interpreter is necessary you may take him/her to the interview).
The following is the scoring sheet that will be used to grade your Discovery Summary. It is anticipated that this assignment will be about 13-15 pages of double-spaced typing (Reference page won’t included); however, the length may vary according to the intensity and complexity of the experience.

**Discovery Summary Score Sheet (Total 35 points)**

A Discovery Summary is a paper you have written to describe, analyze and integrate an experience in which you have participated to learn more about any area of disability related to this course of study. Please use the following sub-headings for your paper. Don’t use a cover page. Start with the title of your paper.

Your paper is analyzed and evaluated according to the following criteria.

**Part I. Accuracy of fact (consistency, logical: 4-5 pages: not more than 5 pages) 5 pts**

Describe experience and discovery. This means that you described the experience you were curious about in order to make the discovery. You may start part I with a description of your curiosity (the purpose of this study) and rich description of observational data (facts). You should summarize your findings based on the following factors. You can use 'I' statement for this part. Use the following factors as sub-headings.

- Length of Residence in the United States
- School Attendance Patterns
- School Instructional History
- Cultural Background
- Performance in Comparison to Peers
- Home Life
- Health and developmental History

**Part II. Relevancy to multicultural special education (professional importance: 6-8 pages) 15 pts**

Relate discovery to this course. This means that you related your discovery to something that we are (MUST use citations: Feel free to use references we use in this class: articles, your studying in this class. The articles and reading assignments are your most convenient sources of information. Use information and dilemmas from our Discussion Forum conversations as well text (multiple citations can be used from the text book), IRIS modules etc.). Don’t use 'I' statements for this part, but you need to address your case student’s (fictitious) name to support this part. This part looks like a literature review (APA format: appropriate citations and quotations).

Use the following sub-titles for this part.

- Curriculum (Planning): 4-5 different citations
- Instruction (Teaching): 4-5 different citations
- Assessment (Testing): 4-5 different citations

**** Total 12-15 different citations should be used, so you need to have 12-15 different references in your reference page****

**Part III. Critical analysis (meaning derived, personal response: 5-6 pages) 10 pts**

“I” statements are appropriate in this part. Analyze the meaning of your discovery. This means that you put yourself in the discovery. You provide details about what your discovery means to you. Include your feelings and thoughts about the theory (Part II)-practice (Part I) and how they relate to you professional life and what new insights you gained for your personal/ professional practices. EX: How to support your CLDE students? What do you want to change? What did you learn from this assignment? What did you discover?

**Part IV. APA style, references, spelling, grammar, 5 pts**
3. On-line IRIS STAR LEGACY MODULE Reading Assignments (Two modules: 15 points each: Total 30 points):
Students will work two assigned on-line IRIS module assignments. Please see the detail direction in the weekly module schedule.

4. Article Application Activity (5 points each):
Students are required to read 6 assigned practical articles (see required article reading list on pp. 5) before you complete the activities related to each article. The articles will be posted in Titanium site. Please see the detail direction in the weekly module schedule.

5. Website Evaluation (5 points each)
A list of websites related to CLDE students will be posted. Students will evaluate two practical websites to support CLDE children, their parents, and teachers. The evaluation template will also be posted in Titanium. Please see the detail direction in the weekly module schedule.

6. Video Reflection (5 points)
The video will be posted in Titanium (Bilingual Special Education: 24 minutes) and complete the handout (fill in the blank and short answers).

7. IRIS PODCAST: Live Chat
Students will be able to discuss a topic related the course with classmates and instructor via live chat.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Points you earn</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forum (9)</td>
<td>45</td>
<td>155-160</td>
<td>A+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>150-154</td>
<td>A</td>
</tr>
<tr>
<td>Discovery Summary</td>
<td>35</td>
<td>144-149</td>
<td>A-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>139-143</td>
<td>B+</td>
</tr>
<tr>
<td>Video Reflection</td>
<td>5</td>
<td>134-138</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>128-123</td>
<td>B-</td>
</tr>
<tr>
<td>IRIS Module (2)</td>
<td>30</td>
<td>123-127</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>118-122</td>
<td>C</td>
</tr>
<tr>
<td>Article Reflection (6)</td>
<td>30</td>
<td>112-117</td>
<td>C-</td>
</tr>
<tr>
<td>Website Evaluation</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRIS Podcast</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>160</td>
<td><strong>C- is accepted in clear credential program</strong></td>
<td>*** If you're working on the MS program you must receive at least B grade (no B-) in all MS courses in your study plan.</td>
</tr>
</tbody>
</table>

Please check your email at least once a day. I will sending many important messages to the class via email. It is all your responsibility to access this information.
Please be responsible to complete your work in time. Since it is 100% online class you need a back-up computer system in case. I don’t want to hear ‘my computer doesn’t work today.’ You need to have several alternative ways to complete your assignments on time.

**COURSE SCHEDULE**

All assignments should be submitted by due date. Late assignment will be 1 point off every day (I should be fair and consistent to all my students). All assignments are required APA, 6th edition format (double space, font size 12, time new roman….but no cover page) unless otherwise stated.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topic and Assigned Readings from Packet</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| Module 1 8/26-9/1 | • Read syllabus carefully and email me if you have any questions  
  • **Objective:** The purpose of this assignment is to understand current issues and trends in bilingual special education.  
  Download the video (24 minutes) and complete the Power Point handout (fill in the blank: Slide # 1-19 and short answers: Slide # 20-28: use blue font color for your answers). Do not use the separate sheet for this assignment. Just use the PP handout (fill in) to submit (you can insert blank slides if it is necessary for the short answers).  
  Save your work as (firstlastname_video) and email it to me with attachment. | Video Assignment: 5 points |
You will use this article for the discovery summary assignment later (Module 15).  
  - Assignment: Read this article carefully and **Article 1 application assignment: 5 points**  
  You will use this article for Discovery Summary assignment for your final project |
discuss your experiences as a member of Multidisciplinary Team (there are several different titles of MT such as Student Support team):
- Use the template in Titanium site (your experiences, thoughts, ideas, application, etc). (min. 2 pages)
- Email this assignment with attachment by 9/8 (Sunday) before midnight (file name: firstlastname_article1: Example: woojung_article1)

- Titanium Discussion Forum 1
  - Reading materials and detailed direction will be posted on Titanium
  - Please read pp. 9-10 (grading and rubric) before you start this assignment.
  - Citations are not required.
  - Due by 9/8 (Sunday) before midnight

**Module 3**
**9/9-9/15**

- Titanium Discussion Forum 2 (need textbook from this week on)
  - Read chapter 1 Multicultural Special Education in Today’s Schools and respond the questions I have posted in discussion board.
  - Due by 9/15 (Sunday) before midnight
  - Please read pp. 9-10 (grading and rubric) before you start this assignment.
  - Initial response: You must use at least two citations from your text for each question. The citations should be used from the text to support each question. In other words, the author of the text (Obiakor) used multiple citations in each chapter to support his text, so avoid just using Obiakor as a citation and use the original citations he used in his book (see sample initial response posted on Titanium).
  - The initial response is required to answer based on current research (text) and your experiences/ideas/thoughts.
  - You are not required to use citations when reflectively responding to your classmates.

**Module 4**
**9/16-9/22**

  - Assignment: This article discusses about four key elements of culturally and linguistically responsive prereferral intervention for culturally and linguistically diverse students. Briefly summarize each key
<table>
<thead>
<tr>
<th>Module 5</th>
<th>Discussion Forum 3</th>
</tr>
</thead>
</table>
| 9/23-9/29 | - Reading materials will be posted on Titanium. Please read pp. 9-10 (grading and rubric) before you start this assignment.  
|          | - Citations are not required.  
|          | - Due on 9/22 (Sunday) before midnight |

**Important note:** The Discussion Forum will be closed after due date which means you're not able to respond and I grade based on your submission.

<table>
<thead>
<tr>
<th>Module 5</th>
<th>Discussion Forum 4</th>
</tr>
</thead>
</table>
| 9/23-9/29 | Read chapter 2 Bilingualism and Special Education and respond to the questions I have posted in this week's Discussion Forum.  
|          | - Due by 9/29 (Sunday) before midnight  
|          | - Please read pp. 9-10 (grading and rubric) before you start this assignment.  
|          | - Initial response: You must use at least two citations from your text for each question. The citations should be used from the text to support each question. In other words, the author of the text (Obiakor) used multiple citations in each chapter to support his text, so avoid using Obiakor as a citation and use the original citations he used in his book.  
|          | - For the initial response, you are required to answer based on current research (text) and your experiences/ideas/thoughts.  
|          | - For your responses to your classmates, citations are not required. |

**Important note:** The Discussion Forum will be closed after due date which means you're not able to respond and I grade based on your submission.

<table>
<thead>
<tr>
<th>Module 6</th>
<th>Discussion Forum 5</th>
</tr>
</thead>
</table>
|          | - Assignment: This article discusses several factors to support bilingual instruction. Briefly summarize each factor first and continue to discuss about applications to your current classroom. (min. 2 pages)  
|          | - Use a template posted in Titanium  
|          | - Email this assignment with attachment by 10/6 (Sunday) before midnight (file name: firstlastname_article3) |

**Article 3 application assignment: 5 pts**

<table>
<thead>
<tr>
<th>Module 6</th>
<th>Discussion Forum 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30-10/6</td>
<td>Read Ch. 3 “Litigation and Legislation: Impact on Multicultural Special Education” and respond reflectively to the questions I have posted in Discussion Forum.</td>
</tr>
</tbody>
</table>

**Online discussion: 5 pts**
Due by 10/6 (Sunday) before midnight
- Please read pp. 9-10 (grading and rubric) before you start this assignment.
- Initial response: You must use at least two citations from your text for each question. The citations should be used from the text to support each question. In other words, the author of the text (Obiakor) used multiple citations in each chapter to support his text, so avoid using Obiakor as a citation and use the original citations he used in his text.
- For the initial response, you are required to answer based on current research (text) and your experiences/ideas/thoughts.
- For responses to your classmates, you are not required to use any citations.

Important note: The discussion forum will be closed after due date which means you're not able to respond and I grade based on your submission

Module 7
10/7-10/13

Log into the following website
http://iris.peabody.vanderbilt.edu/module/clde/

Cultural and Linguistic Differences: What Teachers Should Know

After you select the right module. You can follow the steps below
Step 1: Challenge: watch the video clip
Step 2: Thoughts: Answer initial questions based on your experience, thoughts, ideas, etc: You shouldn’t use any references in this part): 3-4 paragraphs for each question. Retype each question.

Step 3: Perspectives & Resources (read each ‘page” and watch the video clips including additional resources and activities in each ‘page’): You must follow the steps.

Step 4: Assessment: Answer assessment questions based on what you read in step 3 (You must answer assessment questions based on step 3 - The points will be deducted if you make up your answers in this step, but you can support citations with your thoughts, ideas, and experiences): 3-4 paragraphs for each question. Use citations (page #s from step 3) to support your responses (You may see page # on step 3 such as Page 1, Page 2, ...). Retype each question.

- Assessment questions (Step 4) are different from questions from step 2 (Thoughts)*****

Step 5: Wrap-up

You only submit Step 2 and Step 4 answers to me. Please email me this assignment with attachment (firstname.lastname_IRIS1). Each question should be answered in depth and specifically (3-4 paragraphs will be required for each question). It should be one file. Do not sending me step 2 and step 4 separately.
| Module 8  | 10/14-10/20 | **Website evaluation**

Review attached website list (see Bb site) and select TWO to support choice addressing how you can, with this information support your CLDE (culturally and linguistically diverse exceptional) students and their parents. Use the evaluation template and complete it.

Email this assignment with attachment by 10/20 (Sunday) before midnight (file name: firstlastname_websites). Do not submit two evaluations separately. Must be one file when you submit it.

**** You can open each site in Slide Show format in the PPT ****

| Module 9  | 10/21-10/27 | **Discussion forum 6**

- Reading materials will be posted on BB under 'Course Document' and discussion questions will be posted in the Forum.
- **Due by 10/27 (Sunday) before midnight**
- **Please read pp. 9-10 (grading and rubric) before you start this assignment.**
- **Citations are not required.**


* **Select one of two options below to complete this assignment (Min. 2 pages)**

**Option 1**
- Read this article first
- Go to *Figure 1. Checklist to Demystify the IEP Process for CLD Parents of Children With Disabilities* in page 19 in this article
- Use a template posted in Titanium to evaluate your own IEP procedure for CLDE students.

**Option 2**
- Briefly summary each step of described in this article and share your ideas and thoughts.
- Use a template posted in Titanium to complete this assignment

Email this assignment with attachment by 10/27 (Sunday) before midnight (file name: firstlastname_article4)

| 10 points |

| 5 pts | Online discussion: 5 pts

**Important note:** The Discussion Forum will be closed after due date which means you're not able to respond and I grade based on your submission

**Article #4 application assignment:** 5 pts
<table>
<thead>
<tr>
<th>Module 10</th>
<th>Module 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28-11/3</td>
<td>11/4-11/10</td>
</tr>
<tr>
<td><strong>Discussion Forum 7</strong></td>
<td><strong>Discussion Forum 8</strong></td>
</tr>
<tr>
<td>Read Ch. 16 Family Empowerment and Multicultural Special Education and respond to the questions I have posted in the Discussion Forum.</td>
<td>Read Ch. 18 Transforming Special Education Through Culturally Responsive Practice and respond to the questions I have posted in The Discussion Forum.</td>
</tr>
<tr>
<td>- <strong>Due by 11/3 (Sunday) before midnight</strong></td>
<td>- <strong>Due by 11/10 (Sunday) before midnight</strong></td>
</tr>
<tr>
<td>- Please read pp. 9-10 (grading and rubric) before you start this assignment.</td>
<td>- Please read pp. 9-10 (grading and rubric) before you start this assignment.</td>
</tr>
<tr>
<td>- Initial response: You must use at least two citations from your text for each question. The citations should be used from the text to support each question. In other words, the author of the text (Obiakor) used multiple citations in each chapter to support his text, so avoid using Obiakor as a citation and use the original citations he used in his text.</td>
<td>- Initial response: You must use at least two citations from your text for each question. The citations should be used from the text to support each question. In other words, the author of the text (Obiakor) used multiple citations in each chapter to support his text, so avoid using Obiakor as a citation and use the original citations he used in his text.</td>
</tr>
<tr>
<td>- For the initial response, you are required to answer based on current research (text) and your experiences/ideas/thoughts.</td>
<td>- For the initial response, you are required to answer based on current research (text) and your experiences/ideas/thoughts.</td>
</tr>
<tr>
<td>- For responses to your classmates, you are not required to use any citations.</td>
<td>- For responses to your classmate, citations are not required.</td>
</tr>
</tbody>
</table>

**Important note:** The Discussion Forum will be closed after due date, which means you’re not able to respond and I grade based on your submission

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Assignment:
- Read this article first and briefly summarize and share your thoughts and ideas (min. 2 pages)
- Use the template posted in Titanium

**Email this assignment with attachment by 11/10 (Sunday) before midnight (file name: firstlastname_article5)**
| Module 12 | Discussion Forum 9  
| 11/11-11/17 | Reading materials will be posted in Titanium  
| | Please read pp. 9-10 (grading and rubric) before you start this assignment.  
| | Due by 11/17 (Sunday) before midnight  
| | Online discussion: 5 pts  
| | Important note: The Discussion Forum will be closed after due date which means you’re not able to respond and I grade based on your submission |
| 11/18-11/24 | Assignment: Read this article carefully and develop an unit plan for your current or future class (five to six lesson plans): Use the modified template in your Titanium site. Keep in mind that you don’t need to develop specific lesson plans as you did in your student teaching  
| | - You only need one template form. Do not use multiple templates.  
| | - The article provides you with information on how to develop an unit plan. The article also includes a sample unit plan (pp. 19).  
| | - Even though this article applies to the secondary education, all grade level teachers can apply the information to their own classrooms. If you teach in preschool settings you can use theme(s) instead of topic(s).  
| | - Email this assignment with attachment by 11/24 (Sunday) before midnight (file name: firstlastname_article6)  
| | Article # 6 application assignment: 5 pts |
| 11/25-12/1 | Thanksgiving Break  
| | Gratitude for all of our Blessings  
| | No Assignments due |
| Module 14 | Log into the following website  
| 12/2-12/8 | http://iris.peabody.vanderbilt.edu/module/ell/  
| | Teaching English Language Learners: Effective Instructional Practice  
| | On-line IRIS module 2: 15 pts  
| | Important message: |
After you select the right module, you can follow the steps below:

Step 1: Challenge: watch the video clip
Step 2: Thoughts: Answer initial questions based on your experience, thoughts, ideas, etc.): 3-4 paragraphs for each question. Retype the questions.

Step 3: Perspectives & Resources (read each ‘page’ and watch the video clips including additional resources and activities in each ‘page’): You must follow the steps.

Step 4: Assessment: Answer assessment questions based on what you have read in step 3 (You must answer assessment questions based on step 3 - The points will be deducted if you make up your answers in this step, but you can support citations with your thoughts, ideas, and experiences): 3-4 paragraphs for each question. Use citations (page #s from step 3) to support your responses (You may see page # on step 3 such as Page 1, Page 2, ...). Retype the questions.

Step 5: Wrap-up

You submit Step 2 and Step 4 answers to me. Please email me this assignment with attachment (firstname.lastname_IRIS2). Each question should be answered in depth and specifically (3-4 paragraphs will be required for each question). It should be one file. Please do not send me sending step 2 and step 4 separately.

This assignment is due by 5/12 (Sunday) before midnight (file name: firstname.lastname_IRIS2)

| Module 15 | IRIS Podcast: RTI and Cultural Considerations  
http://iris.peabody.vanderbilt.edu/podcast/baca_rti/  
Please see the detailed directions in Titanium | 5 points |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>12/9-12/15</td>
<td></td>
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</tr>
</tbody>
</table>

| Module 16 | Discovery Summary due  
- This assignment is due by 12/20 (Friday) before midnight (file name: firstname.lastname_DS) | 35 pts |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>12/16-12/20</td>
<td></td>
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</tbody>
</table>
Other Supporting Evidence
*Denotes a Signature Assignment implemented in a field placement and overseen by both the course instructor and field personnel.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Assessment Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPED 322</strong></td>
<td>Classwide System Evaluation</td>
<td>Candidates visit a classroom and evaluate their behavior management plan according to the principles of positive behavior support.</td>
<td>CSE Assignment CSE Rubric</td>
</tr>
<tr>
<td></td>
<td>Classwide System Proposal</td>
<td>Based on data gathered in the CSE, candidates propose a school-wide system of positive behavior support that addresses weaknesses and supports strengths.</td>
<td>CSP Assignment CSP Rubric</td>
</tr>
<tr>
<td></td>
<td>Individual Instruction Plan</td>
<td>Candidates analyze the behavior of one student and plan an intervention to manage the behavior based on positive behavior support principles.</td>
<td>IIP Assignment IIP Rubric</td>
</tr>
<tr>
<td><strong>SPED 425 and SPED 371</strong></td>
<td>Field Experiences</td>
<td>Candidates spend 30 hours in the field observing and working with an English Learner.</td>
<td>Field Experience Journal</td>
</tr>
<tr>
<td></td>
<td>Field Experiences</td>
<td>In, candidates spend 30 hours in the field observing students with disabilities</td>
<td>Observation Assignment Sheets</td>
</tr>
<tr>
<td><strong>SPED 433 and SPED 488 (MM/MS) or SPED 436 and SPED 489D (ESCE)</strong></td>
<td>Reading/LA Case Study*</td>
<td>Candidates assess a student in their Directed Teaching placement, plan a series of lessons based on assessment that includes activities that support the literacy development of children in Preschool or K-6 (depending on the placement), implement at least 3 lessons, and reflect on the results.</td>
<td>Rubric in syllabus</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
<td>Assessment Resources</td>
</tr>
<tr>
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</tr>
<tr>
<td>SPED 429 and SPED 488</td>
<td>Co-taught Lesson*</td>
<td>Candidates co-plan a lesson to be co-taught with a general education teacher in an inclusive classroom that includes the model of co-teaching, strategies for instruction, assessment, roles for each teacher during the lesson, materials and resources. After the lesson, the co-teachers reflect on student learning and the co-teaching process.</td>
<td>Co-taught Lesson Description Co-taught Lesson Rubric</td>
</tr>
<tr>
<td>SPED 522 and SPED 489ABCD</td>
<td>Behavior Intervention Plan*</td>
<td>In-depth assessment and intervention planning for a targeted student in the field. Candidates complete a Single-subject research project with a functional behavioral assessment, data analysis, intervention planning and implementation, frequent progress monitoring, and data analysis.</td>
<td>BIP Template BIP Guide</td>
</tr>
<tr>
<td>ADA Assignment*</td>
<td></td>
<td>Assesses ability to analyze a student’s profile from tests and other information available to the classroom teacher</td>
<td>ADA Directions ADA Rubric</td>
</tr>
<tr>
<td>SPED 482A and 489A</td>
<td>Instructional Unit Plan*</td>
<td>Incorporates all learning on research-based strategies and curriculum from semester into a connected series of lessons that is implemented in the field</td>
<td>Instructor evaluation based on assignment description in syllabus</td>
</tr>
<tr>
<td>SPED 482B and 489B</td>
<td>Inclusion Plan and Inclusive Lesson*</td>
<td>Candidates plan inclusion in a classroom or community setting with typical peers, and plan a lesson for a group of children, one of whom is a child with MS disabilities included into a general education environment</td>
<td>Inclusion Plan Description Inclusion Plan Rubric Inclusive Lesson Plan Description Lesson Plan Rubric</td>
</tr>
<tr>
<td>Literacy Activity*</td>
<td></td>
<td>Candidates create, implement, and reflect on a series of lessons in Reading/Language Arts adapted for students with moderate to severe disabilities</td>
<td>Literacy Assignment Description Assignment Rubric</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
<td>Assessment Resources</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>SPED 482C and 489C Early Childhood</strong></td>
<td>Lesson Plan Assignments*</td>
<td>Candidates must write lesson plans appropriate for infants/toddlers/preschool students that use research-based strategies to address a variety of content (math skills, assistive technology, ELL)</td>
<td>Instructor evaluation based on assignment description in syllabus</td>
</tr>
<tr>
<td></td>
<td>Curriculum Analysis*</td>
<td>Candidates analyze curriculum for appropriateness and integration</td>
<td>Instructor evaluation based on assignment description in syllabus</td>
</tr>
<tr>
<td><strong>SPED 520</strong></td>
<td>Assessment Case Study</td>
<td>Candidates examine a student’s case history and testing profile And write up the results in terms of identification for special education, placement, and programming.</td>
<td>Case Study Assignment Case Study Rubric</td>
</tr>
<tr>
<td><strong>SPED 489</strong></td>
<td>BRIDGE Individual Transition Plan</td>
<td>This document requires candidates to document a plan that aligns with the TPE domains A-F. Completion of this document is required for all candidates during the final course in the preliminary program. It is signed by the candidate and approved by the program coordinator and is on file prior to the program recommending the candidate for the preliminary credential. With the help of their Supervisor and Cooperating Teacher (or Support Provider if they are an employed Intern), candidates are required to assess their strengths, based upon course and field experiences, in terms of each of the TPE domains. This document is kept by the candidate and on file with the program. Once granted a preliminary credential, this BRIDGE document is used by the candidate who is enrolled in Clear Education Specialist Program to write their Individual Induction Plan.</td>
<td>Evaluated by University Supervisor, and either Cooperating Teacher or Support Provider for Intern Teachers</td>
</tr>
</tbody>
</table>
**Mission Statement**

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities to actively engage students, faculty, and staff to work in close collaboration and expand knowledge. Our affordable undergraduate and graduate programs provide students with the best of current practice, theory, and research, and then integrate professional studies with preparation in the arts and sciences. Through actual classroom experiences, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society. We are a comprehensive regional university with a global outlook, located in the technologically rich and culturally vibrant Orange County area of metropolitan Los Angeles. Our expertise and diversity serve as distinctive resources and catalysts for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.

Department of Special Education

**Mission and Marks**

The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in the following program areas:

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

The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special interests. We believe in collaborations with general education, special education, all-service providers, parents, and the community. We train teachers in pedagogy that is multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual interests of the child and family. The instructional curriculum provides credential and Master’s degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective content – area knowledge, research based teaching strategies, characteristics of specific disabilities, collaboration skills, plus transition and positive behavior support, as each establishes a conceptual base of understanding people with disabilities.

One of the most critical mandates for special educators is to prepare teachers not only to instruct students, but to help reshape institutions. Schools, social agencies and work environments, should more humanely serve persons with disabilities so they can function in environments as independently as possible. The faculty at California State University, Fullerton is committed to enhancing the lives of persons with disabilities by preparing special education teachers who will have skills in three main professional roles: collaborative educators, advocates for persons with disabilities, and leadership in the school and community.

Marks of the Department of Special Education

551
As Emerson Elliott, Director of NCATE’s New Professional Teacher Standards Development Project recently stated, “The key questions now for standard developers are: What do candidates know and what can they do when they graduate from ...teacher preparation programs?” The Department of Special Education fully intends to meet the obligation outlined in the Special Education Specialist credential documents. Our mission statement supports the Marks of the Department.

Specific Marks of the Quality Education Provided by the Department of Special Education
1. Graduates will be prepared in classroom communities where learning is interactive and dynamic through the development, implementation, and evaluation of effective teaching strategies.
2. Graduates will learn from Special Education faculty and model reflective teaching practices, anticipating students to use open-ended inquiry methods to discover complex pedagogical and theoretical knowledge bases.
3. Graduates will be prepared to teach diverse student populations and emphasize curriculum content and delivery related to culture, ethnicity, race, gender, ableness and economic status.
4. Graduates will generalize teaching to the wider contexts of schooling and society and reflect on what they know about teaching and learning in the context of their personal and professional lives.
5. Graduates will demonstrate empowerment through their compassion toward colleagues and students and their development and implementation of fair and equitable classroom management practices.
6. Graduates will demonstrate research-based practices in collaboration, adaptation and modification of core curriculum, continuum of least restrictive environment service options, and provide inclusive education, assessment, effective teaching methodologies, advocacy, and positive behavior support.
7. Graduates will be interested in life-long learning.
## Education Unit Conceptual Framework

### A transformational journey toward educational advancement and achievement

#### Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

#### Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

#### Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals**
- become change agents
- maintain professional and ethical standards
- become life-long learners
**Mild/Moderate Flow Chart**

*Course contains fieldwork projects completed in Directed Teaching placement*

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### For Regular Students

<table>
<thead>
<tr>
<th>New Student</th>
<th>Holds CA Multiple Subject Credential</th>
<th>Holds CA Single Subject Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Admissions</td>
<td>Admissions</td>
</tr>
<tr>
<td>Prerequisite Phase</td>
<td>Prerequisite Phase</td>
<td>Prerequisite Phase</td>
</tr>
<tr>
<td>322, 371, 425</td>
<td>322, 371</td>
<td>322, 371</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Summer/Intersession</td>
<td>Summer/Intersession</td>
<td>Summer/Intersession</td>
</tr>
<tr>
<td>401, 421, 463</td>
<td>401, 421, 463</td>
<td>401, 421, 463</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
<tr>
<td>520, 522*, 482A*, 489A</td>
<td>520, 522*, 482A*, 489A</td>
<td>520, 522*, 482A*, 489A</td>
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</tbody>
</table>

### For Internship Students

<table>
<thead>
<tr>
<th>Without Previous Credential</th>
<th>Holds CA Multiple Subject Credential</th>
<th>Holds CA Single Subject Credential</th>
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</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Admissions</td>
<td>Admissions</td>
</tr>
<tr>
<td>Prerequisite Phase</td>
<td>Prerequisite Phase</td>
<td>Prerequisite Phase</td>
</tr>
<tr>
<td>Completion of modules covering reading and language arts instruction and working with English learners.</td>
<td>May file for intern credential with offer of employment</td>
<td>May file for intern credential with offer of employment</td>
</tr>
<tr>
<td>322, 371, 425, 421, 463</td>
<td>322, 371</td>
<td>322, 371</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Summer/Intersession</td>
<td>Summer/Intersession</td>
<td>Summer/Intersession</td>
</tr>
<tr>
<td>401</td>
<td>401, 421, 463</td>
<td>401, 421, 463</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
## Moderate/Severe Flow Chart

*Course contains fieldwork projects completed in Directed Teaching placement*

### For Regular Students

<table>
<thead>
<tr>
<th>New Student</th>
<th>Holds CA Multiple Subject Credential</th>
<th>Holds CA Single Subject Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Admissions</td>
<td>Admissions</td>
</tr>
<tr>
<td>Prerequisite Phase</td>
<td>Prerequisite Phase</td>
<td>Prerequisite Phase</td>
</tr>
<tr>
<td>322, 371, 425</td>
<td>322, 371</td>
<td>322, 371</td>
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<tr>
<td>Semester 1</td>
<td>Semester 1</td>
<td>Semester 1</td>
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<tr>
<td>Summer/Intersession</td>
<td>Summer/Intersession</td>
<td>Summer/Intersession</td>
</tr>
<tr>
<td>401, 421, 464</td>
<td>401, 421, 464</td>
<td>401, 421, 464</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
<td>Semester 2</td>
</tr>
<tr>
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<td>520, 522*, 482B*, 489B</td>
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### For Internship Students

<table>
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<th>Holds CA Single Subject Credential</th>
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<tr>
<td>Completion of modules covering reading and language arts instruction and working with English learners.</td>
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Early Childhood Special Education Flow Chart
*Course contains fieldwork projects completed in Directed Teaching placement

For Regular Students

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For Internship Students

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<td>File Course Equivalencies</td>
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<td>Prerequisite Phase</td>
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<td>Completion of modules covering literacy instruction and working with English learners.</td>
<td>May file for intern credential with offer of employment</td>
</tr>
<tr>
<td>322, 371, 425</td>
<td>322, 371</td>
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<tr>
<td>Upon completion of prerequisites, student may seek employment as an intern.</td>
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<td>400, 401, 421</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Semester 2</td>
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Sample Language & Communication Assignment
Utilizing the information you learned today in Kathleen Rausch's presentation select a student in your placement or in your classroom that you believe would benefit from an AAC assessment from ATEC as a part of their IEP. Describe the student's age, academic and social development, current language skills/needs and other pertinent information. Using the information below develop a presentation/ reasonable argument you would use to make this recommendation at an IEP for your student.

Goals for AAC   To learn Language  To Initiate Language  To make friends  To gain Independence  To Learn Academic Content   We need to move beyond choice making and naming- We need to teach core vocabulary and build a language system.

Minimum 2 pages in a Word Document

Due  Sunday 11/3 @ 11:55pm 10 points
**Literacy Activity for SPED 482B**

1. Select a student in your placement to teach a literacy/reading activity.
2. Describe the student including age, current level of development, current placement, participation in inclusive activities, strengths and areas of challenge.
3. Describe the current literacy and reading/language arts services the student receives. Compare what your student receives to best practices for student outlined in the material in your Literacy Instruction module
4. Assess or review a current assessment of the student’s reading level. Use a criterion-referenced test if you complete the testing such as the BRI or the Brigance. Describe the current level of reading performance based upon your testing or your review of recent assessments.
5. Develop a RLA lesson to teach the student in an inclusive setting. Prepare a lesson plan using whatever document works best for you. You can utilize the templates available on the Fieldwork website on Titanium including the “Activity Plan”, or a task analysis, or the differentiated lesson plan that we used previously.
6. Teach the lesson to your targeted student in a small group with learners of diverse abilities.
7. Reflect upon your lesson by using the questions below:
   a. To what extent did all students master the differentiated objectives?
   b. To what extent did the targeted student master their objective?
   c. What parts of the lesson were particularly effective?
   d. What changes would you make in this lesson?
8. Based upon this activity discuss how you might enhance the literacy instruction for this student. Be detailed about the classroom, community activities and instruction this student needs to enhance their literacy skills.
   BONUS: It is okay to film this lesson and use it for your inclusive lesson.
Community Mapping Project Guidelines

A major aspect of your Directed Teaching experience is to gain a better understanding of the community that surrounds your school sites. One way to get to know your school is to “map” the surrounding community to learn more about both its needs and resources. It is a way to get to know the people, service providers, regional centers, organizations, non-profit agencies, spaces/locations, community leaders, employment opportunities/industry, and the cultural and linguistic identity of a community. Schools are located in dynamic, ever-changing communities with both historical legacies and contemporary resources (Tredway, 2003). As such, community mapping is a method that can be utilized by teachers to help them accommodate students and families’ life realities to school instruction and curriculum. For many educators, community mapping can also promote increased interactions among teachers and communities by removing potential barriers and unearthing social, cultural, and linguistic assets (Ordonez-Jasis & Jasis, 2011).

According to O’Sullivan (2001), mapping the community surrounding the school by taking photos/videos, observing the neighborhood, writing field notes, and interacting with the people who work and live in the area should allow teachers to “see” the needs and resources of a community with new lenses. Armed with this knowledge, teachers can develop the critical knowledge necessary to change their perspective from one of an outsider to that of an insider so they may better address the needs and build upon the strengths of the whole child.

Steps to Community Mapping (adapted from Tredway, 2003):

1. **Map.** Scout and draw a detailed map as you move around in the community highlighting places or people that you would like to visit.

2. **Photograph.** Take photos of the buildings, libraries, recreation areas, parks, community centers, regional centers, businesses, service providers, health and mental health providers, natural resources, places where residents come together, cultural centers, museums, and other things of interest. Specifically, within a 3-mile radius of your school identify and photograph:
   - 2 needs of this community
   - 2 resources of this community
   - 2 resources specifically designed for children with special needs and their families
   - **Important to remember:** You will need written permission from parents/guardians if you intend to photograph or videotape students.

As part of your Directed Teaching experience, this project will serve as a learning opportunity to help us become reflective upon our dispositions and practice so we can recognize the richness, as well as the complexities, of the lives of the students outside the walls of the classroom.
3. The final reflection paper will include:
   A. Introduction
   B. A brief description of the school site (student demographics such Title I, special needs, ELL, total school population, class size, etc.)
   C. Description of two (2) community resources. Discuss why you feel your photographs represent resources.
   D. Description of two (2) community needs. Discuss why you feel your photographs represent needs.
   E. Description of two (2) community resources for students with disabilities. Discuss why you feel your photographs represent resources specific to this student population.
   F. Reflection/Conclusion. Reflect upon what you have learned through this community mapping assignment. What new insights have you gained? You can address such issues as: What new information helped change your thinking about the school community? How does this process and information relate to anchoring learning in families’ diverse life contexts? Were your initial assumptions about the school community’s resources or needs confirmed or questioned? What are the implications for teaching all students at your school site? What are the implications for teaching students with special needs? What questions still remain for you?
   G. Attachments (please attach all photographs of your needs and resources)

Formatting
Your Community Mapping Project should be turned into TITANium by the deadline. The final paper should:
   • Include a cover sheet
   • be no longer than 3 pages (not including appendices)
   • be typed, double-spaced with one-inch margins, 12-point font,
   • be in APA 6th edition format.
### Scoring Guide

You must score 80-100% per CM Component in order to receive credit. CM Component

<table>
<thead>
<tr>
<th>Component</th>
<th>80-100%</th>
<th>60-79%</th>
<th>50% or below</th>
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</thead>
<tbody>
<tr>
<td>Map</td>
<td>Representative map drawn of community surrounding school; specific and relevant people/places included</td>
<td>Some components incomplete</td>
<td>Some or all components not included</td>
</tr>
<tr>
<td>Photos</td>
<td>2 pics of needs, 2 pics of special needs resources within 3-miles radius of school</td>
<td>Some components incomplete</td>
<td>Some or all components not included</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>All required components (A-G) included</td>
<td>Some components incomplete</td>
<td>Some or all components not included</td>
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<tr>
<td>Formatting</td>
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<td>Some components incomplete</td>
<td>Some or all components not included</td>
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# Directed Teaching Fieldwork Profile Form

## Education Specialist Credential

**Student Fieldwork Profile Form**

<table>
<thead>
<tr>
<th>Name</th>
<th>CWID</th>
</tr>
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<tbody>
<tr>
<td>Home Address</td>
<td>City /Zip</td>
</tr>
<tr>
<td>Phone</td>
<td>CSUF Email</td>
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</table>

### Anticipated Semester/Year of Student Teaching

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<th>Program</th>
<th>Mild/Moderate</th>
<th>Moderate/Severe</th>
<th>ECSE</th>
<th>ECSE Authorization</th>
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</thead>
</table>

### Placement Interest (*X* all that apply)

- Birth-3
- Preschool
- K-3
- 4-6

- Middle School
- High School
- Adult Transition

- English
- Language Arts
- Math

*Note: Districts may require single subject competency for secondary placements*

### Course Load

- Part Time (6 units or less)
- Full Time (7 units or more)

### Course

- 488
- 489A
- 489B
- 489C
- 489D

### Time Requirements

- 488, 489A/B only
- Second 5 weeks of the semester= ½ day (approx. 7:30am-noon)
- Third 5 weeks of the semester= full day

- 489C
- 90 hours
- 489D
- 250 hours

### Location Preference

- North County (ie. Fullerton)
- Mid-County (ie. Santa Ana)
- South County (ie. Irvine)

*Special Location Request:

### Additional Programs (*X* all that apply)

- Employed Intern Teacher
- PTTP Program
- TTT/On Track Program
- AIMS

### School Name

<table>
<thead>
<tr>
<th>School Phone</th>
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</thead>
<tbody>
<tr>
<td>City/Zip</td>
</tr>
<tr>
<td>Grade Level</td>
</tr>
</tbody>
</table>

### Candidate Certification

I certify that I have met all coursework required for this student teaching experience and have successfully passed all required portions of the appropriate CSET/CBEST. By typing/signing your name below you certify that all of the above information is correct.

| Candidate Signature | Date |
## Directed Teaching Candidate Dispositions

### KNOWLEDGEABLE & COMPETENT SPECIALISTES

- **Commitment to Learning**: The candidate demonstrates curiosity and interest in learning more about students and communities.
- The candidate takes initiative in improving skills for working with small and large groups.
- The candidate actively participates in classroom discussions.
- The candidate is proficient in appropriate and effective oral and written language.

### REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity**: The candidate exhibits multiple aspects of diversity, including race, gender, socioeconomic status, culture, disability, and learning differences.
- **Self-Reflection**: The candidate reflects on experiences and evaluates his/her own behaviors and choices.
- The candidate is willing to explore difficulties or deficiencies and works to develop potential solutions.
- The candidate seeks opportunities to communicate and learn with colleagues and others.

### COMMITTED & CARING PROFESSIONALS

- **Professional Discretion & Responsibility**: The candidate makes appropriate decisions and is an effective leader, demonstrating accountability and responsibility.
- The candidate demonstrates the ability to effectively and appropriately interact with students and communicates effectively.
- The candidate is committed to lifelong learning and professional development.
- The candidate seeks out opportunities to improve and challenge their own practice in a positive manner.

---

**Name of Candidate**: 

**Signature & Date of Candidate**: 

---

**Name of Supervisor**: 

**Signature & Date of Supervisor**: 

---

563
Teacher Candidate,

You will participate in a wide range of general teaching activities to prepare you for serving a classroom, school, and community. These general activities include whole-group instruction and the management of daily classroom functioning as well as school-wide assessment and participation. Your primary focus over the course of this 10-week experience, however, will involve 5 specific classroom projects: (1) Community Mapping, (2) Positive Behavior Support, (3) Co-Teaching, (4) Reading/Language Arts Case Study, and (5) Math Case Study. For Case Studies, you will need to identify Focus Students.

**Project-Based Learning Activities**

This is an outline of the 5 projects, beginning with steps for identifying a small group and individual Focus Students. This outline will help you view the projects in their entirety, from the first step to the last, giving you the big picture of what is expected of you!

**Identifying a Focus Group and Individual Student**

- With your Cooperating Teacher, identify one small group of students in need of special supports (remediation or extension).
- With your Cooperating Teacher, identify individual students (preferably within this group) who meet these criteria: (1) Culturally and linguistically diverse; (2) Exceptional low performing, at risk, identified, gifted; (3) Reading/language arts needs; (4) Behavioral needs.
  
  Note: Select as many individual students as necessary in order to focus on these support areas. You may need to identify four students, however, if two students meet all four of these criteria, then you may have only two focus students.
- Review important documents pertaining to these students including IEPs, 504 plans and ELL plans.
- Identify support personnel/service providers who serve these students.
- Discuss with your Cooperating Teacher ways in which your Focus Students were prepared/transitional from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom. Who was involved? Was there a decided plan? Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated or how might they participate in planning the next transition?
- Interview your Cooperating Teacher (and/or other teachers/service providers) for their ideas, strategies, perspectives, and goals related to your individual Focus Students. Discuss their curricular and instructional plans for including them in various activities/lessons (e.g., modifications, specific strategies), and ways in which they reflect on and evaluate this process.
- Observe your Focus Students’ instructional experience in light of what you learned from your discussions about approaches to planning, inclusion, modifications, and specific strategies. How do the Focus Students’ needs and strengths play a role in instructional decision-making? What needs to be done to meet the needs of all students?

**Project: Community Mapping**

**Focus: School & Surrounding Neighborhood Community**
Materials:
Competency Standards:

Part 1: Getting to Know Your School

_____ Complete the “Get to Know Your School” worksheet and personally introduce yourself to as many of the listed personnel as possible in addition to the other same-grade general education teachers.

_____ Read school policies and procedures

_____ Identify the types of school programs available for students with special needs and their families. How does the District support these programs?

_____ Interview a Bilingual Ed Teacher (or the next most appropriate person) about the culturally and linguistically diverse groups within the school community; discuss how these students are identified and served, and how results are used to plan for instruction.

Part 2: Getting to Know Your Surrounding Community

_____ Scout out the local community and draw a detailed map as you move around highlighting places and people that you would like to visit.

_____ Take pictures of things of interest within a 3-mile radius of the school identifying 2 needs of the community, 2 resources of the community, and 2 resources specifically designed for children with disabilities and their families.

_____ Write a final Community Mapping paper (refer to the Community Mapping Guidelines).

Project: Class-wide Positive Behavior Support
Focus: Whole-Group/Small-Group
Materials:
Competency Standards:

Part 1: Gathering Background Information

_____ Make note of the classroom organization, materials, routines, and technologies that facilitate classroom functioning.

_____ Make note of precautions designed to protect the health, safety, and dignity of adults and children in the classroom.

_____ Make note of culturally/linguistically and age-appropriate materials or supports.

_____ Make note of what happens during transition times, structured and unstructured settings, and non-classroom settings.

_____ Interview an administrator about school-wide expectations/rules, concerns, supports, and consequences.

_____ Familiarize yourself with the CT’s behavior management and support system (e.g., expectations/rules, positive and punitive consequences, preventative strategies) and make note of its
impact on individual students as well as whole classroom functioning.

Part 2: Collecting Pre-Intervention Data

______ Observe teacher-student and student-student interactions and make note of examples of quality interactions and how they affect student learning, relationships, and behavior. Pay specific attention to students who are at-risk, have disabilities, and have a primary language other than English.

______ Complete the PBS Teacher Curriculum and Instruction Inventory.

______ Complete the PBS Classroom Management Checklist.

Part 3: PBS Planning

______ Based on the results of your PBS assessments, develop a class-wide PBS proposal that addresses environment, instruction, prevention and reinforcement.

______ Discuss your class-wide PBS proposal with the CT and collaboratively decide on aspects that you can put into practice (with the whole group and with your selected small group during your instructional time with them).

Part 4: PBS Implementation

______ Implement your class-wide PBS plan/strategies.

Part 5: PBS Progress Monitoring and Post-Assessment

______ Complete the PBS Classroom Management Self-Assessment following one of your lessons.

______ Send a “Good News Note” to an administrator informing them of any success the students have had in the area of behavior. Brag about the students, not yourself.

______ Formally reflect on your overall instructional and class-wide support skills.

**Project: Co-Teaching**

**Focus: Whole-Group/Small-Group**

**Materials:**

**Competency Standards:**

Part 1: Informal Co-Teaching

______ Conduct “Collaboration and Communication” activities (Chapter 3 appendices).

______ Review co-teaching materials (Chapter 3 appendices).

______ Experiment with co-teaching.

Part 2: First Formal Co-Taught Lesson

______ Meet with your Cooperating Teacher to review the five co-teaching strategies (lead-support, team, parallel, station, alternative) and co-plan your first formal/observed co-teaching lesson. You may
want to begin using the lead-support strategy in a RLA lesson.

_____ Conduct your first formal/observed co-teaching lesson and co-reflect with your CT.

Part 3: Second Formal Co-Taught Lesson

_____ Co-plan and conduct your second formal co-teaching lesson using any of the other four strategies (team, parallel, station, alternative). Co-reflect with your CT on the variety of environmental supports you used throughout your teaching time together: curricular, instructional, environmental, behavioral, social/cultural, and technological. Which do you two think were more/less successful and why?

_____ Continue co-planning, co-teaching, and co-reflecting additional lessons, using a variety of strategies.

Project: Reading/Language Arts Case Study
Focus: Small-Group/Individual Student
Materials:
Competency Standards:

Part 1: RLA Assessment & Planning

_____ Observe and assist focus group and individual students during RLA instruction.

_____ Review formal and informal assessments used by the CT for RLA.

_____ Review your CT's lesson plans and identify how s/he addresses the RLA standards, prepares for and differentiates the lessons. Also, identify how progress towards the RLA Framework and other standards are tracked over time.

_____ Observe the CT teaching language arts and relate the reading instruction you observed to specific standards from the State Reading/Language Arts Framework and the RICA requirements. Analyze the "structure of the lessons" format (open, body, close) and identify what the CT does to gain students' attention prior to lessons as well as how s/he transitions from one part of the lesson to another. Lastly, describe how the lesson plan was developed to meet the Standards from the R/LA Framework.

Part 2: Small Group RLA Instruction

_____ Plan, teach, and reflect upon small group language arts lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus student(s).

_____ In your reflection of the R/LA lessons, note which areas of the RICA requirements were included, describe how your lesson was designed to meet the R/LA Framework Standards and how you assessed student progress toward these standards, and document your ability to encourage students' speaking and listening proficiency by engaging students in oral language activities such as role-playing, story-telling, informal discussion, and formal presentations.
For the linguistically diverse student(s) in your small group, conduct formative and summative assessment for language proficiency.

**Part 3: Individual Student RLA Instruction**

- Review any assessments that have already been conducted for your focus student and conduct your own formal assessment (e.g., Basic Reading Inventory).
- Plan and teach six reading lessons. These should be done with your focus student, either 1:1 or in a small group.
- Reflect upon each lesson, noting the areas of the RICA requirements that were included, ways in which your lessons were designed to meet the RLA Framework Standards, and how you assessed student progress toward these standards.
- Use and reflect on the effectiveness of a variety of educational media such as graphic organizers, graphs, charts, maps, and globes.
- Support your individual focus student during whole group RLA lessons by providing any curriculum modifications and differentiation needed.
- Create a “Good News Note” to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.

**Project: Math Case Study**

**Focus: Small Group/Individual Student**

**Materials:**

**Competency Standards:**

**Part 1: Math Assessment & Planning**

- Observe and assist focus group and individual students during Math instruction.
- Review formal and informal assessments used by the CT for Math.
- Review your CT's lesson plans and identify how s/he addresses the math standards, prepares for and differentiates the lessons.
- Observe the CT teaching math and relate the math instruction you observed to the specific math content standards.
- As you observe classroom instruction, look for evidence of students' critical thinking. Does the task provide opportunities for students to demonstrate high-level thinking? If not, how can this be improved?
- Examine a page from a classroom textbook. Decide how this lesson could be adapted so that the delivery of the content is problem based. Decide how this lesson could be accommodated or modified for students across the learning spectrum (e.g., students with mild disabilities, students with severe disabilities, English Language Learners).

**Part 2: Small Group Math Instruction**
Plan, teach, and reflect upon small group math lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus group/student.

**Part 3: Individual Student Math Instruction**

Review any assessments that have already been conducted for your focus student and conduct your own formal and informal individualized assessment.

Plan, teach, and reflect on a series/unit of at least three math lessons. These should be done with your focus student, either 1:1 or in a small group. Be sure to conduct one error analysis and reflect on how this analysis informs your subsequent instruction.

Use and reflect on the effectiveness of a variety of educational and assistive technology, including the Internet, for at least one lesson.

Support your individual focus student during whole group math lessons by providing any curriculum modifications and differentiation needed.

Create a "Good News Note" to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.
### Suggested Timeline

This chart guides you in making sufficient progress on your 5 projects to ensure that you complete them in a timely manner. Just say ‘no’ to procrastination!

<table>
<thead>
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<th>Project</th>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
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<td>Begin part 1-informal co-teaching</td>
<td></td>
<td>Begin part 2-first formal co-teaching lesson</td>
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<tr>
<td>PBS</td>
<td>Begin part 1-background information</td>
<td>Begin part 2-pre intervention data</td>
<td>Begin part 3-planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM</td>
<td>Begin part 1-school focus</td>
<td></td>
<td>Begin part 2-surrounding community</td>
<td></td>
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<tr>
<td>RLA</td>
<td>Identify focus group &amp; students</td>
<td>Begin part 1-assessment &amp; planning</td>
<td>Begin part 2-small group instruction</td>
<td></td>
<td></td>
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<tr>
<td>Math</td>
<td>Identify focus group &amp; students</td>
<td>Begin part 1-assessment &amp; planning</td>
<td>Begin part 2-small group instruction</td>
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<tr>
<td>PBS</td>
<td>Begin part 4-implementation</td>
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<td>Begin part 5-progress and post assessment</td>
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<td>CM</td>
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<td>RLA</td>
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<td>Math</td>
<td>Begin part 3 individual student focus</td>
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**Directed Teaching Activities**

This outline breaks down your whole Directed Teaching experience into 3-4 week chunks and includes all your required Directed Teaching activities - general teaching activities, project activities, and supplemental activities that may be assigned to you by your Cooperating Teacher/University Supervisor.

**You will need to print these out and place them in your Directed Teaching Notebook.** You will also need to give a copy to your Cooperating Teacher.

You should check off these activities as you complete them. Your Cooperating Teacher will evaluate your progress on these activities during your weekly meetings and your University Supervisor will evaluate your progress on them during their site visits. Verification of these activities includes: (1) direct observation by your Cooperating Teacher/University Supervisor, and/or (2) documentation showing completion, stored in your Directed Teaching Notebook.

These activities directly align with your Final Competencies Evaluation!

### WEEKS 1-3

**General Teaching Activities**

- ______ Give a copy of important 488 materials to your Cooperating Teacher (CT). Include the link to the CSUF Credential Program Handbook and hardcopies of important documents (e.g., a copy of the evaluations and assessment system instructions, these Weekly Teaching Activities).

- ______ Identify a weekly time (45-60 minutes) for meeting with your CT.

- ______ Become familiar with the weekly classroom schedule.

- ______ Greet the students each morning and assist with the opening activities and transition times.

- ______ Give a copy of your weekly schedule to the University Supervisor (US).

- ______ Create an introduction letter to send home to families (with CT permission).

- ______ Become acquainted with the content standards, instructional materials, and curricular guides used to structure and plan instruction.

- ______ Attend staff meetings, SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission). Be sure to prepare for and reflect upon these meetings. Also, after one of these meetings, draft up a follow-up home communication letter that you would send home if you were the teacher. This will not be sent home but you will need to show this to your CT and US for feedback.

**Identifying a Focus Group and Individual Focus Students (Weeks 1-3)**

- ______ With your CT, identify one small group of students in need of special supports (remediation or extension) as well as 1-4 individual students (preferably within this group) who meet these criteria: (1) Culturally/linguistically diverse, (2) Exceptional-low performing, at risk, identified, gifted, (3) Reading/language arts needs, (4) Behavioral needs.

  Note: Select as many individual students as necessary in order to focus on these support areas. You may need to identify four students; however, if two students meet all four of these criteria, then you will have only two focus students.
Review important documents pertaining to your focus students including IEPs, 504 plans and ELL plans.

Identify support personnel/service providers who serve your focus students.

Discuss with your CT ways in which your focus students were prepared/transitioned from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom. Who was involved? Was there a decided plan? Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated or how might they participate in planning the next transition?

Interview your CT (and/or other teachers/service providers) for their ideas, strategies, perspectives, and goals related to your individual focus student(s). Discuss their curricular and instructional plans for including them in various activities/lessons (e.g., modifications, specific strategies), and ways in which they reflect on and evaluate this process.

Observe your focus students’ instructional experience in light of what you learned from your meeting about approaches to planning, inclusion, modifications, and specific strategies. How do the focus students’ needs and strengths play a role in instructional decision-making? What needs to be done to meet the needs of all students?

Co-Teaching Project (part 1 of 3): Informal Co-Teaching (Weeks 1-3)

Conduct the “Collaboration and Communication Activities” with your CT (Chapter 3 appendices).

Review co-teaching materials with your CT (Chapter 3 appendices).

Experiment with co-teaching.

Community Mapping Project (part 1 of 2): Getting to Know Your School (Weeks 1-3)

Complete the “Get to Know Your School” worksheet and personally introduce yourself to as many of the listed personnel as possible in addition to the other same-grade general education teachers.

Read school policies and procedures.

Identify the types of school programs available for students with special needs and their families. How does the District support these programs?

Interview a Bilingual Ed Teacher (or the next most appropriate person) about the culturally and linguistically diverse groups within the school community; discuss how these students are identified and served, and how results are used to plan for instruction.

PBS Project (part 1 of 5): Gathering Background Information (Weeks 1-3)

Make note of the classroom organization, materials, routines, and technologies that facilitate classroom functioning.

Make note of precautions designed to protect the health, safety, and dignity of adults and
children in the classroom.

_____ Make note of culturally/linguistically and age-appropriate materials or supports.

_____ Make note of what happens during transition times, structured and unstructured settings, and non-classroom settings.

_____ Interview an administrator about school-wide expectations/rules, concerns, supports, and consequences.

_____ Familiarize yourself with the CT's behavior management and support system (e.g., expectations/rules, positive and punitive consequences, preventative strategies) and make note of its impact on individual students as well as whole classroom functioning.

**PBS Project (part 2 of 5): Collecting Pre-Intervention Data (Weeks 2-4)**

_____ Observe teacher-student and student-student interactions and make note of examples of quality interactions and how they affect student learning, relationships, and behavior. Pay specific attention to students who are at-risk, have disabilities, and have a primary language other than English.

_____ Complete the PBS Teacher Curriculum and Instruction Inventory.

_____ Complete the PBS Classroom Management Checklist.

**RLA Project (part 1 of 3): Assessment & Planning (Weeks 2-5)**

_____ Observe and assist focus group and individual focus students during RLA instruction.

_____ Review formal and informal assessments used by the CT for RLA.

_____ Review your CT's lesson plans and identify how s/he addresses the RLA standards, prepares for and differentiates the lessons. Also, identify how progress towards the RLA Framework and other standards are tracked over time.

_____ Observe the CT teaching language arts and relate the reading instruction you observed to specific standards from the State Reading/Language Arts Framework and the RICA requirements. Analyze the “structure of the lessons” format (open, body, close) and identify what the CT does to gain students' attention prior to lessons as well as how s/he transitions from one part of the lesson to another. Lastly, describe how the lesson plan was developed to meet the Standards from the R/LA Framework.

**Math Project (part 1 of 3): Assessment & Planning (Weeks 2-5)**

_____ Observe and assist focus group and individual focus students during Math instruction.

_____ Review formal and informal assessments used by the CT for Math.

_____ Review your CT's lesson plans and identify how s/he addresses the math standards, prepares for and differentiates the lessons.
Observe the CT teaching math and relate the math instruction you observed to the specific math content standards.

As you observe classroom instruction, look for evidence of students’ critical thinking. Does the task provide opportunities for students to demonstrate high-level thinking? If not, how can this be improved?

Examine a page from a classroom textbook. Decide how this lesson could be adapted so that the delivery of the content is problem based. Decide how this lesson could be accommodated or modified for students across the learning spectrum (e.g., students with mild disabilities, students with severe disabilities, English Language Learners).

**Supplemental Teaching Activities**

Create and deliver a “get to know the class” icebreaker activity with your students.

Schedule a time to meet with a school psychologist or other specialist to observe them administering formal and informal assessments (preferably for one your focus students).

Self-evaluate your Dispositions Evaluation.

**Notes:**
WEEKS 4-6

**General Teaching Activities**

- Greet the students each morning and assist with the opening activities and transition times.
- Further acquaint yourselves with the content standards, instructional materials, and curricular guides used to structure and plan instruction.
- Attend staff meetings, SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission). Be sure to prepare for and reflect upon these meetings. Also, after one of these meetings, draft up a follow-up home communication letter that you would send home if you were the teacher. This will not be sent home but you will need to show this to your CT and US for feedback.

**Co-Teaching Project (part 2 of 3): First Formal Co-Teaching Lesson (Weeks 4-6)**

- Meet with your CT to review the five co-teaching strategies (lead-support, team, parallel, station, alternative) and co-plan your first formal/observed co-teaching lesson. You may want to begin using the lead-support strategy in a RLA lesson.
- Conduct your first formal/observed co-teaching lesson and co-reflect with your CT.

**Community Mapping Project (part 2 of 2): Getting to Know Surrounding Community (Weeks 4-8)**

- Scout out the local community and draw a detailed map as you move around highlighting places and people that you would like to visit.
- Take pictures of things of interest within a 3-mile radius of the school identifying 2 needs of the community, 2 resources of the community, and 2 resources specifically designed for children with disabilities and their families.

**PBS Project (part 2 of 5): Collecting Pre-Intervention Data (Weeks 2-4)**

- Observe teacher-student and student-student interactions and make note of examples of quality interactions and how they affect student learning, relationships, and behavior. Pay specific attention to students who are at-risk, have disabilities, and have a primary language other than English.
- Complete the PBS Teacher Curriculum and Instruction Inventory.
- Complete the PBS Classroom Management Checklist.

**PBS Project (part 3 of 5): Planning (Weeks 4-6)**

- Based on the results of your PBS assessments, develop a class-wide PBS proposal that addresses environment, instruction, prevention and reinforcement.
Discuss your class-wide PBS proposal with the CT and collaboratively decide on aspects that you can put into practice (with the whole group and with your selected small group during your instructional time with them).

**RLA Project (part 1 of 3): Assessment & Planning (Weeks 2-5)**

- Observe and assist focus group and individual students during RLA instruction.
- Review formal and informal assessments used by the CT for RLA.
- Review your CT's lesson plans and identify how s/he addresses the RLA standards, prepares for and differentiates the lessons. Also, identify how progress towards the RLA Framework and other standards are tracked over time.
- Observe the CT teaching language arts and relate the reading instruction you observed to specific standards from the State Reading/Language Arts Framework and the RICA requirements. Analyze the “structure of the lessons” format (open, body, close) and identify what the CT does to gain students’ attention prior to lessons as well as how s/he transitions from one part of the lesson to another. Lastly, describe how the lesson plan was developed to meet the Standards from the R/LA Framework.

**RLA Project (part 2 of 3): Small Group Instruction (Weeks 4-7)**

- Plan, teach, and reflect upon small group language arts lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus student(s).
- In your reflection of the R/LA lessons, note which areas of the RICA requirements were included, describe how your lesson was designed to meet the R/LA Framework Standards and how you assessed student progress toward these standards, and document your ability to encourage students’ speaking and listening proficiency by engaging students in oral language activities such as role-playing, story-telling, informal discussion, and formal presentations.
- For the linguistically diverse student(s) in your small group, conduct formative and summative assessment for language proficiency.

**Math Project (part 1 of 3): Assessment & Planning (Weeks 2-5)**

- Observe and assist focus group and individual students during Math instruction.
- Review formal and informal assessments used by the CT for Math.
- Review your CT's lesson plans and identify how s/he addresses the math standards, prepares for and differentiates the lessons.
- Observe the CT teaching math and relate the math instruction you observed to the specific math content standards.
- As you observe classroom instruction, look for evidence of students’ critical thinking. Does the
task provide opportunities for students to demonstrate high-level thinking? If not, how can this be improved?

Examine a page from a classroom textbook. Decide how this lesson could be adapted so that the delivery of the content is problem based. Decide how this lesson could be accommodated or modified for students across the learning spectrum (e.g., students with mild disabilities, students with severe disabilities, English Language Learners).

Math Project (part 2 of 3): Small Group Instruction (Weeks 4-7)

Plan, teach, and reflect upon small group math lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus group/student.

Supplemental Teaching Activities

Observe specialists teaching one of your focus students; note examples of quality instruction and how effective teaching promotes engagement.

Observe a general educator teaching the grade level below or above your current placement grade level and make note of examples of quality instruction and how effective teaching promotes engagement. Think about the transitions students have to make.

Schedule a time to meet with a school psychologist or other specialist to observe them administering formal and informal assessments (preferably for one your focus students).

Share or solely conduct whole group and small group instruction of intact programs.

Orally read to your class at least twice in the week.

Complete a bulletin board- be sure to display student work!

Self-evaluate your Competencies Evaluation for midpoint progress.

Notes:
WEEKS 7-10

**General Teaching Activities**

- Attend staff meetings, SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission). Be sure to prepare for and reflect upon these meetings. Also, after one of these meetings, draft up a follow-up home communication letter that you would send home if you were the teacher. This will not be sent home but you will need to show this to your CT and US for feedback.

**Co-Teaching Project (part 3 of 3): Second Formal Lesson (Weeks 7-10)**

- Co-plan and conduct your second formal co-teaching lesson using any of the other four strategies (team, parallel, station, alternative). Co-reflect with your CT on the variety of environmental supports you used throughout your teaching time together: curricular, instructional, environmental, behavioral, social/cultural, and technological. Which do you two think were more/less successful and why?

- Continue co-planning, co-teaching, and co-reflecting additional lessons, using a variety of strategies.

**Community Mapping Project (part 2 of 2): Surrounding Community (Weeks 4-8)**

- Finish taking pictures of things of interest within a 3-mile radius of the school identifying 2 needs of the community, 2 resources of the community, and 2 resources specifically designed for children with disabilities and their families.

- Write a final Community Mapping paper (refer to the Community Mapping Guidelines).

**PBS Project (part 4 of 5): Implementation (Weeks 6-10)**

- Implement your class-wide PBS plan/strategies.

**PBS Project (part 5 of 5): Progress Monitoring and Post-Assessment (Weeks 8-10)**

- Complete the PBS Classroom Management Self-Assessment following one of your lessons.

- Send a “Good News Note” to an administrator informing them of any success the students have had in the area of behavior. Brag about the students, not yourself.

- Formally reflect on your overall instructional and class-wide support skills.

**RLA Project (part 3 of 3): Individual Student Instruction (Weeks 6-10)**

- Review any assessments that have already been conducted for your focus student and conduct your own formal assessment (e.g., Basic Reading Inventory).

- Plan and teach six reading lessons. These should be done with your focus student, either 1:1 or in a small group.
Reflect upon each lesson, noting the areas of the RICA requirements that were included, ways in which your lessons were designed to meet the RLA Framework Standards, and how you assessed student progress toward these standards.

Use and reflect on the effectiveness of a variety of educational media such as graphic organizers, graphs, charts, maps, and globes.

Support your individual focus student during whole group RLA lessons by providing any curriculum modifications and differentiation needed.

Create a “Good News Note” to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.

Math Project (part 3 of 3): Individual Student Instruction (Weeks 6-10)

Review any assessments that have already been conducted for your focus student and conduct your own formal and informal individualized assessment.

Plan, teach, and reflect on a series/unit of at least three math lessons. These should be done with your focus student, either 1:1 or in a small group. Be sure to conduct one error analysis and reflect on how this analysis informs your subsequent instruction.

Use and reflect on the effectiveness of a variety of educational and assistive technology, including the Internet, for at least one lesson.

Support your individual focus student during whole group math lessons by providing any curriculum modifications and differentiation needed.

Create a “Good News Note” to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.

Supplemental Teaching Activities

Observe a specialist of another one of your focus students; note examples of quality instruction and how effective teaching promotes engagement.

Observe a general educator two or more grade levels away from your current placement grade level and make note of examples of quality instruction and how effective teaching promotes engagement. Think about the transitions students have to make.

Schedule a time to meet with a school psychologist or other specialist to observe them administering formal and informal assessments (preferably for one your focus students).

Share or solely conduct whole group and small group instruction of intact programs.

Orally read to your class at least twice in the week.

Self-evaluate your final Competencies Evaluation.

Notes:
Candidate Improvement Plan

Candidate Improvement Plan

Description: As appropriate, attach additional record of observations, conferences, and communications to document concerns. Meetings with candidate should also be documented.

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<thead>
<tr>
<th>Candidate</th>
<th>Date of Initiated</th>
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<th>Supervisor</th>
<th>University Supervisor</th>
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Description of Concerns (to be completed by involved faculty)

Plan for Improvement

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<tr>
<th>Date Initiated</th>
<th>Objective</th>
<th>Date Met</th>
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Sign for Plan Development, Initial for Plan Outcomes

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<th>University Supervisor Signature/Date</th>
<th>Cooperating Teacher Signature/Date</th>
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# Directed Teaching Reflection Log

**Distribution:** This fieldwork log should be completed weekly and included in the Directed Teaching Notebook.

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<thead>
<tr>
<th>Candidate</th>
<th>CWID Number</th>
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<tr>
<th>SCHOOL</th>
<th>WEEK</th>
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<th>DISTRICT</th>
<th>GRADE</th>
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<tr>
<th>MASTER TEACHER</th>
<th>UNIVERSITY SUPERVISOR</th>
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<tr>
<th>MONDAY</th>
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<tr>
<th>Week’s Activities</th>
<th>My Role</th>
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**Class Management/Discipline: Issues and Resolutions**

**Reactions**

**Special Field Assignments (List and attach written summary)**

**Questions**
### Education Specialist Credential Program-Preliminary Credential

**Special Education Teaching in the General Education Classroom (SPED 488)**

**Special Education Competencies**

**Check One:**
- UNIVERSITY SUPERVISOR
- COOPERATING TEACHER

**Check One:**
- MID POINT
- FINAL

**Candidate:**

**School:** ________________________

**District:** ________________________

**Age Level/Setting:** ________________________

**CWD:** ________________________

**Date:** ________________________

### Directions:
Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

### Rate candidate proficiency for each of the standards according to the following criteria:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>4 Distinguished</td>
<td>Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate’s work. Required no additional support from master teacher and/or supervisor.</td>
</tr>
<tr>
<td>3 Skilled</td>
<td>Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate’s work. Rarely required additional support from master teacher and/or supervisor.</td>
</tr>
<tr>
<td>2 Basic</td>
<td>Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required some additional support from master teacher and/or supervisor.</td>
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<tr>
<td>1 Unacceptable</td>
<td>Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from master teacher and/or supervisor.</td>
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<tr>
<td>NE- No Evidence</td>
<td>No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.</td>
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### PRELIMINARY TEACHING STANDARDS

#### Program Standard 3: Educating Diverse Learners

- Applies pedagogical theories for English language usage leading to comprehensive literacy in English.
- Applies development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

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

- Communicates, collaborates and consults effectively with individuals with disabilities and their parents, and primary caregivers.
- Communicates, collaborates and consults effectively with general/special education teachers and co-teachers.
- Communicates, collaborates and consults effectively with related service personnel.
- Communicates, collaborates and consults effectively with administrators.

#### Program Standard 5: Assessment of Students

- Monitors student learning during instruction.
- Understands and uses multiple sources of information in a comprehensive manner in order to participate in progress monitoring.
| Uses formal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, and instructional decisions. |
| Uses informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, and instructional decisions. |

**Program Standard 6: Using Educational and Assistive Technology**
- Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection and analysis.
- Demonstrates knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access.

**Program Standard 8: Participating in IEPs and Post-Secondary Transition**
- Effectively designs pre-referral interventions.
- Effectively plans specially designed instruction to support student learning and access to the core curriculum.

**Program Standard 9: Preparation to Teach Reading-Language Arts**
- Delivers a comprehensive program of systematic instruction in reading, writing, listening, and speaking.
- Aligns instruction to the state adopted English Language Arts Content Standards and the Reading-Language Arts Framework.
- Assesses and develops systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.
- The ability to assess fluency and provide research-based, systematic, explicit instruction for building rate and accuracy in reading fluency.
- Demonstrates the ability to provide explicit instruction in comprehension, including meta-cognitive comprehension strategies such as summarizing, paraphrasing, questioning, and making inferences that includes the components of effective instructional delivery in reading as described in the California RLA Framework (2007):
  - Orientation (e.g., engagement, teacher demonstration);
  - Presentation (e.g., explicit instruction, modeling, pacing);
  - Structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction);
  - Independent practice and application
  - Demonstrates the ability to reflect on instruction after each lesson and use this information to guide future instruction

**Program Standard 10: Preparation to Teach English Language Learners**
- Demonstrates the skills and abilities to deliver comprehensive instruction to English language learners.
- Implements an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.
- Acquires and demonstrates the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.

**Program Standard 12: Behavioral, Social, and Environmental Supports for Learning**
- Demonstrates knowledge and the ability to implement systems that assess academic and social skill instruction to support positive behavior in all students.
- Demonstrates knowledge and the ability to implement systems that plan for academic and social skill instruction to support positive behavior in all students.
- Demonstrates knowledge and the ability to implement systems to provide
academic and social skill instruction to support positive behavior in all students

<table>
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<tr>
<th>Program Standard 13: Curriculum and Instruction of Students with Disabilities</th>
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<td>Demonstrates an effective use of instructional time.</td>
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<td>Effectively delivers instruction.</td>
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<td>Demonstrates the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction.</td>
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<td>Demonstrates strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs.</td>
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<tr>
<td>Demonstrates the ability to utilize principles of Universal Access to provide explicit instruction in developing vocabulary, academic language and concept formation in science, social studies, and mathematics.</td>
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<tr>
<th>Program Standard 14: Creating Healthy Learning Environments</th>
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<tr>
<td>Understands and utilizes universal precautions designed to protect the health and safety of the candidates themselves.</td>
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**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

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<tr>
<th>Name of Candidate</th>
<th>Signature of Candidate</th>
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<th>Name of University Supervisor</th>
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<th>Name of Cooperating Teacher</th>
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# Education Specialist Credential Program - Preliminary Credential

## Directed Teaching (SPED 489A) Mild/Moderate Education Specialist Competencies

Check One: ☐ UNIVERSITY SUPERVISOR ☐ COOPERATING TEACHER  
Check One: ☐ MID POINT ☐ FINAL

Candidate: __________________________ CWID: ______________________ Date: ____________

School: __________________________ District: __________________ Age Level/Setting: __________

**Directions:** Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

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<td>3 Skilled</td>
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</tr>
<tr>
<td>2 Basic</td>
<td>Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required some additional support from master teacher and/or supervisor.</td>
</tr>
<tr>
<td>1 Unacceptable</td>
<td>Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from master teacher and/or supervisor.</td>
</tr>
<tr>
<td>NE - No Evidence</td>
<td>No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.</td>
</tr>
</tbody>
</table>

## PRELIMINARY TEACHING STANDARDS

<table>
<thead>
<tr>
<th>Program Standard 2: Professional, Legal, &amp; Ethical Practices</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
</tr>
</thead>
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Demonstrates ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

<table>
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<tr>
<th>Program Standard 3: Educating Diverse Learners</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
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</table>

Demonstrates skills and abilities in implementing evidence based and multifaceted methodologies and strategies for teaching and engaging students with disabilities from diverse populations.

<table>
<thead>
<tr>
<th>Program Standard 4: Effective Communication &amp; Collaborative Partnerships</th>
<th>4</th>
<th>3</th>
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</table>

Communicates, collaborates and consults effectively with trans-disciplinary teams.

<table>
<thead>
<tr>
<th>Program Standard 5: Assessment of Students</th>
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<th>3</th>
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</tr>
</thead>
</table>

Understands and uses multiple sources of information in order to participate in decision making regarding eligibility and services. Demonstrates the skills to assess students from diverse backgrounds, and varying language, communication, and cognitive abilities. Uses formal and informal assessments for the purpose of making ongoing program improvements.
<table>
<thead>
<tr>
<th>Program Standard 6: Using Educational &amp; Assistive Technology</th>
</tr>
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<tbody>
<tr>
<td>Demonstrates knowledge of assistive technology including low and high equipment and materials to facilitate skill development of students with disabilities.</td>
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<tr>
<th>Program Standard 7: Transition &amp; Transition Planning</th>
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<tbody>
<tr>
<td>Plans, implements, and evaluates transitional life experiences for students with disabilities across the lifespan.</td>
</tr>
<tr>
<td>Collaborates with personnel from other educational and community agencies to plan for successful transitions by students.</td>
</tr>
<tr>
<td>Demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.</td>
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<table>
<thead>
<tr>
<th>Program Standard 8: Participating in IEPs &amp; Post-Secondary Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to participate effectively as a team member for the IEP/transition planning process.</td>
</tr>
<tr>
<td>Demonstrates the ability to participate effectively as a team member and case manager for the IEP/ITP planning process, from pre-referral interventions and requisite assessment processes, through planning specially designed instruction.</td>
</tr>
<tr>
<td>Candidate's IEP/ITP planning supports access to the core curriculum, develops appropriate IEP/ITP goals based on standards, and follows all legal requirements of the IEP/ITP process.</td>
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<td>Demonstrates skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.</td>
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<td>Demonstrates skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability specific needs.</td>
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<tr>
<th>Program Standard 13: Curriculum and Instruction of Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate in a variety of educational environments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mild/Moderate Standard 2: Assessment &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches.</td>
</tr>
<tr>
<td>Makes appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments, and processes that are standards-based, curriculum.</td>
</tr>
<tr>
<td>Utilizes a variety of appropriate assessment approaches to assess the developmental, academic, behavioral, social, communication, career and community life skills needs of students.</td>
</tr>
<tr>
<td>Utilizes a variety of appropriate assessment approaches to monitor students' progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mild/Moderate Standard 3: Planning &amp; Implementing Curriculum &amp; Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects curricula and uses evidence-based instructional strategies that meet the diverse learning characteristics of students across an array of environments and activities.</td>
</tr>
<tr>
<td>Utilizes standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the implementation and adjusts goals, adaptations, and instructional plans systematically to promote maximum learning and academic achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Mild/Moderate Standard 4: Positive Behavior Support</th>
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<tr>
<td>Demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interve ntions are positive, proactive, and respectful of students.</td>
</tr>
<tr>
<td>Demonstrates the ability to design and implement positive behavior support plans and interventions based on functional behavior assessments, and participate in manifestation determinations and hearings.</td>
</tr>
<tr>
<td><strong>Mild/Moderate Standard 5: Specific Instruction Strategies</strong></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates the ability to effectively participate in school-wide behavior support processes.</td>
</tr>
<tr>
<td>Demonstrates the skills teaching reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.</td>
</tr>
<tr>
<td>Insures evidence-based methods for teaching developmental reading and subject-specific reading skills.</td>
</tr>
<tr>
<td>Demonstrates the ability to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing.</td>
</tr>
<tr>
<td>Demonstrates the ability to teach mathematical skills, applications, and problem-solving methods.</td>
</tr>
<tr>
<td>Demonstrates the ability to select and adapt standards-based curricula and supplementary materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mild/Moderate Standard 6: Case Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates skills in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.</td>
</tr>
</tbody>
</table>

**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

/ _________________________ / _________________________ / _________________________
Name of Candidate Signature of Candidate Date

/ _________________________ / _________________________
Name of University Supervisor Signature of University Supervisor Date

/ _________________________
Name of Cooperating Teacher Signature of Cooperating Teacher Date
**Directed Teaching Competencies Moderate/Severe**

**CSUF Education Specialists Program Assessment 2013**

**Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to**

**Directions:** Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

<table>
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<th>Rate candidate proficiency for each of the standards according to the following criteria:</th>
</tr>
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<tbody>
<tr>
<td><strong>Rating</strong></td>
</tr>
<tr>
<td>4</td>
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<td>Demonstrates the ability to assess students’ verbal and non-verbal communication.</td>
</tr>
<tr>
<td>Utilizes assessment data to identify effective intervention and support techniques, to develop needed augmentative and alternative systems, and to develop communication methods to demonstrate student academic knowledge.</td>
</tr>
<tr>
<td>Utilizes assessment data to implement instruction of communication and social skills, and to create and facilitate opportunities for interaction.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Moderate/Severe Standard 3: Social Interaction &amp; Social Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates each student’s ability to effectively communicate in socially meaningful ways.</td>
</tr>
<tr>
<td>Collaborates with others to facilitate each student’s ability to increase the extent and variety of social interactions as a means to achieve and expand meaningful social relationships across all settings.</td>
</tr>
</tbody>
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<tr>
<th>Moderate/Severe Standard 4: Assessment, Program Planning, &amp; Instruction</th>
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<tbody>
<tr>
<td>Demonstrates the ability to utilize person- and family-centered planning as well as strengths based, functional/ecological assessment across classroom and non-classroom contexts to facilitate students’ meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives.</td>
</tr>
<tr>
<td>Develops plans that are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.</td>
</tr>
<tr>
<td>Develops and implements systematic, evidence based instructional strategies to teach skills within school, community and work settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.</td>
</tr>
</tbody>
</table>
Utilizes assessment data from multiple sources to develop effective programs and guide instruction.

**Moderate/Severe Standard 5: Movement, Mobility, Sensory & Specialized Health Care**
- Demonstrates ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community.
- Uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.
- Consults and collaborates with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.

**Moderate/Severe Standard 6: Positive Behavior Support**
- Demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students.
- Demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.
- Participates effectively in school-wide behavior support processes.

**Moderate/Severe Standard 7: Transition & Transition Planning**
- Demonstrates advocacy skills related to the various transitions experienced by students’ moderate/severe disabilities, including those who are deaf/blind and/or those with additional disabilities, as they move from infancy to adulthood.

**Moderate/Severe Standard 8: Augmentative & Alternative Communication**
- Demonstrates application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

<table>
<thead>
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<th>Name of Candidate</th>
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<tr>
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# Level I Education Specialist Credential Program

## Infant/Toddler (489C)

### Early Childhood Special Education Competencies

**Directions:** University supervisor and master teacher completes and reviews with candidate. Candidate, master teacher, and supervisor initial each page sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and master teacher retains a copy for professional records. If necessary, master teacher and supervisor evaluations may be separate.

**CHECK ONE:**
- UNIVERSITY SUPERVISOR
- COOPERATING EARLY INTERVENTIONIST

**CHECK ONE:**
- MIDPOINT
- FINAL

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<table>
<thead>
<tr>
<th>COMPETENCY INFANT</th>
<th>LEVEL OF PROFICIENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Facilitates play as an essential learning experience for very young children.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.2 Engages in reciprocal interactions to support the infant or toddler’s communication development and uses simple, developmentally-appropriate language and gives time for the very young child to respond.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.3 Obtains child's attention and gives understandable directions to let child know what is expected.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.4 Asks simple questions related to the interests of infants and toddlers.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.5 Comments on a very young child’s focus of interest or activity.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.6 Describes objects, interactions, and feelings as very young children experience them.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.7 Provides a clear beginning and ending to all activities and clear transitions between activities.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.8 Draws on and values children’s cultural, social and linguistic backgrounds, interests, and developmental learning needs.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.9 Uses appropriate handling and positioning techniques.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>1.10 Supports and facilitates family and child interactions as the primary contexts for learning and development.</td>
<td><img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /> <img src="https://example.com" alt="Rating" /></td>
</tr>
<tr>
<td>2.0</td>
<td>Creating and Maintaining Effective Environments for Student Learning</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>2.1</td>
<td>Proficient predictability, without a rigid schedule, so that very young children can anticipate interactions and activities.</td>
</tr>
<tr>
<td>2.2</td>
<td>Works with the family in the home environment to identify and develop learning opportunities in the family/daily routine.</td>
</tr>
<tr>
<td>2.3</td>
<td>Facilitates family’s use of appropriate strategies within natural learning opportunities for the infant and toddler.</td>
</tr>
<tr>
<td>2.4</td>
<td>Paces activities appropriately to engage very young children and support learning.</td>
</tr>
<tr>
<td>2.5</td>
<td>Interprets nonverbal signals and behavioral states of the infant/toddler and responds appropriately to them (e.g., decrease or increase interaction or vary input).</td>
</tr>
<tr>
<td>2.6</td>
<td>Provides a stimuli-rich indoor and outdoor environment that utilizes materials, media, and technology including adaptive and assistive technology</td>
</tr>
<tr>
<td>2.7</td>
<td>Provides adaptations within activities to support each child’s active participation</td>
</tr>
<tr>
<td>3.0</td>
<td>Understanding and Organizing Subject Matter for Student Learning</td>
</tr>
<tr>
<td>3.1</td>
<td>Demonstrates ability to provide organized and developmentally appropriate instruction that incorporates the California infant/toddler learning and development foundations.</td>
</tr>
<tr>
<td>3.2</td>
<td>Demonstrates knowledge of early development in organization and sequence of intervention activities.</td>
</tr>
<tr>
<td>3.3</td>
<td>Integrates developmentally appropriate practice with the individual learning needs of each infant and toddler.</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrates the ability to utilize developmentally appropriate stories, finger plays, songs, and uses props and other strategies to engage infants and toddlers.</td>
</tr>
<tr>
<td>3.5</td>
<td>Incorporates assistive technology as needed into meaningful activities (e.g., switches, picture communication systems)</td>
</tr>
<tr>
<td>4.0</td>
<td>Planning instructions and designing experience for all students</td>
</tr>
<tr>
<td>4.1</td>
<td>Designs and carries out individualized interventions based on assessment data relevant to the needs of very young children with disabilities, including interventions to meet the learning needs of English language learners.</td>
</tr>
<tr>
<td>4.2</td>
<td>Develops activity plans that clearly identify skills to be learned by toddlers/infants based on individual objectives.</td>
</tr>
<tr>
<td>4.3</td>
<td>Uses a family system approach in the assessment and instruction of very young children with disabilities.</td>
</tr>
<tr>
<td>4.4</td>
<td>Involves the family in setting instructional goals and monitoring progress</td>
</tr>
<tr>
<td>4.5</td>
<td>Implements, monitors, and evaluates IFSPs</td>
</tr>
<tr>
<td>4.6</td>
<td>Implements intervention strategies incorporating information from multiple disciplines</td>
</tr>
<tr>
<td>4.7</td>
<td>Plans and implements developmentally appropriate individual and group activities in consideration of cultural and linguistic differences (i.e., play, environmental routines, parent-mediated activities, group projects, cooperative learning, and systematic instruction)</td>
</tr>
<tr>
<td>4.8</td>
<td>Prepares activity, daily, and weekly activity plan</td>
</tr>
<tr>
<td>4.9</td>
<td>Uses strategies to facilitate integration with typical peers into various settings</td>
</tr>
<tr>
<td>4.10</td>
<td>Uses knowledge of future educational settings to develop learning experiences and select instructional strategies</td>
</tr>
<tr>
<td>4.11</td>
<td>Prepares young children for successful transitions</td>
</tr>
<tr>
<td>4.12</td>
<td>Incorporates team input into intervention and activity plans.</td>
</tr>
<tr>
<td>4.13</td>
<td>Uses strategies to promote maintenance and generalization of skills across learning environments</td>
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<tr>
<td>5.0</td>
<td>Assessing Student Learning</td>
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<tr>
<td>5.1</td>
<td>Demonstrates use of strategies (e.g., conversations, interviews, and checklists) to elicit a family’s identification of concerns and</td>
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</table>
FOR THE CANDIDATE: I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file. I understand that any rating that is below basic on the FINAL evaluation will result a No Credit (NC) for SPED 489 C and I may have to repeat student teaching in its entirety.
<table>
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Adapted from:
Recommendations of the Early Childhood Special Education Advisory Board Committee at CSUF (Spring, 2005).
### Preliminary Education Specialist Credential Program

**Directed Teaching Experience (489D)**

**Early Childhood Special Education Competencies**

**Directions:** University supervisor and master teacher completes and reviews with candidate. Candidate, master teacher, and supervisor initial each page sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and master teacher retains a copy for professional records. If necessary, master teacher and supervisor evaluations may be separate.

**Check One:** UNIVERSITY SUPERVISOR | MASTER/MENTOR TEACHER

**Check One:** MIDPOINT | FINAL

---

**Candidate**

---

**School** | **District** | **Age Level/Setting**

---

**Standard** | **Preschool Level of Proficiency**

<table>
<thead>
<tr>
<th>Assessment (CCTC: 5, 11) (ECSE: 2,3,4,5, 9)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
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<tbody>
<tr>
<td>a. Gather relevant data background</td>
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<tr>
<td>b. Selects and administers appropriate formal and informal assessments for young children, and their families</td>
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<td>c. Appropriately modifies assessment strategies for individual needs</td>
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<tr>
<td>d. Demonstrates skill in utilizing multiple sources of developmentally 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</td>
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<tr>
<td>e. Participates and collaborates as a team member in conducting family-centered assessments</td>
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<td>f. Interprets information from formal and informal assessments with respect to articulated assessment questions</td>
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<tr>
<td>g. Communicates assessment results in an effective manner to other educators and families.</td>
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<tr>
<td>h. Participates as a team member to integrate assessment results in the development and implementation of IFSPs and IEPs</td>
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<thead>
<tr>
<th>Instructional Planning and Practice (CCTC: 9, 10, 13) (ECSE: 3,5,6)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>a. Involves the family in setting instructional goals and monitoring</td>
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<td><strong>m</strong></td>
<td>Uses strategies to promote maintenance and generalization of skills across learning environments</td>
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<tr>
<td><strong>III</strong></td>
<td><strong>Learning Environments and Social Interactions (CCTC: 12, 14) (ECSE: 7)</strong></td>
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<td></td>
<td>Demonstrates skill required to organize space, time, and materials to match the child’s individual learning needs in safe, natural and structured environments.</td>
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<td></td>
<td>Demonstrates skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.</td>
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<td></td>
<td>Demonstrates skill required to support positive learning experiences for children with disabilities in a wide range of natural environments (e.g., preschool/pre-K and other community settings)</td>
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<td></td>
<td>Provides a stimuli-rich indoor and outdoor environment that utilizes materials, media, and technology including adaptive and assistive technology</td>
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<td></td>
<td>Designs and manages daily routines</td>
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<td></td>
<td>Modifies the learning environment to manage behavior</td>
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<td></td>
<td>Uses universal precautions</td>
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<tr>
<td><strong>IV</strong></td>
<td><strong>Transitions and IEPs (CCTC: 4, 8) (ECSE: 3, 5)</strong></td>
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<td></td>
<td>Demonstrates skill required to implement processes and strategies that support transitions among settings for young children.</td>
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<td>Uses Preschool Learning Foundations and Kindergarten standards when implementing effective IFSPs, IEPs, and transition.</td>
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<td></td>
<td>Prepares young children and assists their families for successful transitions</td>
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<td><strong>V</strong></td>
<td><strong>Collaboration (CCTC: 4) (ECSE: 3, 8)</strong></td>
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<td>Consults and collaborates with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of young children who have or are at risk for developmental delays and disabilities</td>
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<td></td>
<td>Demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for young children with disabilities</td>
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<td>Participates as a team member in order to identify and enhance team roles, communicate, and problem solve, including recognizing the</td>
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FOR THE CANDIDATE: I have had the opportunity to review and discuss this evaluation. I understand that any rating that is below basic on the FINAL evaluation will result a No Credit (NC) for SPED 489 D and I may have to repeat student teaching in its entirety.

| NAME OF CANDIDATE | SIGNATURE OF CANDIDATE AND DATE | SETTING | NAME OF MASTER TEACHER | SIGNATURE OF MASTER TEACHER AND DATE | SETTING | NAME OF SUPERVISOR | SIGNATURE OF SUPERVISOR AND DATE | SETTING | NAME OF CANDIDATE | SIGNATURE OF CANDIDATE AND DATE | SETTING | NAME OF MASTER TEACHER | SIGNATURE OF MASTER TEACHER AND DATE | SETTING | NAME OF SUPERVISOR | SIGNATURE OF SUPERVISOR AND DATE | SETTING |
|-------------------|--------------------------------|---------|------------------------|-------------------------------------|---------|-------------------|--------------------------------|---------|-------------------|--------------------------------|---------|------------------------|--------------------------------|---------|-------------------|--------------------------------|---------|-------------------|--------------------------------|---------|


Recommendations of the Early Childhood Special Education Advisory Board Committee at CSUF (Spring, 2005).
**BRIDGE TRANSITION PLAN**

This document is designed to bridge the candidate who is transitioning from the Preliminary to Clear Education Specialist Program. Experiences documented here will be used to develop the Individualized Induction Plan during initial Clear coursework. Individualized Induction Plan (IIP) based on this Transition Plan, is developed cooperatively with the candidate and the support provider in order to guide the professional development of the beginning teacher during the induction period. Note: Candidates who are not employed may develop these plans without a Support Provider.

Candidate Name: ___________________________________ Credential Received: _____________________________ Date: ____________

District (if employed): __________________________ Support Provider (if employed): ______________________________

**Part 1: Directions:** Based on evidence gathered during your teacher preparation program, use the first two columns to describe your experience, your strength(s) and areas in which you could focus on for further development. **Note:** No Candidate may begin Clear Coursework until the Preliminary Coursework and this document have been completed.

<table>
<thead>
<tr>
<th>Domain</th>
<th>I. Formative Assessment of Teaching Performance and Field Experience: (To be completed during the Second Fieldwork Experience with your Fieldwork Supervisor and Credential Coordinator)</th>
<th>II. Identified strengths (To be completed during the Second Fieldwork Experience with your Fieldwork Supervisor and Credential Coordinator)</th>
<th>III. Areas for Further Development: (To be completed during the First Semester of Clear Coursework with your District Induction Support Provider and your Induction Experience with your Clear Program Coordinator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSTP Domain 1: Engaging and Supporting All Students in Learning</td>
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<tr>
<td>CSTP Domain 2: Creating and Maintaining Effective Environments for Students</td>
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<tr>
<td>CSTP Domain 3: Understanding and Organizing Subject Matter for Student Learning</td>
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<table>
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<tr>
<th>CSTP Domain 4: Planning Instruction and Designing Learning Experiences for Students</th>
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<td></td>
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<tr>
<td>CSTP Domain 5: Assessing Student Learning</td>
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<td>CSTP Domain 6: Developing as a Professional Educator</td>
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Candidate Signature _______________________________ Date: ________________

Supervisor Signature ______________________________ Date: ________________

Program Coordinator Signature ________________________ Date: ________________
**art 2: Individual Induction Plan (IIP)**

TO BE COMPLETED DURING THE FIRST SEMESTER OF YOUR CLEAR PROGRAM AFTER ALL PRELIMINARY COURSEWORK IS COMPLETED.

With your District Induction Support Provider and your Clear Program Coordinator, reflect on the evidence gathered in columns I and II during your Teacher Preparation Preliminary Program. Identify 1-4 Professional Growth Goals, Resources needed to meet your goals, and a projected Timeline for completion of each goal.

*Note: The Candidate does not have to be employed as the teacher of record in special education to complete the Clear Program AS LONG AS while completing the induction program, an individual has access to ‘experiences with students’ that have been identified as needing special services. Evidence of access to experiences must be provided to the Induction Program Coordinator. (Commission on Teacher Credentialing, April, 2011)*

<table>
<thead>
<tr>
<th>Goals</th>
<th>Resources</th>
<th>Projected Timeline</th>
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</thead>
<tbody>
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</table>
Part 3: The candidate is responsible for completion of this document and submission of one copy each to the Credential Coordinator, the Induction Coordinator, and the District Support Provider.

Documentation Review:
Candidate Signature  ____  Date:  ____
An instructional assistant (aide) could “have the experiences” with children to earn the Clear Education Specialist Credential. The approved induction program and the individual would need to have an agreement with the school where the ‘experience with children’ will be acquired. The school/employer/induction program must agree that the experiences are acceptable. Commission on Teacher Credentialing, April, 2011

**If working as an Instructional Assistant,**

*Signature of school/employer/induction program representative verifying access to students with disabilities*
During the course of the semester, it is your responsibility to observe children in the following areas. Copy this document into your computer and note the location you visited (school or program) and then reflect on specific characteristics you observed. The reflection should be at least 300 words – but can be as long as it takes you to comment on the area. Your ideas/reflectons will not be graded, however, the instructor will comment on your observations in general. You must observe five of the seven areas and you can not overlap your observation areas (i.e. you can not use one classroom for both mild/moderate and grade 4).

☐ Mild/Moderate Disabilities
Location:  
Reflection:  

☐ Moderate/Severe Disabilities
Location:
Reflection:  

☐ Low Incidence Disabilities
Location:  
Reflection:  

☐ Gifted
Location:
Reflection:  

☐ Early Childhood Special Education
Location:
Reflection:  

☐ Grades k-5
Location:
Reflection:  

☐ Grades 6-12
Location:
Reflection:  

CSUF Education Specialists Program Assessment 2013

SPED 464 Final Exam Fall 2010_Cote

The SPED 464 Final, Fall 2010, is worth 100 points. It is due by midnight Thursday, December 9, 2010. NO LATE FINALS WILL BE ACCEPTED. If you choose to turn in the exam early, it will be graded and cannot be updated or revised; meaning once you submit, you cannot resubmit. The exam is written in a word file. Please open the exam, save it in a word file with your first and last name on the file (e.g., 464 Final Cote, Debra), word process on the document and email back to dcote@fullerton.edu (NO drop box!). Be sure the name indicated on the Blackboard grading list for you is the name you list here.

The final is an open book, open note exam. You must work independently and individually on the exam. You will be asked at the end to electronically sign that the work on the exam is your own, is not plagiarized from the text, or copied from someone else’s work.

When answering the essay questions, if you cite the book or a module, use APA format (e.g., Collins, 2007). References are encouraged. Do not use one of the responses you previously submitted to Blackboard. Do not directly quote the book, or a module, or anything on Blackboard without giving specific credit. It is anticipated that the words on this document are your own words and thoughts and are not taken from somewhere or someone else. Dr. Cote will use turnitin.com to check for plagiarism.

This exam should take you approximately two to three hours. You can spend as much time as you want on it, but it must be emailed to dcote@fullerton.edu by midnight Thursday, December 9, 2010.

Section 1:
Directions: Your Final includes a case study of a student and a family description. You are to address 7 major components of transition planning, as well as two columns: General Information and Person-Centered Information. The General Information column is for a basic summary of the components-information that is important for consideration when developing a transition plan. The Person-Centered column is for specific information related to the case study and the family-information that is useful in creating a detailed, individualized transition plan. You need to address all 7 major components, and complete both columns (i.e., General Information, Person Centered Information). Provide enough detail to support your answer. Type your response in each box. Boxes will expand to fit the text.

You are Myra’s Teacher. (70 points).

Case Study
Myra is a student with moderate intellectual disabilities. Myra is 15 years old, a sophomore in high school, and is in a SDC program for most of the school day. Myra struggles with speech. This is a cause of frustration for her. Myra is patient with her listeners and will repeat what she says, however, she is aware of her speech and her embarrassment is evident in her expression. She is beginning to limit the number of times she will repeat something and often gets angry when frustrated. Despite difficulties in speech, she loves to sing and knows a few words to the latest songs. She participates in the school choir everyday for her elective. She also loves helping others and will push her friend, who is wheelchair bound, around the school campus. She scored the highest in the domain of receptive language, but severely low in expressive language. Myra struggles in the areas of hygiene, behavior, and pragmatic/social skills. She struggles with clinical depression and takes medication. Myra’s grandmother, who is the guardian, is worried about Myra’s emotional well-being, and tends to be overly protective. Her grandmother limits her participation in community-based instruction. She often refuses to sign permission forms for CBI. Additionally, Myra’s grandmother leaves her at home...
when going out in the community. At Myra’s IEP, grandmother expressed that her dream is for Myra to find a job doing something that she likes and to have a place of her own. Myra’s grandmother is worried since she is getting older and wonders who will take care of Myra. Myra loves to help grandma and has no desire to live on her own.

<table>
<thead>
<tr>
<th>General Information</th>
<th>Person-Centered Information</th>
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<tbody>
<tr>
<td><strong>Self-Determination</strong>: Define self-determination and list ways it can be encouraged. 5 points</td>
<td>Choose 3 ways to encourage Myra’s self-determination. 5 points</td>
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<tr>
<td>Self-determination means that a person with disabilities should participate in planning his or her own life by means of skills, knowledge, and attitudes (Collins, 2007). It can be encouraged by a) teaching the person with disabilities skills for independent living, b) giving individuals with disabilities input into their education (what their goals and objectives will be) and transitional planning, c) teaching skills such as decision making, problem solving, choice making, self-advocacy, goal-setting, and self-management, and d) respecting their right to make choices (Collins, 2007).</td>
<td>Myra should take part in planning sessions concerning her educational goals and transitional plans. For instance, Myra should be part of the goal-writing process for her speech. She should be encouraged to express primary her concerns and priorities, and share her preferences about how and when the problem is addressed.</td>
</tr>
<tr>
<td><strong>Family Needs and Concerns</strong>: List the biggest concerns families have regarding transitions and list ways they can be addressed. 5 points</td>
<td>List 3 needs/concerns specific to Myra’s family (i.e., grandmother) and state how they should be addressed. 5 points</td>
</tr>
<tr>
<td>Parents express concerns with the lack of options—residential and occupational—for individuals with disabilities, since they desire their children to find competitive work that utilizes their strengths, yet view more restrictive environments as more “realistic” (Collins, 2007). They also have significant concerns regarding residential situations, such as procuring high quality residential services (Collins, 2007). Other concerns include: ability to complete school, get a job, become financially and physically independent, manage their lives apart from their parents, being in Myra’s grandmother expresses concerns about Myra’s emotional wellbeing, that she have her own residence in the future, her future employment (that she is employed doing something she enjoys), and her future support once she can no longer take care of Myra.</td>
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<td>I would present options for future residence and employment to Myra’s grandmother and describe potential supports. I would also show her what factors are the best predictors of success in these areas (community-based instruction, inclusive classes, self-determination skills, etc.). We</td>
</tr>
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</table>
Parents’ concerns may be addressed by giving them as much well-researched information as possible about residential and employment options, available supports, and how necessary factors for success may be obtained. They should be included in all planning sessions. Teachers should use a person-centered and family-centered approach that sets goals based on the student’s strengths and preferences.

**Transition Challenges:** List the major challenges to successful transitions and list the ways that these challenges can be overcome.

Challenges include: curriculum that is not integrated, lack of respect for and follow-through with the IEP goals, intervention for the student that does not include the family and community as well, the family’s reticence to create long-term plans, and teachers’ lack of knowledge about adult planning (Collins, 2007).

These challenges may be addressed by placing the student in as inclusive an environment as possible and embedding functional skills into the core curriculum, using a team approach to writing IEP goals that includes the student and the family (this will increase accountability, as well as represent the student and family’s preferences), incorporating many community-based and natural environment teaching opportunities, encouraging the family to discuss their dreams and goals for the future, and the teacher being educated about supports and options for transitioning students.

Myra’s challenges are: her lack of inclusive classes, her grandmother’s reluctance to allow community-based activities, and her own desire to live at home—which may become a problem if Myra’s grandmother is unable to take care of her.

Myra’s placement ought to be reviewed, and changes should be made to move her toward less restrictive classroom settings. If her behavior or speech difficulties are seen as barriers to her inclusion, plans should be made and supports should be put in place specifically to address those, but they should not restrict her placement. Additionally, I would talk to Myra’s grandmother about the importance of community-based instruction, as well as having Myra participate in the community at other times. If Myra’s grandmother does not feel like she can offer the proper support for Myra in unstructured activities in the community, perhaps a structured extracurricular activity (singing in a community choir or doing volunteer work) would provide a more comfortable context for this practice. Additionally, I would
Facilitating Transitions: List the factors that facilitate successful transitions. 3 points

Successful transitions are prompted by functional curriculums that are coordinated and taught across settings. This should incorporate flexibility in the schedule; best teaching practices and strategies; incorporation of personal interests and goals, self-determination principles, and collaboration between professionals; as well as teaching academic skills (Collins, 2007). These should be individualized based on the students’ strengths and natural environments, and should be regularly reviewed. A team approach is best (Collins, 2007).

List three factors that will ensure Myra’s successful transition. 5 points

Myra’s success will be ensured by creating a functional curriculum built around her grandmother’s, and her own, interests and goals, as well as best instructional practices. This curriculum should be linked to.

It will also be ensured by using as many naturalistic opportunities as possible, such as community-based instruction, natural opportunities at school, and real objects during classroom lessons.

Finally, plans should be based on Myra’s strengths and interests. She has strong receptive language skills and enjoys helping (her friend who uses a wheelchair and her grandmother, for instance). She also loves music and sings in choir.

Employment Options & Preferences: List employment options for students with moderate/severe disabilities. 3 points

There is a continuum of employment options, ranging from more restrictive settings, such as sheltered workshops and day activity centers, to competitive employment. A preferable alternative is supported employment, where an individual with disabilities can perform a meaningful job suited to his or her abilities, supported by staff, such as a job coach, mentor, or attendant (Collins, 2007).

Propose an employment option based on the preferences of Myra and her family (i.e., grandmother). 5 points

Myra might be happiest in a supported employment scenario, where she received training from a job coach, then continued support from a coworker as needed. Because her grandmother has concerns about Myra’s interactions in the community, Myra’s first place of employment could be somewhere familiar to her—such as at her school, at her church if she attends one, or located in close proximity to her home. Given the strengths listed above, Myra would probably enjoy a job that allowed her to help other people, use her love of music, and that capitalized on her strong receptive skills. Perhaps should could be an aide or
Employment Instruction & Support: List the important skills, strategies & supports needed to ensure employment success for individuals with moderate/severe disabilities. 5 points

Successful employment needs to be person-centered around the individual's strengths, interests, preferences, and abilities (Collins, 2007). Employees need to have the skills required for their position. This includes work-related skills, such as appropriate level of independence, attendance at the job, punctuality, appropriate personal appearance, good personal hygiene, and an effective means of communication (Collins, 2007). Employees need to also be adaptable; the need to maintain the expected rate, quality, and quantity of work, as well as uphold safety standards. They must manage their time, be able to solve problems that arise, and they must be motivated to perform their job (Collins, 2007). Finally, there are social skills and expected behaviors, such as appropriate social interactions, appropriate responses to stress, ability to accept criticism, integrity, endurance, and initiative (Collins, 2007). The best means of teaching specific job-related skills and tasks to individuals with disabilities is systematic instruction (Collins, 2007). Finally, individuals with disabilities should have the right amount and type of support in order to be successful. This may include a job coach who provides initial training, a coworker who acts as a mentor, a training consultant who teaches coworkers to provide training and support, job sharing, or an attendant (Collins, 2007).

List the skills, strategies, & supports that Myra will need for success on a job. 5 points

Myra will need self-determination skills, such as self-monitoring and problem-solving. These skills will be necessary for staying on-task at work and responding to problems she encounters.

She will also need an effective means of communication. While an appropriate job for her should utilize her receptive language skills more than her expressive—which are not one of her strengths—she should have a functional means of communicating when necessary. For instance, if she can write, she could supplement her speech with written messages (emails, notes to her coworkers, or using a hand-held whiteboard or text-to-speech device when people do not understand her speech).

As previously mentioned, she will need the support of a job coach to acclimate her at work, train her for specific tasks, and train her coworkers to continue giving her support.

There are also specific functional skills that Myra will need—both for jobs that particularly interest her, but that generalize to most places of employment and life situations. These might include things like telling time, using a filing system, writing and reading emails. As her teacher, I would set goals for mastering these things by analyzing her preferences and current level of needed support.

I would use systematic teaching and as many naturalistic contexts as possible, as these have been shown to be the most effective teaching strategies (Collins, 2007).
Residential Options: List residential options for individuals with moderate/severe disabilities.
5 points

Residential options are: institutions, which are the most segregated and consist of a typically large, hospital-like facility; group homes, which are smaller, community-based homes for people with disabilities and trained staff; and supported living, which is a living arrangement that promotes independence, while providing support as it is needed (Collins, 2007).

List a residential option based on the preferences of Myra and her grandmother.
5 points

Myra and her grandmother currently have differing opinions about Myra’s future residence, as Myra wants to stay home while her grandmother wants her to have more independence and have additional options for support, should she be unable to provide it.

I would present supported living as the most viable option for the future, as this would give Myra independence, but also support when needed, and hopefully assuage her grandmother’s concerns.

I would be sensitive to Myra’s feelings, since her adult residence is ultimately up to her and her grandmother, but I would begin preparing her by teaching her more independent living skills. Even if Myra does not move out of the house, she should have the greatest amount of independence as possible, since her grandmother may not always be able to provide adequate assistance.

Section 2
Directions: Answer the following essay questions.

A) Your administrator has invited you to speak to general education teachers about inclusion AND students with moderate/severe disabilities. Please describe your strategy. Be sure to include: (a) a legal rationale for inclusion, (b) the benefits of inclusion for students with severe disabilities and their non-disabled peers, and (c) the steps that can be taken to create or ensure successful inclusive educational environments. (10 points).

I would first define inclusion, explaining that it entails fully integrating students with disabilities into general education classrooms in their neighborhood school (Collins, 2007). Not only does it involve presence in the classroom, however, but requires that students with disabilities be treated—in attitude and function—as a significant, contributing member of the social life and culture of the classroom, school, and community.

Legally speaking, inclusion coheres with the principles of providing free, appropriate education in the least restrictive environment (Collins, 2007). The court states that the only time when segregated classroom placements are permissible are when: there are no viable alternatives, the student’s
Inclusion has a multitude of benefits. Not only is it more ethical, but studies have shown that students included in general education settings actually learn more, and have a higher achievement of goals and IEP objectives (Robinson, 2009). This is, in part, because natural environment instruction and natural stimuli lead to more positive and efficient outcomes (Robinson, 2009). With appropriate support, it can lead to more positive attitudes, values, and perceptions of people with disabilities. They also spend less time alone and more time engaged with peers. They are also better accepted in their neighborhood and community, and have more chances to form friendships with peers without disabilities—from whom they can observe good models of language and social interaction, and practice these skills (Robinson, 2009). Students with disabilities, in turn, benefit their peers without disabilities by developing understanding, acceptance, and tolerance (Robinson, 2009). Therefore, inclusion is mutually beneficial.

To create a successful environment of inclusion, the first step is to train all staff. Special education teachers, general education teachers, paraprofessionals, and other therapists or professionals involved in the students’ lives must be onboard with the philosophy of inclusion, and must understand that the goal is to make students with disabilities truly an integral part of the classroom culture—not merely physically present or academically integrated. Paraprofessionals should be taught to allow direct interactions between students with disabilities and their peers, with the paras acting as facilitators and prompters (Robinson, 2009). Careful planning is needed to clearly establish the goals. A team approach is best to ensure that everyone communicates openly, carries out their role cohesively, quickly problem solves when needed, and shares responsibility. Teachers should take primary responsibility for students. Planning should be person- and family-centered, and open communication should occur between professionals and families, so that goals and plans are based around the students’ strengths and preferences (Robinson, 2009). Finally, in order to be successful, everyone must be willing to make modifications when the need arises, and to remain flexible in scheduling and other changes (Robinson, 2009).

B) Identify age-appropriate functional skills and describe the ways to embed or teach these skills within typical contexts. (10 points).

In order to choose what functional skills should be taught, curricula must be individualized. Teachers must therefore ask which skills are valued by the student and family, which skills will lead to accessing less restrictive environments or be important for transitions, and which skills will best serve the student’s safety or quality of life (Collins, 2007). The teacher can use and ecological inventory to systematically answer questions like these (Collins, 2007). This is done by dividing the student’s environments into domains (school, domestic, etc.), then into subenvironments (kitchen, bedroom, etc.), then into activities performed in those areas (eating a meal, for instance), and skills involved in those tasks (motor skills involved in passing or serving food). Certain skills then may stand out as more important across domains, or more crucial for the student’s success or next steps. Family and student preferences must also be consulted.

Teachers can also use published functional curricula to teach these skills (Collins, 2007). Functional curricula will help teachers match the needed function with an age-appropriate form of the skill (Collins, 2007). Teachers should also be mindful of state and national standards, and link these functional skills to core content, such as linking the skill of telling time on analog and digital clocks to the core content area of understanding numbers and numeric representations (Collins, 2007).

Teachers should identify opportunities for applying functional skills in natural contexts throughout the day (Collins, 2007). For example, students
could practice preparing meals independently during lunch (making a sandwich or using a microwave, for instance), or could practice counting money by purchasing a snack at a vending machine. For skills that cannot be practiced completely naturalistically at school, it is always preferable to practice skills with real objects, rather than pictures or photographs. For instance, practicing sight words from warning labels using flashcards is less effective and will not generalize as well as bringing in items with warning labels and practicing with those. Finally, teachers should plan community-based activities so students can naturalistically practice skills in the community, such as using public transportation or shopping at a grocery store (Collins, 2007).

C) Define and discuss the Least Dangerous Assumption and how it relates to the placement of students with moderate/severe disabilities in inclusive settings. (5 points).

The least dangerous assumption states that, in the absence of conclusive data, decisions should be based on the assumptions that will have the least dangerous affect on the student and family involved, if they are incorrect (Robinson & Cote).

With regards to education, placement, and learning, it is less dangerous to assume that an individual can learn—and should therefore have access to curriculum and learning opportunities—than that they cannot learn (Robinson & Cote). Therefore, students should be placed in least restrictive environments and given the benefit of normalization (typical opportunities, risks, schedules, and treatment). Restricting the freedoms and opportunities of individuals with disabilities carries the most inherent risks, while providing them with opportunities and high expectations can only serve to enrich their lives.

D) Describe something you learned in this course and explain how you will use what you have learned to support students with moderate and severe disabilities and their families. (5 points).

The largest changes to my thinking about educating students with moderate and severe disabilities occurred when we studied longitudinal planning. Given my background with younger children, I had not previously thought through many issues surrounding residential and employment support and planning.

Longitudinal planning requires clear communication between the student, family, and teacher in order to determine what placement and supports are preferable to the student and necessary for success. It is important to begin planning at an early age in order to formulate appropriate, clear objectives (Collins, 2007). Planning should be person-centered and individualized, and facilitate self-determination (Collins, 2007).

In my practice as a teacher, I will be sure to discuss the family’s dreams and goals and listen attentively to their preferences. I will also keep myself updated and educated about residential and employment supports and options, so that I can present these to families. We will use these plans and preferences to set academic and functional goals that will be meaningful and immediately improve the student’s quality of life across domains.

I will also make sure to promote self-determination by teaching problem solving skills, self-advocacy, self-monitoring, and providing opportunities for my students to make choices. These skills increase independence and prepare them for future employment and greater independent living.

100/100 Outstanding Final. A delight to read.
Please electronically sign (i.e., type name) that the work on the final exam is your own, is not plagiarized from the text or copied from someone else’s work.

_________________________     ___________________
Full name    Date:

Adria Murphy    12/8/10
ASSESSMENT DATA & ANALYSIS ASSIGNMENT DIRECTIONS

To complete this assignment, it is highly recommended that while you are working, you set these directions alongside the assignment template, the rubric, and the notes from class.

DIRECTIONS & CRITERIA

Select a target individual to conduct your Positive Behavior Support Intervention Project. It would be more beneficial in terms of generalizing your skills from this course if you were to use a student in your class, however, since that is not always possible you can use an outside source such as a niece, son, neighbor’s child. You should begin collecting data as soon as assessment tools are discussed in class. You will present the results of your data in the template provided which can be downloaded from Blackboard.

Assessment Data Analysis

1. Student Description

Describe the student in a positive, non-IEP like portrayal. Avoid the diagnostic deficit model of vocabulary and focus on strengths and needs. Include details like name, age, grade level, etc. Do not use last names to protect privacy.

2. Challenging Target Behavior

This refers to the behavior you want to decrease or eliminate. Operationally define the challenging or problem behavior in measurable, objective terms. Stay away from subjective terms that leave room for interpretation like “frustrated”, “anxious”, or “afraid”. More measurable terminology would be “screams sounds like aaaaagh (not words) in a high pitched wail with eyes closed, face up toward ceiling, fists clenched, body trembling, feet stamping”, “pounds clenched fist on desk with complete motion starting from about 2 feet above desk while sitting and grimacing at teacher”, and “stomps both feet simultaneously”. Also, the challenging behavior must be a behavior and not a non-behavior. A non-behavior would be “absent from school”, “doesn’t finish work”, “non-compliance”, or “off-task.” Instead describe the behavior of the student or what he or she is engaged in when he or she is absent from school or not doing work. For example, stays home during school days and watches television, or, when work is required, sits at desk and plays with various items from backpack, looks around room, gets up to get a drink. Be specific when defining behavior. Do not include your interpretation or analysis in this section. This section is for observables only.

3. Medical/Psychological/Clinical/Educational Summary

This is a summary of any medications that have been tried and successes and failures associated with these treatments. You can also discuss diagnostic details and labels in this section.

4. Intervention History

Summarize any previous attempts or strategies to intervene with your student’s behavior in the past, specifically addressing the challenging target behavior. These can include your strategies as well as previous teachers’ strategies to the best of your knowledge. Include details about the results of these attempted interventions. What have been the successes and failures? If successful, how do you know these interventions have been successful? If they’ve failed, indicate, to the best of your knowledge, why they’ve failed.

5-13. Quality of Life Data Summary

Discuss EACH data tool one at a time (student pre-intervention survey, peer perception pre-intervention survey, teacher pre-intervention survey, positive environment checklist,
modality strength questionnaire, cue question assessment, communication questionnaire I or II, reinforcement inventory, behavior map): Summarize the results of your data (do not describe the data collection tool). For example, the results of Communication Questionnaire I indicate that Stanley’s strengths are his mean length utterance and his complexity of communicative skills, however, in all other areas he rated extremely poor. His social initiations to peers are his greatest weakness. Do not analyze the data in this section. This section is for data and summary only.

14. Quality of Life Assessment Data Analysis.

Do not include any further data in this section. Do not describe the student any further. Do not include suggestions for the intervention in this section. This section should address your analysis only. How would you interpret these Quality of Life Assessment data? What big picture do these data create? Synthesize & integrate the data from ALL of the Quality of Life Assessment tools. Explain the meaning of the data and their connection to why and how the challenging behavior is happening; what is your analysis, your deduction, what do you surmise from the data? Explain how these data relate to, contribute to, and generate the challenging behavior. Ask yourself the questions, “How?” and “Why?” For example, “How and why might the student’s present communication skills contribute to the challenging behavior?” Analysis statements are your assertions that suggest WHY or HOW the target behavior is occurring.

For example, why are certain locations triggers for the behavior? What is it about those settings? What is or is not going on in those locations that set the occasion for the behavior to be reinforced? For example, “The findings of this tool make sense in light of his challenging behavior of aggression toward his peers. Although Stanley is perfectly capable of using words to socially initiate, it appears from these data that he is not making a connection between the function of those words and how to use them to make friends.” For another example, “The teachers tend to only interact with the student by admonishing or yelling at the student. There does not appear to be any positive relationship between the teacher and the student. It’s my impression that the student realizes that the teacher doesn’t like him at all.”

Connect the results of each tool to the results of other tools to elucidate their validity. For example, the Modality Strength tool may indicate that the student is a kinesthetic learner and the Functional Analysis data may indicate that the student has difficulty attending when required to sit still for long periods of time. In tools such as the Scatter Plot, also analyze why the behavior does not occur as indicated by the data.

15. Quality of Life Intervention Recommendations.

In terms of the results from this assessment instrument and your analysis of these results, what are your recommendations for the intervention? What can be done in terms of modifying the antecedents, instructional strategies, making better behavior happen? For example, the focus of intervention must be placed on social initiation skills and facilitating friendships for Stanley until he’s able to make his own. Suggestions for intervention should be creative, innovative, personalized and should tie back to the results and analyses of the tools.

For example, your Motivation Assessment Scale summary may reveal: The behavior functions predominantly to achieve tangible reinforcers. The student appears to engage in the challenging behavior in order to get a ball from his peers that he wants because they have it. It does not appear from the data that he engages in the behavior for sensory stimulation or for attention. A secondary motivation may be escape.
Your analysis for this tool may say: This means that the student engages in the challenging behavior in order to get a desired tangible item because he can’t communicate this need in socially appropriate ways and the challenging behavior appears to serve this purpose for him. When the child is asked to come in from recess he uses aggression to keep from having to leave recess. He seems to have learned that traditional ways of expressing his desire to stay outside have been ineffective. He has learned to resort to more drastic but efficient measures to get his point across, and now that he knows how to use those measures, he’s less inclined to go back to being inefficient. He’s a good learner.

Therefore, your recommendations for intervention may say: The instructional staff will need to provide recess more frequently throughout the day for a while. Staff need to teach the student to ask for recess, and that when he asks for recess he gets it immediately.

16-18. Functional Equivalent Assessment Data Summary
As you did for the Quality of Life Assessment Tools, discuss each tool one at a time. Summarize, provide a narrative of, the results of the following data collection tools: scatter plot, ABC, Motivation Assessment Scale.

19. Functional Equivalent Assessment Data Analysis
As you did for the Quality of Life Assessment Tools, provide an analysis for the data collected using the functional equivalent assessment tools. Remember to connect how and why the challenging target behavior is happening. What is your deduction? What do you surmise from the data?

20. Antecedent Strategy Hypothesis Testing
Summarize the Results of the Antecedent Strategy Test. Be specific about what function you are testing. Describe the change in antecedents that were made. Describe the results. Did the behavior increase or decrease as a result of the Antecedent Strategy Test? Did the Antecedent Strategy confirm or deny the perceived function of the behavior? Why or Why not?

Summarize the results of the Consequence Strategy Test. Be specific about what function you are testing. Describe the consequence strategy used. Describe the results. Did the behavior increase or decrease over time as a result of the Consequence Strategy Test? Did the Consequence Strategy test confirm or deny the perceived function of the behavior? Why or Why not?

22. Functional Equivalent Intervention Recommendations
As you did for the Quality of Life Assessment Tools, provide recommendations for intervention related to your functional equivalent assessment data. The suggestions should be creative, innovative, personalized and different from any previously made suggestions.
APPENDIX (raw data)

[Do not put page numbers on your raw data. The appendix are placed at the end of the paper.]

1. **Student Pre-intervention Survey**: Conduct the Pre-survey before you start your intervention. Conduct the Post-survey one time again at the end of your intervention (for the BIP). **Hand-write** responses.
2. **Peer Perception Questionnaire**: Conduct the Pre-survey before you start your intervention. Conduct the Post-survey one time again at the end and only at the end of your intervention. **Hand-write** responses.
3. **Teacher Questionnaire**: Conduct the Pre-survey before you start your intervention. Conduct the Post-survey one time again at the end of your intervention. **Hand-write** responses.
4. **Positive Environment Checklist**: Complete one time, handwritten.
5. **Modality Strength**: Complete one time, handwritten.
6. **Cue Questions Assessment**: Conduct one time, typewritten.
7. **Communication Questionnaires (I or II)**: Complete one time, handwritten.
8. **Reinforcement Inventory**: Complete one time, handwritten.
9. **Behavior Map**: The map is a visual representation of the location where the behavior most frequently occurs such as the classroom or the playground. Complete 1 time using a computer to generate a graphic representation.
10. **Scatter Plot**: Conduct for at least 3 days of baseline, for one of those days TWO different raters should record data at the same time for that day. Also use this form after baseline of challenging behavior for baseline of Functional equivalents and at the very end for intervention data. **Hand-write** Scatter Plot data.
11. **Make a line graph** of the Scatter Plot data. Use Excel to create the graph.
12. **Functional Assessment – ABC**: Conduct ongoing 10-minute very detailed samples that may or may not include instances of the challenging behavior. **Type results**. (1 page in length for each session of data collected)
13. **Motivation Assessment Scale**: Complete time, by TWO different raters. Hand-write responses. Two separate forms should be submitted.
14. **Hypothesis Test Flowchart**: One chart that shows the progression of both the Antecedent Strategy Test and the Consequence Strategy Test. See Example from Class Powerpoint.

**Technical Writing**

As a professional in the field, it is essential that you provide a thorough, thoughtful, factual, and respectful report of your findings. Always use person-first language. Consider reporting objectively and avoid using “I” statements when possible. Avoid using jargon, slang, clichés, and acronyms (unless you spell them out). Your report must be unbiased.

It is also essential that you proofread your work for spelling, grammar, punctuation, and capitalization. The content will be lost to the reader if littered with errors. The trust that the reader has in the writer’s findings, analyses, and recommendations decreases when papers/forms/emails are sloppy, unprofessional, or poorly written. Consider these thoughts as they relate to our field and practice.

Please see the Campus Writing Center for help as needed.
Inclusion Plan Directions

The purpose of this assignment is to initiate the steps toward fully including a student with moderate/severe disabilities all day in a general education classroom and to practice planning for that outcome. It is not expected that the student will be fully included by the end of the semester. However, if this is possible, every support will be provided to help make it a reality. You should consider using this context as a starting point for fulfilling your Directed Teaching assignment (489B).

Step 1. Choose a student with moderate/severe disabilities who will eventually be fully included in a general education classroom. Start a reflective journal of the process.

**Step 2. Talk to the parents of your target student and inquire about their goals and dreams for their child. Introduce the option of inclusion and its advantages. Proceed only as far as parents are comfortable. Share the directions for this assignment with the family and have them sign the written consent to participate (attachment).**

Step 3. Talk with the principal of the student’s school about this assignment. Explain the assignment and find out what suggestions, questions, and concerns (if any) the principal would have about this child being fully included in general education.

Step 4. Select a general education teacher, preferably someone with whom you are already familiar. If you do not know any GE teachers at your site, you need to meet someone and familiarize yourself with them. Introduce your thoughts about inclusive opportunities and begin an ongoing, long-term conversation about planning and collaborating. Interview the teacher(s) and record the following information:

   a) schedule of class activities
   b) curriculum (subjects addressed; general curriculum approach)
   c) teaching style & methodologies used by the teacher
   d) objectives for general education students
   e) what type of support the teacher would want if the student were fully included in his/her class

Step 5. Meet some typical kids that are in that gen ed teacher’s class and familiarize yourself with them. Invite them to your class for a pre-planned activity (pizza lunch parties are always well received). Use this occasion to open the door for students to return for more fun and interaction. Start a “Pals at Lunch” club (PALS).

Step 6. Evaluate the campus in terms of accessibility and ADA guidelines (generally wheelchair accessible on campus and in classrooms and group rooms, visual material is accessible, etc.)

Step 7. Complete the Objectives/Classroom Schedule Matrix, using the student’s IEP objectives and the teacher’s class schedule. (See example from Snell & Brown, 2000, pp. 16-18 or blank form in Halvorsen & Neary, p.208 or attached below).
Step 8. Complete the *Classroom Activity Analysis Worksheet* (similar to the SRI) for the student’s full day in the general education class(es), using the major activities of the teacher’s schedule (e.g., opening activity; language arts) and daily routines (e.g., arrival; recess or nutrition; lunch; passing periods). (See example and blank form in Halvorsen & Neary, pp. 81-83 & p. 209 or attached below).

Step 9. For each major routine or activity in #6 above, complete the form *Support Plan Worksheet: Planning Student-Specific Support.* (See “Routine Chart” examples in Halvorsen & Neary, pp. 85-87 and blank form p. 210 or attached below).

Step 10. Complete an Inclusion Plan report describing how you will plan for the student’s successful inclusion and monitor its ongoing progress.
Organize your completed typewritten report using the following italicized headings. Specifics are critical here. There is no minimum. The more detail the better. You want to write this up as a proposal for your campus and you want people to follow it. Your writing should be professional, grammatically and syntactically correct, with APA format for vocabulary, line spacing, headings, and pagination.

a) **Student** (Description written in positive, non-clinical, non-disability oriented vocabulary);
b) **General Education Classroom** (detailed description of physical environment, general teaching style, general classroom atmosphere);
c) **Principal Interview** (detailed results from Step 3);
d) **General Education Teacher Interview** (detailed results from Step 4);
e) **Completed Objectives/Schedule** matrix form;
f) **Completed Analysis** worksheet form;
g) **Completed Support Plan** worksheet form;
h) **Preparation, Roles and Responsibilities** (give specifics for each of the following individuals: gen ed teacher(s), typical peers, student with disability, all special education personnel, the school principal, the parents);
i) Preparation of the classroom and campus in terms of **Accessibility** (i.e., checking the classroom and campus for accessibility physically, socially and academically, and planning for needed modifications if any);
j) Detailed description of how **Decisions About Curriculum Modification** will be made, and who will develop needed materials; if modifications are warranted give specific examples of those modifications;
k) **Problem Resolution** (detailed description of how ongoing problems will be addressed and resolved and by whom);
l) **Evaluation of Progress** (detailed description of how progress and/or success of the inclusion process will be evaluated);
m) **Explanation of Goals** (describe in detail how you will explain the goals for this student’s full inclusion in general education to: the principal, the general education teacher(s); the student’s parents; the parents of the typical classmates; and the special education personnel);
n) **Challenges & Solutions** (a statement of what you think the most challenging aspects of this inclusion process would be and suggestions for functional solutions);
o) **Reflective Journal** (journal the process of conducting this assignment; handwritten is acceptable).
## Objectives/Classroom Schedule Matrix

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<thead>
<tr>
<th>Daily Schedule</th>
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Current Objectives/IEP
<table>
<thead>
<tr>
<th>Current Objectives/IEP</th>
<th>Working independently for 10 minutes</th>
<th>Initiate communication with typical peers</th>
<th>Transferring written material to a computer</th>
<th>Holding and completing a classroom job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Schedule</strong></td>
<td></td>
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<tr>
<td>10:05-10:10 Daily lesson/assignment given</td>
<td>Greet peer(s) when arriving to class</td>
<td>Logging on to computer from an ID card.</td>
<td>Pass out papers/books.</td>
<td></td>
</tr>
<tr>
<td>10:10-10:45 Completion of daily assignment</td>
<td>Completing daily typing text book assignment</td>
<td>Discuss assignment, or request help with assignment.</td>
<td>Working from typing text book.</td>
<td></td>
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<tr>
<td>10:45-10:50 Game/Internet free time</td>
<td>Discuss game/web page, or request help.</td>
<td>Using a topic list when searching the internet.</td>
<td></td>
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<tr>
<td>10:50 Dismissal</td>
<td>Say bye to peers, or walk with peers to next class</td>
<td></td>
<td>Check computers for log outs.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Current Objectives/IEP</th>
<th>Requesting a break when needed</th>
<th>Responding to name</th>
<th>Following a schedule</th>
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<tbody>
<tr>
<td><strong>Daily Schedule</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10:05-10:10 Daily lesson/assignment given</td>
<td>If student is asked a question.</td>
<td>Find seat in class.</td>
<td></td>
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<tr>
<td>10:10-10:45 Completion of daily assignment</td>
<td>If having difficulties completing assignment.</td>
<td>Respond to peers when they initiate conversation.</td>
<td>Transition from lesson to class work.</td>
</tr>
<tr>
<td>10:45-10:50 Game/Internet free time</td>
<td>If having difficulties working game/internet.</td>
<td>Respond to peers when they initiate conversation.</td>
<td>Transition from assignment to free time.</td>
</tr>
<tr>
<td>10:50 Dismissal</td>
<td>Respond when peers say &quot;bye.&quot;</td>
<td>Checking for next class location.</td>
<td></td>
</tr>
<tr>
<td>Daily Schedule</td>
<td>Communication with Picture/Voice Output Device &amp; Responding to Yes/No Questions</td>
<td>Sequencing Pictures</td>
<td>Using a Walker to Go Short Distances</td>
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<tr>
<td>8:30-9:15 Daily Language &amp; Writing</td>
<td>Journals: peer reading</td>
<td>Use pictures to tell story to peers</td>
<td>Entry to room &amp; to desk</td>
</tr>
<tr>
<td>9:15-10:00 Literature Circles</td>
<td>Respond to modified questions</td>
<td>Same as above</td>
<td>From desk to circle</td>
</tr>
<tr>
<td>10:00-10:20 Recess &amp; Snack</td>
<td>Same as above</td>
<td>From circle to wheel-chair</td>
<td>Play-ground &amp; in halls</td>
</tr>
<tr>
<td>10:20-11:00 Math</td>
<td>Same as above</td>
<td>Same as above</td>
<td>From power chair to walker &amp; then to desks</td>
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<tr>
<td>11:00-11:45 PE</td>
<td>Same as above</td>
<td>From desks to pwr chair</td>
<td>To play games</td>
</tr>
<tr>
<td>11:45-12:30 Lunch &amp; Recess</td>
<td>Same as above</td>
<td>Same as above</td>
<td>To cafeteria</td>
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SPED 482B
Task Analysis Assignment

1. Select a student in your placement to complete the Task Analysis.
2. Review the student’s IEP and select a goal/objective to implement a Task Analysis. Indicate your reasons for selecting the objective.
3. Describe the student’s PLOP/Baseline on the IEP objective that determines a need for the TA. Indicate whether it is a process or a content TA. Describe prerequisite skills needed.
4. Develop the steps to the TA. Evaluate the steps with another student or your CT to determine accuracy.
5. Decide where you will begin in the chain. Describe the chaining method you selected. Indicate why you selected this chaining method.
6. Describe the methodology you will utilize to teach the TA. Include what materials are needed. Describe the type of prompts needed and the frequency of prompting.
7. Begin the TA. Collect the data and record on the data sheet attached on Titanium.
8. Continue teaching the TA and collecting data frequently (at least 3 times per week)
9. Describe the process and the student’s progress up to the time of the paper submission. Include a statement of the effectiveness of the TA for the particular skill.
10. Reflect on the process and indicate how you will utilize this teaching strategy in your own classroom.
11. Write up all of these steps in a narrative paper. Be detailed in your description of the above steps and the student’s progress. Minimum 3 pages, APA style 6th edition.
12. Due date: 11/5/12. Final submission will include your paper and the data collection sheet.
489B Weekly Activity

Education Specialist Credential SPED 489B: Fieldwork in Special Education (Moderate/Severe)

NAME: CWID:
WEEK 1: CONTACT DATE:

Collaboration

_____ Read school policies and procedures.
_____ Become familiar with the weekly classroom schedule.
_____ Identify support personnel/service providers who serve your students.
_____ Complete the "Get to Know Your School" worksheet and personally introduce yourself to as many of the listed personnel as possible in addition to the grade-equivalent general education teachers.
_____ Identify a weekly time (45-60 minutes) for meeting with your Cooperating Teacher (CT).
_____ Give a copy of important 489b materials to your CT (e.g., weekly activity sheets, link to CSUF Credential Program Handbook, competencies).
_____ Give a copy of your weekly schedule to the University Supervisor (US).
_____ Create an introduction letter to send home to families (with CT permission)

Curriculum, Instruction, & Inclusion

_____ Become acquainted with the grade-equivalent content standards, instructional materials, IEP goals, and any other guides or supplemental materials used to structure and plan instruction.
_____ Document examples of quality systematic instruction and reflect on activities that motivate and engage students, and those that do not.
_____ Greet the students each morning, become a part of the opening activities, and help to execute transitions.
_____ Get to know each student's names, methods for communication, likes and dislikes, strengths and needs. Build rapport and be reinforcing! Remember to interact with the students in an age-appropriate manner and not to talk about them in front of them or others- maintain respect & confidentiality.

Environmental & Behavioral Supports

_____ Make note of students’ overall quality of life, especially in the areas of communication, socialization, and self-determination.
_____ Make note of the classroom organization, materials (culturally, linguistically, and age appropriate?), routines, and technologies that facilitate classroom functioning.
_____ Make note of what happens during transition times, structured and unstructured settings, and non-classroom settings.
_____ Interview an administrator about school-wide rules, concerns, supports, and consequences.
_____ Familiarize yourself with the CT’s behavior support system (e.g., expectations/rules, positive and punitive consequences, preventative strategies) and make note of its impact on individual students as well as whole classroom functioning. Also pay attention to each adult’s role within this system. Remember, you may not deliver aversives or restrain students at any time!
_____ Identify high and low educational and assistive technology used in the classroom.

Formal & Informal Assessment

_____ Review formal classroom documents including each IEPs. Have these available for your US visit.
_____ Review and discuss CT’s data collection procedures and collect copies of blank forms (e.g., frequency, duration, interval recording, anecdotal).
_____ Identify one student for your Behavior Intervention Plan (BIP) assignment and obtain permission to conduct assessments. Review student's cumulative file for history, background, etc.
_____ Identify one student for your Inclusion Plan assignment and a possible context. Be sure to journal reflectively about this process throughout this assignment.
Collaboration

\( \text{\_\_\_/\_\_\_/}\) Spend one half day observing another education specialist (or other support provider) and make note of examples of quality instruction and how effective teaching promotes engagement.

\( \text{\_\_\_/\_\_\_/}\) Spend one half day observing a grade-equivalent general educator and make note of examples of quality instruction and how effective teaching promotes engagement. Choose to observe someone who is already including one or more of your students, or who could potentially do so.

\( \text{\_\_\_/\_\_\_/}\) Obtain parent permission for your Inclusion Plan assignment.

Curriculum, Instruction, & Inclusion

\( \text{\_\_\_/\_\_\_/}\) Review your CT’s lesson planning processes, how s/he prepares for lessons, how s/he addresses the standards, and how s/he addresses the IEP goals throughout the day.

\( \text{\_\_\_/\_\_\_/}\) Observe the CT teaching specific lessons that target communication, socialization, functional academics, self-help, and self-determination skills. Make note of examples of quality instruction and how effective teaching promotes engagement. Also, relate the instruction you observed to specific IEP goals and grade level standards.

\( \text{\_\_\_/\_\_\_/}\) As you observe classroom instruction, collect data on student responses and engagement. Do the lessons provide sufficient opportunities for students to practice meaningful, functional, and age appropriate skills? In what ways can this be extended or improved?

\( \text{\_\_\_/\_\_\_/}\) Continue greeting, assisting with opening activities, and helping to plan for and execute transitions (including clean up!).

\( \text{\_\_\_/\_\_\_/}\) Select at least 2 intact programs and assist the CT by taking data while she is delivering instruction. Pay attention to both teacher and student behavior/responses. Then meet to discuss high frequency errors and prompt dependence (and/or other issues), and brainstorm solutions together.

\( \text{\_\_\_/\_\_\_/}\) Begin assisting with the individual students.

\( \text{\_\_\_/\_\_\_/}\) Select a student and one of their IEP objectives to develop your first TA. It should address one of the following domains: self-help, functional academics, or movement/mobility/sensory/specialized health care. Review the objective and decide whether the skill is acquisition, maintenance, fluency, or generalization. Using the baseline/PLOP and the student’s IEP, develop the steps to the Task Analysis.

Environmental & Behavioral Supports

\( \text{\_\_\_/\_\_\_/}\) Observe and reflect upon the quality and quantity of teacher-student and student-student interactions and make note of examples of positive interactions and how they affect student learning, relationships, and behavior.

\( \text{\_\_\_/\_\_\_/}\) Make note of the frequency and type of choices provided to students.

\( \text{\_\_\_/\_\_\_/}\) Interview one or more paraprofessionals (with CT permission) to understand, from their own perspective, their roles, strengths, preferences, needs, and challenges. How are these things communicated with the CT? What level of interaction do they have with parents?

Formal & Informal Assessment

\( \text{\_\_\_/\_\_\_/}\) Reflect on how progress towards the IEP goals are tracked over time.

\( \text{\_\_\_/\_\_\_/}\) Review formal and informal assessments used by the CT.

\( \text{\_\_\_/\_\_\_/}\) For your BIP assignment student, operationalize one target behavior and begin collecting Quality of Life data (also noting preventative strategies specifically in place for this target behavior).

Notes:
Collaboration
_____/____ Attend staff meetings (general ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).
_____/____ With respect to your BIP assignment, interview the CT (and/or other teacher/service provider) for their ideas, strategies, perspectives, and goals related to this individual student. Discuss their curricular and instructional plans for including this student in various activities/lessons (e.g., modifications, specific strategies), their ideas for meeting the needs of all students in sped and gen ed contexts, and the ways in which they reflect on and evaluate this process.
_____/____ Kindly remind your CT & US that your Dispositions Evaluation is due online.

Curriculum, Instruction, & Inclusion
_____/____ Continue observing, analyzing, and reflecting upon classroom instruction.
_____/____ Conduct opening activities, and continue planning for and assisting with transitions.
_____/____ Begin individualized instruction of 2 intact programs related to communication and self-help.
_____/____ Complete an age-appropriate bulletin board- be sure to display student work!
_____/____ For your Inclusion Plan assignment, identify and meet with a General Educator to collaborate with. Identify the co-teaching strategy you will be using and remember the importance of natural proportions! Lastly, review this plan with the Principal.
_____/____ Using the baseline/PLOP and informal assessment, decide at what step you will begin instruction of your first TA. Select the type of chaining you will use, the method of instruction, materials, and types of prompts needed for instruction. Review with your CT. Record all of this information in your notebook.

Environmental & Behavioral Supports
_____/____ For your BIP assignment, observe the student's instructional experience in light of what you learned from your meeting about approaches to planning, inclusion, modifications, and specific strategies. Note how this student's needs and strengths play a role in subsequent instructional decision-making. And, what needs to be done to meet the needs of all students when this student is included (think about partial participation and universal design)?
_____/____ For your BIP assignment, complete the Quality of Life assessments and, if possible, begin a functional behavioral assessment (FBA). Be sure to identify the student's reinforcers/motivators and to determine whether any of those are available (or can be made available) within the classroom.
_____/____ For all students in the class, make note of the types, schedules, use, and availability of reinforcement (natural v. artificial, primary v. secondary) and think about how, when, and under what conditions they could be or should be made available.

Formal & Informal Assessment
_____/____ Schedule a time to meet with a school psychologist (or other specialist) to observe them administering formal and/or informal assessments. Ask them about their role and experiences related to students with moderate/severe disabilities.
_____/____ Self-evaluate your dispositions using the fieldwork Dispositions Evaluation.

Notes:
Education Specialist Credential SPED 489B: Fieldwork in Special Education (Moderate/Severe)

NAME:    CWID:    WEEK 4:    CONTACT DATE:

Collaboration
_____/____ Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal’s permission).
_____/____ Contact a parent with a positive student report (with CT permission).

Curriculum, Instruction, & Inclusion
_____/____ Continue conducting opening activities and assume responsibility for transition times. As appropriate, use high or low technology as a support for at least one lesson.
_____/____ Continue with the individualized instruction of the 2 intact programs you started last week, and add an additional intact program related to functional academics or vocational training.
_____/____ Develop your Inclusion Plan by completing the Objective/Schedule Matrix and the Participation & Learning Plan.
_____/____ Begin instruction of your first TA and using the data collection sheet provided, record progress data regularly. Continue instruction and data collection until the student meets the objective and is able to generalize the skill. Be sure to conduct an error analysis as you go and reflect on the use of prompts (modify as needed). Make sure you keep this information available in your notebook for CT and US.

Environmental & Behavioral Supports
_____/____ For your BIP assignment, complete your FBA on the student’s target behavior (scatter plot, ABC anecdotal charting, and motivational scale). Remember, you need 3-5 days of data.
_____/____ Draw a map of the classroom and note the effects of the environmental stimuli (or lack thereof) on student behaviors, communication, and socialization. Think about ways the physical space could improve whole class functioning.

Formal & Informal Assessment
_____/____ During one small group or whole class lesson/activity, collect data on individual student engagement (e.g., active v. passive, appropriate v. inappropriate) or student responding (frequency, latency, mode). Think about possible factors that could improve engagement and responding (e.g., varying the instructional format, instructional pacing, meaningful/motivational curricula).

Notes:
Education Specialist Credential SPED 489B: Fieldwork in Special Education (Moderate/Severe)

NAME:          CWID:          WEEK 5:          CONTACT DATE:

Collaboration

____/____ Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).

____/____ Kindly remind your US that your Midterm Competencies Evaluation is due in hardcopy form (CTs are not required to do this).

____/____ Meet with your CT at the end of the week to seek feedback regarding your overall progress.

____/____ Contact a parent to schedule a home visit for next week (with CT permission).

Curriculum, Instruction, & Inclusion

____/____ Continue with current instructional responsibilities.

____/____ For individualized instruction, add an additional intact program related to socialization or self-determination.

____/____ Implement and reflect upon your Inclusion Plan.

____/____ Regarding your first TA, teach one paraprofessional how to implement the program and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

____/____ Identify an objective for your second TA. This TA should address one of the following domains (and should be a different domain than your first TA): self-help, functional academics, or movement/mobility/sensory/specialized health care. Use the same process/strategies for developing and implementing this TA as you did for the first TA.

____/____ Identify opportunities to embed learning opportunities (related to IEP goals, TA Objectives, etc) throughout the day in natural/incidental situations.

Environmental & Behavioral Supports

____/____ Develop and discuss with your CT your data-based, individualized Behavior Intervention Plan (including replacement and preventative behaviors, a prompt hierarchy, and type/schedule of reinforcement). Remember to determine how you will collect data on the new behavior(s), and be sure to review this plan with your CT.

Formal & Informal Assessment

____/____ Complete a Midterm Competencies Evaluation on yourself.

____/____ If you have not already collected frequency data, identify one behavior/skill that requires frequency/event recording and practice this data collection. Be sure to reflect on these data for meaning.

Notes:
Education Specialist Credential SPED 489B: Fieldwork in Special Education (Moderate/Severe)

NAME:    CWID:
WEEK 6:    CONTACT DATE:

Collaboration
_____/_____/Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).

Curriculum, Instruction, & Inclusion
_____/_____/Continue with current instructional responsibilities.
_____/_____/For individualized instruction, add an additional program related to motor/mobility, transitions, or communication.
_____/_____/Develop and implement your second TA. Remember that objectives should be both age appropriate and functional/meaningful. Continue instruction and data collection until the student has met the objective and can generalize the skill.

Environmental & Behavioral Supports
_____/_____/Implement your BIP.

Formal & Informal Assessment
_____/_____/If you have not done so already, identify one behavior/skill that requires duration recording and practice this data collection.
_____/_____/Conduct the Ecological Inventory/Significant Other Inventory assessment during your home visit. Compare and contrast your findings with the students' current education programming and reflect on ways this may be improved to more closely align with parent priorities and student strengths/skills in other environments. Also, think about how your home visit confirmed and/or changed your perceptions of the student and his/her family.

Notes:
Education Specialist Credential SPED 489B: Fieldwork in Special Education (Moderate/Severe)

NAME:    CWID:  
WEEK 7:    CONTACT DATE: 

Collaboration
_____/____ Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).  
_____/____ Contact a parent with a positive report (with CT permission).

Curriculum, Instruction, & Inclusion
_____/____ Continue with current instructional responsibilities.  
_____/____ For individualized instruction, add an additional program related to one of the following areas (whichever you have not yet experienced): communication, socialization, self-help, self-determination, functional academics, vocational training, transition.  
_____/____ Plan an Inclusive Lesson that you will teach to a small or large group of same-aged typically developing students and 1-2 students with m/s. This lesson should be approximately 20 minutes and include the following components: differentiated instruction, universal design, partial participation, social communication (between students with and without disabilities), and AAC as needed for the student(s) with disabilities.  
_____/____ Continue your TAs. Remember to probe for generalization.

Environmental & Behavioral Supports
_____/____ Continue implementing your BIP.

Formal & Informal Assessment
_____/____ If you have not already done so, identify one behavior/skill that requires interval recording and practice this data collection.  
_____/____ Based on the findings of your Ecological Inventory/Significant Other Inventory assessment, write 3 IEP goals. Make sure these goals address the different stages of learning (acquisition, generalization, maintenance, fluency).

Notes:
Collaboration
_____/____ Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).
_____/____ Contact a parent to schedule a MAPS meeting for next week (with CT permission).

Curriculum, Instruction, & Instruction
_____/____ Continue with current instructional responsibilities.
_____/____ For individualized instruction, add an additional program related to one of the following areas (whichever you have not yet experienced): communication, socialization, self-help, self-determination, functional academics, vocational training, transition.
_____/____ Solidify your Inclusive Lesson plan and prepare the necessary materials.
_____/____ Regarding your second TA, teach one paraprofessional how to implement the program and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

Environmental & Behavioral Supports
_____/____ Continue implementing your BIP.

Formal & Informal Assessment
_____/____ Assess students for use of low and high assistive or augmentative technology. In conjunction with your CT, use the results of this assessment along with student goals to plan for/develop/implement AT.

Notes:
Education Specialist Credential SPED 489B: Fieldwork in Special Education (Moderate/Severe)

NAME:   CWID:    WEEK 9: CONTACT DATE:

Collaboration
____/____Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).

Curriculum, Instruction, & Inclusion
____/____Continue with current instructional responsibilities.
____/____For individualized instruction, add an additional program related to one of the following areas (whichever you have not yet experienced): communication, socialization, self-help, self-determination, functional academics, vocational training, transition.
____/____Check in with paraprofessionals on the progress (data) related to your TAs. Review and reflect upon these progress data. Also consider the paraprofessional behaviors/skills (instructional style and strategies) and reflect upon how this affects student performance and progress.

Environmental & Behavioral Supports
____/____For your BIP assignment, collect 3-5 days of progress/post data on the target and replacement behaviors.
____/____Use and reflect on the effectiveness of a variety of AT and AAC.

Formal & Informal Assessment
____/____If you haven't already, identify one behavior/skill that requires fluency data recording and practice data collection.

Notes:
**Education Specialist Credential SPED 489B: Fieldwork in Special Education (Moderate/Severe)**

**NAME:**    **CWID:**

**WEEK 10:**    **CONTACT DATE:**

**Collaboration**

_____/____ Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).

_____/____ Meet with your CT at the end of the week to discuss your fieldwork participation.

_____/____ Kindly remind your CT and US that the Final Midterm Competencies are due.

**Curriculum, Instruction, & Inclusion**

_____/____ Continue all instructional responsibilities as given by your CT.

_____/____ Conduct a “good-bye and thank you” activity as appropriate (with CT permission).

**Environmental & Behavioral Supports**

_____/____ For your BIP, complete any data collected needed. And before you leave, be sure to report to your CT where things stand and discuss ideas about what may need to happen next (think about generalization, fluency, maintenance, as well as collaboration across other professionals and the family).

_____/____ Reflect on the variety of environmental supports- curricular, instructional, environmental, behavioral, social/cultural, and technological- you observed and/or used throughout your time in this classroom. Which do you think were more successful and which were less? And why? Consider getting your CT's perspective on this as well.

**Formal & Informal Assessment**

_____/____ Complete a “Critical Reflection” on your overall instructional and class-wide support skills.

_____/____ Review the Competencies Evaluation to ensure that you have provided your CT and US with all necessary evidence of your ability to meet these standards.

**Notes:**
SPED 322: Individual Instructional Plan

Behavioral Goal
Target Skill/Behavior (to be taught):

Measurement:

IEP Goal: By [evaluation schedule], [Student] will [observable/measurable behavior] [condition- under what circumstances?] [criteria- how well and for how long], as measure by [evaluation procedure].

Behavior Analytic Instructional Plan
Context of the Teaching:

Initial Sd:

Prompting:

Initial Reinforcer(s):

Initial Reinforcement Schedule:

Sample Instructional Trials:
A:
B:
C:

A:
B:
C:

(attach your actual data and graph)

Maintenance & Generalization
Natural Context:

Faded Prompting & Natural Sd:

Natural Reinforcer(s):

Thinned Reinforcement Schedule:

Reflection
SPED 322: Classwide System Proposal

Name:          Semester/Year:

1. Background Description of School and Classroom

Strengths: ~2

Weaknesses: ~2

Recommendations: What would you suggest/implement to address these weaknesses, and improve School-Wide PBS?

In addition to the data forms, use the pbs website and the textbook to complete this section.

Consider the following: clear vision & specific goals; consistency across all personnel in rules/expectations/priorities; effective and regular communication between teachers, administrators, parents, support staff; effective/available/approachable leadership from Principal/VP; campus climate (e.g., warm, welcoming, safe, clean, motivating)

2. Classroom Environment

Strengths: ~2

Weaknesses: ~2

Recommendations: Based on your data, what would you suggest/implement to improve these weaknesses in the physical environment, scheduling, and overall quality of life for students in the class, as a means of improving the use of Class-wide PBS and thus eliminating problematic setting events and preventing problem behavior?

In addition to the data forms, use the related prevention strategies covered in class & in the textbook to complete this section.

Consider the following: room/material organization; smooth transitions between activities/locations; predictable routines; visible/usable daily schedule; classroom climate (e.g., safe, healthy, respectful, loving, high expectations); related prevention strategies covered in class

3. Classroom Curriculum & Instruction

Strengths: ~2

Weaknesses: ~2

Recommendations: Based on your data, what would you suggest/implement to improve these weaknesses in the curricula and the delivery of content, as a means of improving the use of
Class-wide PBS and thus eliminating problematic setting events/antecedents and preventing problem behavior?

In addition to the data forms, use the related prevention strategies covered in class & in the textbook to complete this section.

Consider the following: highly engaged students; meaningful curriculum; moderate difficulty level of tasks; clear directions/expectations; variety; choice; frequent participation & feedback; amount & quality of teacher/peer assistance and support

4. Classroom Behaviors and Support/Management System

Strengths: ~2

Weaknesses: ~2

Recommendations: Based on your data, what would you suggest/implement to improve these weaknesses in the Classwide PBS system, as a means of reinforcing appropriate behavior, teaching replacement behaviors, and redirecting/interrupting/correcting/reducing the occurrence of problem behavior?

In addition to the data forms, use the reinforcement strategies covered in class & in the textbook to complete this section.

Consider the following: identify the most common triggers (antecedents) and discuss how you might alter them to prevent problem behavior; identify the most common function(s) and discuss some possible replacement behaviors that could be taught to meet the same function in a more appropriate way; identify ways negative behaviors were inadvertently reinforced and discuss how you might alter these consequences; identify a punitive system and discuss how you could turn that into a reinforcement system; tone/affect/volume of teacher when delivering consequences; amount & quality of teacher-student and student-student interaction
SPED 322: Classwide System Evaluation

Name:

1. Background Description of School and Observed Classroom
~1P, summarize/synthesize the Interview data

What type and level of school did you visit and what types of professionals did you talk to (e.g., principal, teacher- no names)? What were the school’s priorities, goals? What were their behavioral expectations, rules, concerns? Was there consistency across the school or did it seem to vary from teacher to teacher? (type below)

2. Classroom Environment
~2P, summarize/synthesize the Physical Setting & Scheduling Checklist data

Was the environment conducive to learning, working collaboratively and independently, staying organized, staying engaged and on task / minimal distractions, transitioning efficiently? Did the environment promote safety, health, respect, high expectations and clear classroom rules? (type below)

3. Classroom Curriculum & Instruction
~2-3P, summarize/synthesize the Classroom Inventory Sections I & III and the Instructional Planning & Delivery Checklist data

Were the curricula/lessons/activities meaningful, relevant, age-appropriate, and at a challenging yet doable level for all? Was there a variety of activities presented in a variety of modalities? Were modifications made for certain students when necessary? Did all students actively participate frequently and in a variety of ways? Did the teacher check for students’ understanding? Were directions made clear and work periods given an appropriate amount of time? Did students know exactly what to do if they needed help or finished early? Did they have enough access to adult and peer attention? Did students have any choices presented to them before, during, or after activities? (type below)

4. Classroom Behaviors and Support/Management System
~3P, summarize/synthesize the Classroom Inventory Sections II and the Discipline Plan Checklist data

What problem behaviors did you see? What seemed to trigger problems (antecedents)? What consequences followed problem behaviors? What function(s) did they seem to serve? What appropriate behaviors did you see? Were they reinforced? If so, how and with what were they reinforced? Was there any behavioral support system in place? If so, describe it. Was it punitive or positive? (type below)
5. Conclusions

~2P, summarize/synthesize the Self-Assessment and any/all other data

What were the overall strengths and weaknesses of the classroom according to PBS? What practices prevented/remediated/replaced/corrected problem behavior? What practices supported/reinforced/maintained positive behaviors? Describe the teacher-student and student-student contacts/interactions (e.g., frequency, quality). (type below)
IEP Case Study
SPED 429

Each student will observe an IEP in their Fieldwork placement. Take copious notes during the meeting. After completing the meeting each student will prepare a 3 to 5 page Word document that addresses the following question in a narrative.

1. Without revealing confidential information indicate the first name (or pseudonym), age, grade level, qualifying eligibility for Special Education services of the student. Also indicate whether the meeting is an annual or a triennial IEP.

2. Discuss the parental participation in the meeting.
   a. Who represented the parents in the IEP? Were both parents there and/or another representative?
   b. How did school personnel include the family in the process?
   c. How were parental rights explained?
   d. Did school personnel solicit parent input and involvement? Explain.

3. Discuss how goals and objectives of the IEP were developed.

4. Discuss how present level of performance was determined and explained in the meeting.

5. Discuss how the team determined progress on the previous years goals and how that information was reported in the meeting.

6. Discuss how placement was decided and how the LRE was determined.

7. What supportive services were offered and how was level of service determined?

8. If behavioral supports are required for your student, discuss the procedures used to determine such supports and whether they meet PBS requirements.

9. Reflect upon the IEP you observed and determine if it meets the legal and collaborative requirements you have studied this semester. State why or why not and support your answer. It is okay to indicate that it meets requirements in some areas and not in others. Be sure to indicate how the LRE was addressed.

California State University, Fullerton
Special Education Lesson Plan Format for Co-Taught Lessons

Names of Co-Teachers

General Information
Grade level of the lesson
Lesson topic or content area
Estimated time and length of lesson
EL level of students (Beginning; Early Intermediate; Early Advance; Advanced)

Materials and/or Technology
List all the special materials you’ll need for the lesson.

Concept(s)
State the “big idea” that all students will acquire or develop.

Alignment with Standards
What standard(s) does this lesson teach to? Think in terms of both State and District standards.

Objectives
Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?

Modifications
Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible and accessible for all students. What strategies are used to address the needs of diverse learners, including English Language Learners?

Vocabulary/Literacy Skills
Identify the vocabulary/literacy skills (Listening, Speaking, Reading, Writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English Language Learners.

Procedure
Name of co-teaching strategy:
One observe, One assist, Station, Parallel, Supplemental, Team, Alternative/Differential.
Room Arrangement(s):
Student Groupings:
Roles & Details:
List specific details of what each co-teacher will do and what the students will do throughout the lesson

A. Focus/Motivation (Open)
How will you gain students’ attention, build interest in the lesson, and introduce the topic? What will each teacher do? What will students do?
While the Cooperating Teacher does this: The Teacher Candidate does this:

B. Development (Body)
How will you develop the content related to your objective? Who’s going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).

While the Cooperating Teacher does this: The Teacher Candidate does this:

**C. Closure (Close)**

How will you bring the lesson to a close? How will you have students identify what the lesson’s objective was?

While the Cooperating Teacher does this: The Teacher Candidate does this:

**Assessment**

How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).

**Lesson Reflection**

Refer to the Co-Teaching Reflection form to co-reflect

CR 10/11/05 Rev.
CHARACTERISTICS AND INSTRUCTION OF PUPILS WITH MILD/MODERATE DISABILITIES

Teaching Case Study (To be completed during Fieldwork).

You will design and implement at least 4 weeks of lessons that address IEP goals for student(s) with mild/moderate disabilities in your mentor teacher’s program (provide a demographic profile of the group you are teaching in your class no later than the second week of Fieldwork). In addition to content objectives for the lessons, you will need to identify IEP goals for the student(s) that will also be addressed in the lessons. The goal is to help the target student(s) to meet an IEP benchmark for a goal by the end of your instruction by employing evidence-based practices. You will be assigned a partner who will observe your lessons (at least 2) and provide feedback, using the SIOP protocol. Therefore, you will need to identify the aspects of the SIOP that you will focus upon during instruction. Refresh your understanding of these steps by viewing the videos at: http://siop.pearson.com/about-siop/

The Teaching Case Study, should include the following:

- Characteristics of the target student(s): Provide age; grade; gender; information about the educational, social, and health background of the student, including English language proficiency; student’s IEP goals; and student’s strengths
- Learning objectives: Content objectives and selected IEP objective (based on IEP goals) for instruction
- SIOP aspects that you will address:
  1. Lesson Preparation
  2. Building Background
  3. Comprehensible Input
  4. Strategies
  5. Interaction
  6. Practice and Application
  7. Lesson Delivery
  8. Review and Assessment
- Detailed description of activities and sequence of those activities to address learning objectives and identified SIOP aspects
- Assessment data indicating the degree to which learning objectives were met
- SIOP feedback sheets to measure accomplishment of SIOP teaching strategies
- Summary statement that interprets student assessment data and provides a plan for future instruction based on that data
- Summary statement that interprets SIOP feedback data and provides a plan for your continued development of effective teaching strategies
CSU Systemwide Initial Teacher Year-Out Survey  
For Education Specialist Credentials - Teachers and Supervisors

Evaluation Questions Answered in 2012 by Special Education Teachers Who Finished CSU Education Specialist L-1 Programs in 2010-11

Once you finished your CSU credential program in 20xx, and when you were a special ed. teacher in 20xx-xx, how well prepared were you to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

1 . . . know and understand the subjects of the curriculum at your grade level(s).
2 . . . organize and manage a class or a group of pupils for instructional activities.
3 . . . organize and manage student behavior and discipline satisfactorily.
4 . . . prepare lesson plans and make prior arrangements for class activities.
5 . . . use an effective mix of teaching strategies and instructional activities.
6 . . . meet the instructional needs of students who are English language learners.
7 . . . meet the instructional needs of students from diverse cultural backgrounds.
8 . . . meet the instructional needs of students with special learning needs.
9 . . . communicate effectively with the parents or guardians of your students.
10 . . . maintain positive rapport and foster students' motivation and excitement.
11 . . . think about problems that occur in teaching and try out various solutions.
12 . . . understand child development, human learning and the purposes of schools.
13 . . . understand how personal, family & community conditions may affect learning.
14 . . . learn about students’ interests and motivations, and how to teach accordingly.
15 . . . get students involved in engaging activities and to sustain on-task behavior.
16 . . . use computer-based applications to help students learn curriculum subjects.
17 . . . use computer-based technology in class activities and to keep class records.
18 . . . monitor student progress by using formal and informal assessment methods.
19 . . . assess pupil progress by analyzing a variety of evidence including test scores.
20 . . . assist individual students in areas of their instructional needs in reading/math.
21 . . . adjust teaching strategies so all pupils have chances to understand and learn.
22 . . . adhere to principles of educational equity in the teaching of all students.
23 . . . use class time efficiently by relying on daily routines and planned transitions.
24 . . . know about resources in the school & community for at-risk students/families.
Evaluation Questions Answered by Special Education Teachers Who Finished CSU Education Specialist Level I Programs

Once you finished your CSU credential program in 20xx-xx, and when you were a special ed. teacher in xx-xx, how well prepared were you to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Preparation for Subject-Specific Pedagogies in Special Education
1 . . . teach reading-language arts according to California Standards in Reading.
2 . . . teach mathematics according to California Content Standards in Math.

B. General Preparation for Teaching Students in Special Education Classes
3 . . . know and understand federal and state laws that govern special education.
4 . . . assess students' interests and abilities using multiple assessment procedures.
5 . . . adapt curriculum to meet the needs of students with disabilities.
6 . . . develop and implement IEPs with parents, teachers and administrators.
7 . . . use individual and group assessment data in planning appropriate lessons.
8 . . . plan instructional activities in integrated settings for pupils with disabilities.
9 . . . use teaching strategies validated by research as effective with SE students.
10 . . . use positive behavioral support techniques.
11 . . . monitor outcomes and modify instruction based on pupil accomplishments.
12 . . . develop student assessments that indicate progress toward IEP objectives.
13 . . . conduct educational assessments as defined in students’ assessment plans.
14 . . . consult with regular-ed. teachers about teaching special education students.
15 . . . work with other teachers in inclusive school environments.
16 . . . collaborate with para-educators in meeting students’ instructional needs.
Questions Answered by Graduates of Education Specialist Programs

Based on your experience as a teacher this year, how valuable or helpful were the coursework and fieldwork in your CSU credential program?

Response choices: Very Valuable; Somewhat Valuable; A Little Valuable; or Not Valuable

A. How Valuable or Helpful Was Instruction for Special-Education Teaching?
   1. Instruction in the characteristics of pupils who are special-education eligible.
   2. Instruction in the effects of cultural and linguistic backgrounds in special ed.
   3. Instruction in designing curriculum for students with disabilities.
   4. Instruction in research-validated practices for teaching in special education.
   5. Instruction in the uses of positive behavioral support techniques.
   6. Instruction in implementing lessons in small-group and whole-class teaching.
   7. Instruction in modifying/adapting instruction for students with disabilities.
   8. Instruction in monitoring outcomes and modifying instruction accordingly.
   9. Instruction in the assessment of students with disabilities.
  10. Instruction in how to collaborate with other teachers and support personnel.
  11. Instruction in working with students’ parents, families and caregivers.
  12. Instruction on the uses of reflection in the improvement of one’s performance.

B. How Valuable or Helpful Were Fieldwork Assignments in CSU Programs?
   14. Your school visits and observations prior to supervised teaching.
   15. Off-campus fieldwork assignments in my reading methods class.
   16. Guidance and assistance provided by field supervisor(s) from the CSU.
   17. Guidance and assistance provided by supervising teacher(s) in K-12 schools.
Program Qualities Evaluated by ES Program Graduates

While you were enrolled in the CSU Credential Program that you finished, how true was each of the following statements about the program?

Response choices: True; Mostly True; Somewhat True; or Not True

1. In the program, I had opportunities to learn high standards and practices for providing services to individuals with disabilities.
2. The program examined educational policies, issues and research, and I developed a professional perspective about my teaching.
3. In the program, I learned to understand and accept differences in human culture, language, gender, age, abilities and disabilities.
4. I had a sequence of field experiences appropriate for my career goals, and I reflected on the many roles of special education teachers.
5. I was guided and assisted by field supervisor(s) and university supervisor(s) who also evaluated my fieldwork performances.
6. My supervising teacher(s) frequently observed my teaching, met with me and offered suggestions and advice about my teaching.
7. My university supervisor(s) occasionally observed my class, met with me and offered suggestions and advice about my teaching.
8. In the program I learned how to manage learning environments that are safe, secure and supportive of special education students.
9. Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.
Evaluation Questions Answered by the K-12 Employment Supervisors of Teaching Graduates of CSU Education Specialist Credential Programs

Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

1. . . . know and understand the subjects of the curriculum at her/his grade level.
2. . . . organize and manage a class or a group of pupils for instructional activities.
3. . . . organize and manage student behavior and discipline satisfactorily.
4. . . . prepare lesson plans and make prior arrangements for class activities.
5. . . . use an effective mix of teaching strategies and instructional activities.
6. . . . meet the instructional needs of students who are English language learners.
7. . . . meet the instructional needs of students from diverse cultural backgrounds.
8. . . . meet the instructional needs of students with special learning needs.
9. . . . communicate effectively with the parents or guardians of his/her students.
10. . . . maintain positive rapport and foster students' motivation and excitement.
11. . . . think about problems that occur in teaching and try out various solutions.
12. . . . understand child development, human learning and the purposes of schools.
13. . . . understand how personal, family & community conditions may affect learning.
14. . . . learn about students’ interests and motivations, and how to teach accordingly.
15. . . . get students involved in engaging activities and to sustain on-task behavior.
16. . . . use computer-based applications to help students learn curriculum subjects.
17. . . . use computer-based technology in class activities and to keep class records.
18. . . . monitor student progress by using formal and informal assessment methods.
19. . . . assess pupil progress by analyzing a variety of evidence including test scores.
20. . . . assist individual students in areas of their instructional needs in reading/math.
21. . . . adjust teaching strategies so all pupils have chances to understand and learn.
22. . . . adhere to principles of educational equity in the teaching of all students.
23. . . . use class time efficiently by relying on daily routines and planned transitions.
24. . . . know about resources in the school & community for at-risk students/families.
Evaluation Questions Answered by the Employment Supervisors of Teaching Graduates of CSU Education Specialist Level I Programs

Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Preparation for Subject-Specific Pedagogies in Special Education

1. . . . teach reading-language arts according to California Standards in Reading.
2. . . . teach mathematics according to California Content Standards in Math.

B. General Preparation for Teaching Students in Special Education Classes

3. . . . know and understand federal and state laws that govern special education.
4. . . . assess students’ interests and abilities using multiple assessment procedures.
5. . . . adapt curriculum to meet the needs of students with disabilities.
6. . . . develop and implement IEPs with parents, teachers and administrators.
7. . . . use individual & group assessment information in planning appropriate lessons.
8. . . . plan instructional activities in integrated settings for students with disabilities.
9. . . . use teaching strategies validated by research as effective with SE students.
10. . . . use positive behavioral support techniques.
11. . . . monitor outcomes and modify instruction based on pupil accomplishments.
12. . . . develop student assessments that indicate progress toward IEP objectives.
13. . . . conduct educational assessments as defined in students’ assessment plans.
14. . . . consult with regular-ed. teachers about teaching special education students.
15. . . . work with other teachers in inclusive school environments.
16. . . . collaborate with para-educators in meeting students’ instructional needs.
## CSU Exit Survey

**Demographic Information**

**Ethnic / Racial Designation (Check all that apply)**

- American Indian or Alaska Native
- Asian
  - Chinese
  - Japanese
  - Korean
  - Vietnamese
  - Asian Indian
  - Laotian
  - Cambodian
  - Other Asian
- Pacific Islander
  - Hawaiian
  - Guamanian
  - Samoan
  - Other Pacific Islander
  - Filipino
  - Hispanic or Latino
  - African American, not of Hispanic origin
  - White, not of Hispanic origin

**Gender**

- Male (1)
- Female (0)

**Age**

Please enter your age at the time you began the teaching credential program.

**Length of time to complete Credential Program**

Select the OVERALL length of time (in months) it took to complete the teaching credential program.
**Campus and Credentials Earned 1**

At the campus that you selected which teaching credential(s) are you earning?

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential for Teaching in Special Education

At the campus that you selected which teaching credential(s) are you earning? *(Please select that apply to you.)*

<table>
<thead>
<tr>
<th>...with NO Emphasis</th>
<th>...with a CLAD Emphasis</th>
<th>... with a BCLAD Emphasis</th>
<th>English Language Authorization</th>
<th>...with Another Emphasis</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>-5</td>
<td>-4</td>
<td>(x)</td>
</tr>
</tbody>
</table>

Please indicate which emphasis you earned with your Multiple Subject credential.

- Single Subject Teaching Credential in English.
- Single Subject Teaching Credential in a Language Other than English.
- Single Subject Teaching Credential in Mathematics.
- Single Subject Teaching Credential in Music.
- Single Subject Teaching Credential in Art.
- Single Subject Teaching Credential in Physical Education.
- Single Subject Teaching Credential: Science (Biological Sciences).
- Single Subject Teaching Credential: Science (Physics).
- Single Subject Teaching Credential: Science (Chemistry).
- Single Subject Teaching Credential: Science (Geosciences).
- Single Subject Teaching Credential: Health Science.
- Single Subject Teaching Credential in Social Science.
- Single Subject Teaching Credential in Agriculture.
- Single Subject Teaching Credential in Business.
- Single Subject Teaching Credential in Home Economics.
- Single Subject Teaching Credential in Industrial and Technology Education.
- Education Specialist Credential for Teaching Mild/Moderate Disabilities.
- Education Specialist Credential for Teaching Moderate/Severe Disabilities.
- Education Specialist Credential for Teaching Deaf and Hard of Hearing.
- Education Specialist Credential for Teaching Physical & Health Impairments.
- Education Specialist Credential for Teaching Visual Impairments.
- Education Specialist Credential for Teaching Early Childhood Special Education.
- Education Specialist Credential in Another Specialty Area.
For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.)

<table>
<thead>
<tr>
<th>I met the subject-matter requirement for my most important credential by passing an examination of my subject-matter knowledge such as the MSAT Examination, the CSET Examination, or the SSAT-Praxis Exams.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I met the subject-matter requirement for my most important credential by completing a program of subject-matter preparation primarily or entirely at the campus where I have earned my credential.</td>
</tr>
</tbody>
</table>
| I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at ANOTHER campus, which was:  
1: Cal State, Bakersfield  
2: Cal State, Chico  
3: Cal State, Dominguez Hills  
4: Cal State, Fresno  
5: Cal State, Fullerton  
6: Cal State, East Bay  
7: Humboldt State University  
8: Cal State, Long Beach  
9: Cal State, Los Angeles  
10: Cal State, Monterey Bay  
11: Cal State, Northridge  
12: Cal Poly, Pomona  
13: Cal State, Sacramento  
14: Cal State, San Bernardino  
15: San Diego State University  
16: San Francisco State University  
17: San Jose State University  
18: Cal Poly, San Luis Obispo  
19: Cal State, San Marcos  
20: Sonoma State University  
21: Cal State, Stanislaus  
22: CalStateTEACH (Fresno) |
<table>
<thead>
<tr>
<th>For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.) continued…</th>
</tr>
</thead>
<tbody>
<tr>
<td>23: Cal State, Channel Islands</td>
</tr>
<tr>
<td>24: CalStateTEACH (Fullerton)</td>
</tr>
<tr>
<td>25: CalStateTEACH (Los Angeles)</td>
</tr>
<tr>
<td>26: CalStateTEACH (Monterey Bay)</td>
</tr>
<tr>
<td>34: Chapman University</td>
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<td>36: Pepperdine University</td>
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<tr>
<td>37: University of Southern California</td>
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<tr>
<td>40: University of San Diego</td>
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<tr>
<td>43: Mills College</td>
</tr>
<tr>
<td>44: Notre Dame de Namur University</td>
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<tr>
<td>48: UC Berkeley</td>
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<tr>
<td>49: UC Davis</td>
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<td>50: UC Irvine</td>
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<tr>
<td>51: UCLA</td>
</tr>
<tr>
<td>52: UC Riverside</td>
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<td>53: UC San Diego</td>
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<tr>
<td>54: UC Santa Barbara</td>
</tr>
<tr>
<td>55: UC Santa Cruz</td>
</tr>
<tr>
<td>56: Stanford</td>
</tr>
<tr>
<td>57: San Diego City Schools Intern Program</td>
</tr>
<tr>
<td>59: St. Mary's College of California</td>
</tr>
<tr>
<td>60: San Diego Christian College</td>
</tr>
<tr>
<td>I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at a college or university outside this university's system.</td>
</tr>
<tr>
<td>I met the subject-matter requirement for my credential when the campus where I have earned my credential gave me credit for academic coursework that I previously completed at a different institution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which one of the following statements best describes what you did during your teaching credential program? (Please select one option below. If 2-3 statements were true, select the one that lasted the longest.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I earned a salary as a teacher in a K-12 school</td>
</tr>
</tbody>
</table>
while I had an Emergency Teaching Permit.

I earned a salary as a teacher in a K-12 school while I had an Internship Teaching Credential.

I *did not* earn a salary as a public school teacher during my professional coursework. I *did* complete one or more student teaching assignments with cooperating/supervising teachers in K-12 schools.
When did you begin to work as a salaried teacher with an emergency teaching permit? Please select one number that best completes the following sentence: I began to earn a monthly salary as a teacher with an emergency permit...

Admin Note: This question presented to those selecting (a) in q4.

| . . . before I was accepted into the teaching credential program at the university campus where I earned my credential. |
| . . . after I enrolled in education courses but before I started my first student-teaching assignment. |
| . . . after I started student teaching but before I finished the series of student-teaching assignments. |

Prior to earning your credential, what subject matter work did you do? (Please check all that apply to you.)

- I completed most of the courses for my first year of college at a two-year community college.
- I completed most of the courses for my second year of college at a two-year community college.
- I attended more than one four-year institution while I earned my Bachelor’s Degree.
- I attended more than one California State University campus while earning my Bachelor’s Degree.
- I earned a Bachelor’s Degree at the university campus where I have earned my credential.
- I earned a Bachelor’s Degree at a different campus than the one from which I have earned my credential.
- I earned a Bachelor’s Degree outside this university’s system.

Prior to the 2003-04 year, what was your employment experience? (Please check all that apply to you.)

- I worked for years as a classroom teacher in K-12 private school(s).
- I worked for years as an emergency teacher in K-12 public school(s).
- I worked for years as an intern teacher in K-12 public school(s).
- I worked for years as a teacher-assistant or a substitute teacher in school(s) or pre-school(s).
- I worked for years as a fully certified classroom teacher in K-12 public school(s).
- Outside of education, I worked in professional positions in which I utilized my college education. Please describe the type of work:
- Outside of education, I worked for one or more years in jobs not related to my college education. Please describe the type of work:
- No employment experience.

Which of the following describes your current employment status? (Admin Note: Branches on next set)

- I am currently employed at a school and expect to teach at that school in the coming year.
- I am currently employed at a school, and will seek new employment in another school in the coming year.
- I am currently employed at a school, and will not seek employment as a teacher in the coming year.
- I am **not** currently employed at a school, and will be seeking employment as a teacher in the coming year.
- I am **not** currently employed at a school, and will not seek employment as a teacher in the coming year.
## Current School and Grade Levels Taught

Please respond to the following items about the school in which you are currently employed.

*Admin Note: This set of questions only shows for respondents select option q8 (a).*

<table>
<thead>
<tr>
<th>Name of School District</th>
<th>Name of School</th>
</tr>
</thead>
</table>

I teach students in the following grades (Please check all that apply).

<table>
<thead>
<tr>
<th></th>
<th>Pre K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
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</table>

Please respond to the following items about your employment preferences (Select one in each row)

*Admin Note: This set of questions only shows for respondents select option q8(b) or q8(d).*

<table>
<thead>
<tr>
<th>How Important a Consideration?</th>
<th>Very</th>
<th>Somewhat</th>
<th>A little</th>
<th>Not At All</th>
<th>Does not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school that is close to my home</td>
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<td>A school in which I have previously taught</td>
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<tr>
<td>A school that is ethnically diverse</td>
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<tr>
<td>A school where most students are from high socio-economic families</td>
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<tr>
<td>A school where most students are from low socio-economic families</td>
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<tr>
<td>A school where many students are English Language learners</td>
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<tr>
<td>A school where few students are English Language learners</td>
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<tr>
<td>A low performing school</td>
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<tr>
<td>A high performing school</td>
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<tr>
<td>A public school</td>
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<tr>
<td>A private school</td>
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<tr>
<td>A district that offers an attractive salary and benefits package</td>
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</tbody>
</table>

Please explain why you will not seek employment as a teacher in the coming year.

*Admin Note: This set of questions only shows for respondents select option q8(c) or q8(e).*

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### Teaching Position and Students this Year

Please identify the schools (up to 3) in which you did your student teaching (starting with the most recent).

<table>
<thead>
<tr>
<th>County Name:</th>
<th>District Name:</th>
<th>School Name:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### What student teaching assignments (s) did you have in your teaching credential program? (Please select all that apply.)

- I was not required to student teach (Explain):

- Self-Contained Classroom Teacher:
  - I taught one classroom of students. I taught all or most of their subjects.

- Core-Classroom Teacher:
  - I taught 2 or 3 classes of students. I teach 2 core subjects in each class.

- Department-Based Teacher:
  - I taught 3 to 7 classes of students. I taught one subject in each class.

- Special Education Teacher:
  - The majority of my students are identified as Special Education students

- Other teaching position (Describe):

### What grade level(s) have you taught during your teaching credential program? (Please select all that apply.)

<table>
<thead>
<tr>
<th>Pre K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Adult</th>
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</tbody>
</table>

### During your teaching credential program, approximately what percent of the students in your K-12 class(es) were limited English proficient (LEP) students or English language learners (ELL)? (Estimate the percentage OR check Don't Know.)

- 0: None
- 1: 11% - 20%
- 2: 21% - 40%
- 3: 41% - 60%
- 4: 61% - 80%
- 5: 81% - 99%
- 6: 100%
**Effectiveness of Preparation for Teaching 1**

Your university's campus designed your initial teaching credential program to prepare you to start working as a new teacher in a school where your preparation would continue. In your credential program, the university wanted you to learn basic teaching skills and educational ideas at an initial level. Your campus expects that you will have a mentor in your school to assist you in learning how to use your teaching skills in class with your students. The University expects that you will also have chances to develop your teaching skills and ideas with your mentor's help. Important aspects of a teacher's job are listed below. At the university, how well prepared are you to begin each aspect of a teacher's job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

<table>
<thead>
<tr>
<th>As a new teacher, I am ...</th>
<th>well prepared to begin</th>
<th>adequately prepared to begin</th>
<th>somewhat prepared to begin</th>
<th>not at all prepared to begin</th>
<th>can not answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>...to teach students academic competencies they will need for college success. (presented to CSU [not any of the other non-CSU institutions] single subject, math and English majors only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...to connect the high school curriculum to the academic expectations that colleges have for incoming freshmen. (presented to CSU single subject, math and English majors only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>...to use effective strategies for expository reading and writing. (presented to CSU single subject, English majors only)</td>
<td></td>
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<tr>
<td>...to prepare lesson plans and make prior arrangements for students' class activities.</td>
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<tr>
<td>...to organize and manage a class or a group of students for instructional activities</td>
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<tr>
<td>...to organize and manage student behavior and discipline satisfactorily.</td>
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<tr>
<td>...to use an effective mix of teaching strategies and instructional activities.</td>
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<tr>
<td>...to meet the instructional needs of students who are English language learners.</td>
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<tr>
<td>...to meet the instructional needs of students from diverse cultural backgrounds.</td>
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<tr>
<td>...to meet the instructional needs of students with special learning needs.</td>
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<tr>
<td>...to understand how personal, family and community conditions often affect learning.</td>
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<tr>
<td>...to learn about my students' interests and motivations, and how to teach accordingly.</td>
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<td>...to get students involved in engaging activities and to sustain on-task behavior.</td>
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<tr>
<td>...to use computer-based technology to help students learn subjects of the curriculum.</td>
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<tr>
<td>...to use computer-based technology for instruction, research, and record keeping.</td>
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<td>...to monitor student progress by using formal and informal assessment methods.</td>
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<tr>
<td>...to assess pupil progress by analyzing a variety of evidence including exam scores.</td>
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<tr>
<td>...to adjust my teaching strategies so all pupils have chances to understand and learn.</td>
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<tr>
<td>...to adhere to principles of educational equity in the teaching of all students.</td>
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<tr>
<td>...to use class time efficiently by relying on daily routines and planned transitions.</td>
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<tr>
<td>...to know about resources in the school &amp; community for at-risk students and families.</td>
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<tr>
<td>...to communicate effectively with the parents or guardians of my students.</td>
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<tr>
<td>...to work collaboratively on school issues with other teachers in our school.</td>
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<tr>
<td>...to think about problems that occur in teaching and to try-out various solutions.</td>
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<tr>
<td>...to understand my professional, legal, and ethical obligations.</td>
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<tr>
<td>...to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth.</td>
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</tbody>
</table>
Effectiveness of Preparation for Teaching 2

At the university, how well prepared are you to begin each aspect of a teacher’s job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

<table>
<thead>
<tr>
<th>As a new teacher, I am ...</th>
<th>well prepared to begin</th>
<th>adequately prepared to begin</th>
<th>somewhat prepared to begin</th>
<th>not at all prepared to begin</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Note: Only MS or ES see the following set of questions.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>...to know and understand the subjects of the curriculum at my grade level(s).</td>
<td></td>
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</tr>
<tr>
<td>...to teach reading-language arts according to California Content Standards in reading.</td>
<td></td>
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<tr>
<td>...to understand child development, human learning and the purposes of schools.</td>
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<tr>
<td>...to teach mathematics according to California Content Standards in math.</td>
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<tr>
<td>...to teach science according to California State Content Standards in science.</td>
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<tr>
<td>...to teach history and social studies according to California Content Standards.</td>
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<tr>
<td>...to teach visual and performing arts according to California Content Standards.</td>
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<tr>
<td>...to teach physical education according to the California P. E. Curriculum Framework.</td>
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<tr>
<td>...to teach health according to the California Health Curriculum Framework.</td>
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<tr>
<td>...to design hands-on classroom activities that suit the attention spans of my students.</td>
<td></td>
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<tr>
<td>...to enable my young students to interact with their peers in healthy, productive ways.</td>
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<tr>
<td>...to promote the academic skills of pupils at different levels of prior proficiency.</td>
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<tr>
<td>...to extend students’ concrete thoughts by familiarizing them with more abstract ideas.</td>
<td></td>
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<tr>
<td>...to assist students in managing their time and in keeping track of school assignments.</td>
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<tr>
<td>...to build on peer friendships, develop group skills, and encourage leadership roles.</td>
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<tr>
<td>...to encourage students to take risks in discovery activities and divergent thinking.</td>
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<tr>
<td>...to assist students in making sound ethical judgments.</td>
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<tr>
<td>...to assist students in decision-making, problem-solving, and critical thinking.</td>
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<tr>
<td>...to create an environment that supports language use, analysis, practice and fun.</td>
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<tr>
<td>...to use language so pupils at different levels understand oral and written English.</td>
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<tr>
<td>...to teach the skills of English writing and to provide appropriate feedback to students.</td>
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<tr>
<td>...to assist individual students in areas of their instructional needs in reading and mathematics.</td>
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<tr>
<td>Admin Note: Only SS see the following set of questions.</td>
<td></td>
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<tr>
<td>...to know and understand the subject(s) in which I earned my teaching credential(s).</td>
<td></td>
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<tr>
<td>...to teach my primary subject according to State Academic Standards in my grade(s)</td>
<td></td>
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<tr>
<td>...to contribute to students' reading skills including comprehension in my subject area.</td>
<td></td>
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<tr>
<td>...to use textbooks and other materials that are aligned with State Standards in my area.</td>
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<tr>
<td>...to recognize adolescence as a period of intense pressure for students to be like peers</td>
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<tr>
<td>...to anticipate and address issues of drug, alcohol and tobacco use by my students.</td>
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<tr>
<td>...to anticipate and address possession of weapons and threats of violence at school.</td>
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<tr>
<td>...to anticipate and address the needs of students who are at risk of dropping out.</td>
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<tr>
<td>...to understand adolescent development, human learning and the purposes of schools</td>
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<tr>
<td>Admin Note: Only SS see the following set of questions. continued…</td>
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<tr>
<td>...to assist individual students in areas of their instructional needs in my subject area.</td>
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<tr>
<td>...to establish academic expectations that are intellectually challenging for students.</td>
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<tr>
<td>...to provide opportunities for students to develop advanced problem-solving skills.</td>
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<tr>
<td>...to communicate my course goals and requirements to students and parents.</td>
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<tr>
<td>...to develop fair criteria for course grades and to explain these to students and parents.</td>
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<tr>
<td>...to help students realize the connections between my subject and life beyond school.</td>
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<tr>
<td>...to help students realize the impact of academic choices on life- and career-options.</td>
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<tr>
<td>...to encourage/enable students to assume increasing responsibility for their learning.</td>
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<tr>
<td>...to encourage/enable students to learn behaviors that contribute to future success.</td>
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</tbody>
</table>

**Admin Note: Only ES see the following set of questions.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>...to know and understand federal and state laws that govern special education.</td>
<td></td>
</tr>
<tr>
<td>...to develop and implement IEPs with parents, teachers and administrators.</td>
<td></td>
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<tr>
<td>...to plan instructional activities in inte-grated settings for pupils with disabilities.</td>
<td></td>
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<tr>
<td>...to develop student assessments that indicate progress toward IEP objectives.</td>
<td></td>
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<tr>
<td>...to collaborate with para-educators in meeting students’ instructional needs.</td>
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</tr>
<tr>
<td>...to consult with regular-ed. teachers about teaching special education students.</td>
<td></td>
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<tr>
<td>...to conduct educational assessments as defined in students’ assessment plans.</td>
<td></td>
</tr>
<tr>
<td>...to use disability-specific teaching strategies and activities, when appropriate.</td>
<td></td>
</tr>
<tr>
<td>...to teach disability-specific curriculum when applicable to my specialty area.</td>
<td></td>
</tr>
<tr>
<td>...to develop and implement transition plans for special education students.</td>
<td></td>
</tr>
</tbody>
</table>
## Effectiveness of Preparation for Teaching 3

Based on your experience as a K-12 pre-service teacher, how valuable or helpful was instruction in your Teaching Credential Program? A subject listed below may have been the focus of one class or instruction in the subject may have been in 2 or more classes. Select "Can Not Answer" if no course was offered on this topic.

<table>
<thead>
<tr>
<th>Instruction in your Teaching Credential Program</th>
<th>Very</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not At All</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in how children and adolescents grow and develop.</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>(x)</td>
</tr>
<tr>
<td>Instruction in the implications of human learning and motivation.</td>
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<tr>
<td>Instruction in school purposes, organization, issues and history.</td>
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<tr>
<td>Instruction in methods of classroom teaching and management.</td>
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<tr>
<td>Instruction in the teaching of English language learners (ELL).</td>
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<tr>
<td>Instruction in cultural diversity and multicultural education.</td>
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<tr>
<td>Instruction in teaching students with special learning needs.</td>
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<tr>
<td>Instruction in using computer technology for classroom instruction.</td>
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</tbody>
</table>

**Admin Note:** This section is only presented for MS or ES Credentials.

| Instruction in the teaching of reading-language arts in grades K-8.                                          |      |          |          |            |                |
| Instruction in the teaching of mathematics in grades K-8.                                                   |      |          |          |            |                |
| Instruction in the teaching of science in grades K-8.                                                       |      |          |          |            |                |
| Instruction in the teaching of history-social studies in grades K-8.                                        |      |          |          |            |                |
| Instruction in the teaching of K-8 art, music, drama and/or dance.                                         |      |          |          |            |                |
| Instruction in the teaching of physical education in grades K-8.                                            |      |          |          |            |                |
| Instruction in the teaching of health in grades K-8.                                                        |      |          |          |            |                |

**Admin Note:** This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey.

| Instruction in ways of teaching English classes in grades 7-12.                                           |      |          |          |            |                |
| Instruction in ways of teaching Language Other than English classes in grades 7-12.                        |      |          |          |            |                |
| Instruction in ways of teaching Mathematics classes in grades 7-12.                                       |      |          |          |            |                |
| Instruction in ways of teaching Music classes in grades 7-12.                                             |      |          |          |            |                |
| Instruction in ways of teaching Art classes in grades 7-12.                                               |      |          |          |            |                |
| Instruction in ways of teaching Physical Education classes in grades 7-12.                                |      |          |          |            |                |
| Instruction in ways of teaching Science (Biological Sciences) classes in grades 7-12.                       |      |          |          |            |                |
| Instruction in ways of teaching Science (Physics) classes in grades 7-12.                                  |      |          |          |            |                |
| Instruction in ways of teaching Science (Chemistry) classes in grades 7-12.                                |      |          |          |            |                |
| Instruction in ways of teaching Geosciences classes in grades 7-12.                                       |      |          |          |            |                |
| Instruction in ways of teaching Health Science classes in grades 7-12.                                     |      |          |          |            |                |
| Instruction in ways of teaching Social Science classes in grades 7-12.                                    |      |          |          |            |                |
| Instruction in ways of teaching Agriculture classes in grades 7-12.                                       |      |          |          |            |                |
Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey. continued…

| Instruction in ways of teaching Business classes in grades 7-12. |  |
| Instruction in ways of teaching Home Economics classes in grades 7-12. |  |
| Instruction in ways of teaching Industrial and Technology classes in grades 7-12. |  |

<table>
<thead>
<tr>
<th>Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these Other Elements of your Teaching Credential Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Elements of your Teaching Credential Program</strong></td>
</tr>
<tr>
<td>My supervised teaching experiences in K-12 schools.</td>
</tr>
<tr>
<td>My field work (e.g., school visits, observations, school-based course assignments, etc.) and observations prior to supervised teaching.</td>
</tr>
<tr>
<td>Discussions sponsored by the university during student teaching.</td>
</tr>
<tr>
<td>Guidance and assistance from field supervisor(s) from the campus.</td>
</tr>
<tr>
<td>Guidance and assistance from supervising teacher(s) in K-12 schools.</td>
</tr>
<tr>
<td>Information and support provided in initial program orientation.</td>
</tr>
<tr>
<td>Information, support, and solutions provided by the credentials office</td>
</tr>
<tr>
<td>Information, support and advice provided by faculty advisor(s)</td>
</tr>
<tr>
<td>Information provided in written materials (e.g., handbook, catalogues, website)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these University Courses in the Subjects that You Taught This Year? Select “Does Not Apply” if no course was offered on this topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Courses in the Subjects that You Taught This Year</strong></td>
</tr>
<tr>
<td>Admin Note: This section is only presented to MS or ES Credentials.</td>
</tr>
<tr>
<td>University Courses about the content I taught in reading-language arts.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in mathematics.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in science.</td>
</tr>
<tr>
<td>University Courses about the content I taught in history-social science.</td>
</tr>
<tr>
<td>University Courses about my content in art, music, drama and/or dance.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in physical education.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in health.</td>
</tr>
<tr>
<td>Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in English.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in Language Other than English.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in Mathematics.</td>
</tr>
<tr>
<td>University Courses about the content that I taught in Music.</td>
</tr>
</tbody>
</table>
Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey. continued...

<table>
<thead>
<tr>
<th>University Courses about the content that I taught in Art.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>University Courses about the content that I taught in Physical Education.</td>
<td></td>
</tr>
<tr>
<td>University Courses about the content that I taught in Science (Biological Sciences).</td>
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<tr>
<td>University Courses about the content that I taught in Science (Physics).</td>
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<tr>
<td>University Courses about the content that I taught in Science (Chemistry).</td>
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<tr>
<td>University Courses about the content that I taught in Science (Geosciences).</td>
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<tr>
<td>University Courses about the content that I taught in Health Science.</td>
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<tr>
<td>University Courses about the content that I taught in Social Science.</td>
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<tr>
<td>University Courses about the content that I taught in Agriculture.</td>
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</tr>
<tr>
<td>University Courses about the content that I taught in Business.</td>
<td></td>
</tr>
<tr>
<td>University Courses about the content that I taught in Home Economics.</td>
<td></td>
</tr>
<tr>
<td>University Courses about the content that I taught in Industrial and Technology.</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of Preparation for Teaching 4</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>While you were in the Teaching Credential Program, how true was each of the following statements?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.</strong></td>
<td></td>
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<tr>
<td><strong>During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching pupils.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I felt welcomed by the staff in the school(s) in which I was placed.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>My cooperating teacher(s) frequently observed my teaching, met with me and offered useful advice about my teaching.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>My cooperating teacher(s) modeled the kind of teaching that was encouraged by my university teacher education instructors.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>My university supervisor(s) regularly observed my teaching, met with me and offered constructive feedback about my teaching.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>During the teaching credential program I developed valuable relationships and felt a sense of community with my peers.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>My peers in the teaching credential program were ethnically and racially diverse.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program.</strong> |
| <strong>I learned a lot in my university's credential program. The program contributed in important ways to my teaching this year.</strong> |
| <strong>I learned quite a bit that was important. The university program also included a lot of material that has not been helpful.</strong> |
| <strong>The university program included relatively little substance. Most of the material has been of little value in my teaching.</strong> |</p>
<table>
<thead>
<tr>
<th>What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program. continued…</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university professional preparation program offered nothing of value. It was almost entirely a waste of my time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In the space below, please provide the titles of the courses in your credential program that were most valuable in your preparation for teaching. Briefly tell what made these courses valuable for you in your preparation.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which element (e.g., student teaching, peer relationships, fieldwork, coursework) of your teaching credential program was most valuable for you in your teacher preparation? Briefly tell what made this element of the program valuable for you.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which element of your teaching credential program (e.g., coursework, student teaching, peer relationships, fieldwork) was least valuable for you in your teacher preparation? Briefly explain why this element of the program was not valuable for you.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Based on your recent experience as a credential candidate, what specific change(s) should be made in your teacher preparation program?</th>
</tr>
</thead>
</table>
ADDITIONAL IRIS RESOURCES

IRIS Materials related to Gaining Access to Standards Based Curriculum:

**AIM Simply Said**
Accessible instructional materials are explained in this video from the National Center on Accessible Instructional Materials and the PACER Center. (Time: 3:43)

**Accommodations for Students with Disabilities**
Martha Thurlow discusses the importance of understanding accommodations and how they should be used to give students with disabilities the same opportunities to master content standards as their non-disabled peers.

**State Resources for Education Specialists:**
State Standards and Frameworks  [http://www.cde.ca.gov/be/st/](http://www.cde.ca.gov/be/st/)
Statewide Testing and Accountability  [http://www.cde.ca.gov/ta/](http://www.cde.ca.gov/ta/)
Forming partnerships with Families  [http://www.cde.ca.gov/sp/se/fp/](http://www.cde.ca.gov/sp/se/fp/)

**Resources on Manifest Determination hearings-Process and Role of the Education Specialist:**
Lerner and Johns (2012) Table of Contents

Learning Disabilities and Related Mild Disabilities, 12th Edition
Janet W. Lerner Northeastern Illinois University
Beverley Johns MacMurray College
576 Pages
© 2012 | Published

PART I: OVERVIEW.
PART II: THE ASSESSMENT-TEACHING PROCESS.
2. Assessment and the IEP Process.
3. Clinical Teaching.
4. Educational Settings and the Role of the Family.
PART III: THEORETICAL PERSPECTIVES AND EXPANDING DIRECTIONS.
5. Theories of Learning: Implications for Teaching.
7. Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorders.
8. Young Children with Disabilities.
PART IV: FROM THEORIES TO TEACHING STRATEGIES.
12. Reading Difficulties.
Glossary.
References.

THE EXCEPTIONAL CHILD ASSIGNMENT

Part 1
In this module you will "give birth/adopt" a child with exceptional needs. You will receive the birth announcement (disability assignment) online and will be assigned to a group of students who have children with different disabilities. You will give your child a name and begin researching the characteristics of the child. Put yourself in the role of parent of this child. Use this information and thinking as input for your answers to the questions from Iris #1.

Part 2 (10 pts)
In this module, your child will be six years old and will be enrolling in first grade. Please identify and review at least 2 different online resources following the guidelines below. The write-up should include (rewrite each question and answer each question separately):
(10 pts with 5 points for each resources)
Name of Web resource and affiliated program
Web Address
Types of services provided (be specific and detailed)
Primary disability focus of the website
What type of information is available that would assist families?
Is there a fee/cost for the families to use the information?
How easy is the website to access for families?
Does the website provide information in other languages?
Usefulness of the information provided to families and practitioners?
Your personal evaluation of the services. What did you learn from the website?
Would you recommend it to a parent?
Post/share your resources in the Exceptional Child Discussion Forum.

Part 3 (5 points)
In this module of the course, your child will be 14 years old. Post a response on the group discussion board that describes your child, and tells about the characteristics typically associated with the diagnosed disability of your child at this age. Use the resource sites reviewed in your first assignment to develop your response.
Final Case Study—SPED 520

The final exam will be a case study analysis based upon a student’s case history and testing profile. You may be required to make a presentation to the class, discussing the results in terms of identification for special education, placement and programming and submit a 5-7 page paper detailing your recommendations. You may use a student file from your work site for this review. Please check with me to receive approval for a site based analysis. **To achieve full credit, the case study must be free of grammatical and spelling errors, must meet APA style, and must include citations and references where appropriate.** This paper is to be submitted at the time of your final exam.

**History and Background**
- If you chose the student...why chosen and your relationship to that student
- Description of the student
  - Health history
  - Family history
  - School history (age, grade, retention, promotion, etc.)
  - Other important history
- Previous referrals (when) or enrollment (how long) in specialized services (to include 504, IEP, Head Start, early intervention, tutoring, etc.)
- Identification (if appropriate) for a special disability category
  - Placement
  - Services and Support (including summary of current goals)

**Testing and Assessments**
- Previous IEP testing data (old data)
- Other Assessment Information (CELDT, State tests (STAR), etc.)
- Current testing data
  - Discuss tests used and data obtained (IQ, Oral Lang, etc...)
  - Was testing appropriate (age, culture, student needs, etc.)?
  - Is additional information needed?
    - Why?
    - What tests would you use to get that data?

**YOUR Recommendations and Conclusion**
- Based upon the history and testing, what are the implications for intervention?
  - **Placement**
    - Type of site (SDC, RSP, General Ed., etc.)
    - Appropriate grade level?
  - **Programming**
    - Goals and objectives (what should they be)
    - Modifications and Accommodations
    - Assistance (aide, peer buddy, teacher)

**In order to maintain confidentiality, please use only initials to refer to the student**

See rubric on following pages
### Categories of Evaluation

<table>
<thead>
<tr>
<th>A. Writing Competence</th>
<th>Exceeds Expectations (4)</th>
<th>Meets Expectations (3)</th>
<th>Inconsistently Meets Expectations (2)</th>
<th>Does Not Meet Expectations (1)</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains focus of the report</td>
<td>Clear focus established &amp; maintained; evidence of distinctive voice and/or appropriate tone</td>
<td>Consistent focus on purpose; evidence of voice or suitable tone</td>
<td>Some focus; evidence of attempt to communicate with audience</td>
<td>Limited or not aware of purpose and/or audience</td>
<td>X 25</td>
<td></td>
</tr>
<tr>
<td>2. Organizes in a clear and effective manner. Meets minimum page length requirements.</td>
<td>Careful and/or subtle organization that enhances presentation. Text is at least 5 pages.</td>
<td>Logical organization. Text is at least 5 pages.</td>
<td>Some organization; lapses in focus and/or coherence Text is at least 5 pages.</td>
<td>Random and/or weak organization. Text is less than 5 pages.</td>
<td>X.5</td>
<td></td>
</tr>
<tr>
<td>3. Style uses appropriate, effective language and varied sentence structure.</td>
<td>Sophisticated and varied sentence structure and length that enhances effect or rich language.</td>
<td>Controlled and varied sentence structure; appropriate effective language.</td>
<td>Correct sentence structure that is simplistic and/or awkward at times; simplistic and/or imprecise language.</td>
<td>Incorrect and/or ineffective sentence structure; incorrect and/or ineffective wording.</td>
<td>X.5</td>
<td></td>
</tr>
<tr>
<td>4. Uses standard English, grammar, syntax, semantics, and spelling.</td>
<td>Virtually no errors in mechanics.</td>
<td>Few errors in mechanics relative to length and complexity.</td>
<td>Some errors in mechanics that do not interfere with communication.</td>
<td>Errors in mechanics disproportionate to length and complexity and interfere with communication.</td>
<td>X.5</td>
<td></td>
</tr>
</tbody>
</table>

### B. Rating of Professional Presentation

| 1. Presents written report using unbiased language, professional vocabulary, and confidentiality. | Always uses professional, unbiased language and practices confidentiality. | Consistently uses (80% of the time) professional, unbiased language and practices confidentiality. | Inconsistent in use of professional, unbiased language and confidentiality. | Professional, unbiased language and confidentiality is inconsistently used or not practiced. | X.5 |
| 2. Applies APA style guidelines in report preparation | Virtually no errors in APA style. | Few errors in APA style relative to length and complexity that do not interfere with editing or readability of report. | Several errors in APA style relative to length and complexity that interfere with readability and editing of report | APA style inconsistently used or not practiced. | X.5 |
| 3. Applies APA style guidelines in reference citations | References present and virtually no errors in APA style. | References present and few errors in APA style. | References present several errors in APA style. | No references and/or APA style inconsistently used or not practiced. | X .5 |

### C. Required Components of Assignment

<p>| 1. History and Background | Description of student history and student background is clear and thorough. Description includes all details listed on case study assignment sheet. | Description of student history and student background is clear but may be missing a few details from the case study assignment sheet. | Description of student history and background is either unclear or missing many details listed on the case study assignment sheet. | Description of student history and background is unclear and/or missing most details listed on the case study assignment sheet. | X 4 |</p>
<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Discussion of Testing Data</strong></td>
<td>Completely and thoroughly describes previous IEP data, state testing, and current testing data.</td>
<td>Completely describes previous IEP data, state testing, and current testing data. A few key points are missing.</td>
<td>Describes previous IEP data, state testing, and current testing data. Many key points are missing and or understanding is weak.</td>
</tr>
<tr>
<td><strong>3. Recommendations and Conclusion</strong></td>
<td>Presents and clearly supports opinion regarding recommendations and conclusions for the student’s needs and disability. Clearly discusses intervention, placement, and programming.</td>
<td>Presents opinion for recommendations and conclusions with little or no supportive information and/or presents opinion but does not discuss intervention, placement, and programming.</td>
<td>Presents opinion for recommendations and conclusion with little or no supportive information and/or presents opinion but does not discuss intervention, placement, and programming.</td>
</tr>
</tbody>
</table>

Comments:

Please attach a copy of this rubric to your test critique when you submit it for grading.
MANIFESTATION DETERMINATION Worksheet

A Manifestation Determination is a process, required by the Individuals With Disabilities Education Act (IDEA 2004), which is conducted when considering the exclusion of a student with a disability that constitutes a change of placement.
Statutory Requirements: Manifestation Determination

A manifestation determination must be conducted when a disciplinary change of placement occurs.

Disciplinary change of placement occurs when a student with a disability, because of a violation of the school code of conduct, is removed from his/her current educational setting for:

- More than 10 school days consecutively, OR
- More than 15 school days cumulatively in a school year, OR
- When school days 11–15 constitute a pattern of exclusion, OR
- An exclusion of even one school day for a student with mental retardation, OR
- Under the following circumstances, school personnel may unilaterally remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability, if the child:
  1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a local educational agency (LEA);
  2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA; or
  3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA. In these circumstances, the LEA must notify the parent.

**Manifestation Determination Process**

Within 10 school days of the decision to change the student’s placement, the LEA, parent, and relevant members of the IEP team conduct a review to determine if the behavior of concern is a manifestation of the student’s disability. The team must determine:

1. Was the behavior caused by, or directly and substantially related to, the student’s disability?
   OR
2. Was the behavior a direct result of LEA’s failure to implement the Individualized Education Program (IEP)?

   If the answer to either question is “Yes,” the behavior is a manifestation.

   If the answer to both questions is “No,” the behavior IS NOT a manifestation.

The IEP Team must either:

1. Conduct a functional behavioral assessment (FBA), unless the LEA had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the child; or
2. If a BIP already has been developed, review the BIP and modify it, as necessary, to address the behavior, and return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the BIP.

The student may be disciplined in the same manner as a student without a disability who has violated the same or similar code of conduct.
MANIFESTATION DETERMINATION WORKSHEET

A manifestation determination is required by IDEA when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement.

The manifestation determination must take place within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct.

The manifestation determination is conducted by the LEA, the parent, and relevant members of the IEP team (as determined by the parent and the LEA).

In carrying out the manifestation determination, the team must determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;

or

2. If the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the determination of the team is "Yes" to either of the statements above, the behavior must be considered a manifestation of the student's disability.

______________________________________________________
Student Name: _______________________________________

Date of Manifestation Determination: ____________________

PARTICIPANTS

The following individuals participated in this manifestation determination meeting:

Student (when appropriate) ______________________________
Parent ______________________________
Parent ______________________________
An individual who can interpret the instructional implications of evaluation results __________________________
LEA Representative ______________________________
Regular Education Teacher ____________________________
Special Education Teacher ____________________________
Other ______________________________
Other ______________________________
REASON FOR MANIFESTATION DETERMINATION

This manifestation determination is occurring as a result of a change of placement due to proposed disciplinary action involving (check all that apply):

- ☐ Removal for more than 10 consecutive school days during this school year
- ☐ Removal for more than 15 cumulative school days during this school year
- ☐ Removal for 11-15 school days that constitutes a pattern
- ☐ Removal of a student with mental retardation
- ☐ Unilateral removal for drugs, weapons, serious bodily injury for up to 45 school days in an interim alternative educational setting
- ☐ Other

CONSIDERATIONS FOR REVIEW

Description of behavior subject to disciplinary action (Include setting events, antecedents, details of the behavioral incident, and immediate consequences. List witnesses and include all relevant details):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

In carrying out a manifestation determination, the team must review, in terms of the above behavior, all relevant information in the student’s file, including:

- ☐ The student’s IEP
  
  Describe:
  ________________________________________________________________________
  ________________________________________________________________________
  ________________________________________________________________________
  ________________________________________________________________________
  ________________________________________________________________________

- ☐ Any teacher observation of the student
  
  Describe:
  ________________________________________________________________________
  ________________________________________________________________________
  ________________________________________________________________________
  ________________________________________________________________________
  ________________________________________________________________________
MANIFESTATION DETERMINATION

After reviewing all relevant information in the student’s file, the team determines that in relation to the behavior subject to disciplinary action and the child’s disability:

1. **The conduct in question was caused by the child’s disability or had a direct and substantial relationship to the child’s disability.**

   Review medical, psychosocial, academic, and disciplinary records:

   - Determine whether the student has severe intellectual impairment (e.g., severe mental retardation) that may result in impaired judgment and/or reasoning. In other words, was the student able, or would the student be considered to have the ability, to understand that the behavior in question was wrong?

   - Determine the effect of severe emotional disturbance (e.g., schizophrenia, major depressive episode, suicidal ideation) and whether there is evidence that it had a direct relationship to the student’s behavior.

   - Determine whether the child has a neurological impairment or medical condition that directly impacts and/or produces involuntary or uncontrollable behavior (e.g., Tourette Syndrome, seizure disorder), and whether the medical condition has a direct relationship to the behavior (e.g., violating a no-smoking rule in school is typically not the result of Tourette Syndrome or ADHD).

   - Determine whether the student has shown a history of voluntary control of the behavior in question. Based upon what is known or can be learned about the student, did the student have the ability to control the behavior in question? Would it have been difficult for the student to control his/her action?

   - Determine if the student, in an escalated emotional state, can recall the knowledge to produce the ability to perform the skill.

**Team Finding:**

The conduct in question was caused by the child’s disability or had a direct and substantial relationship to the child’s disability.

☐ Yes ☐ No
2. The conduct in question was the direct result of the LEA's failure to implement the IEP.

- Determine if the student was deriving reasonable educational benefit from his/her program.
- Determine if the student's needs were being addressed through the IEP (e.g., communication, instructional strategies and levels, behavioral).
- Determine if a Positive Behavior Support Plan is present, is appropriate, and is being implemented as designed.
- Review progress monitoring data (academic and behavioral); evaluations and diagnostic information; classroom/student observations, and teacher/staff/parent/student interview information.
- Review specially designed instruction, related services, and supports for school personnel as specified in the student's IEP. Were the necessary resources available as part of the student's program?

Team Finding:

The conduct in question was the direct result of the LEA's failure to implement the IEP.

☐ Yes ☐ No

Justification for team findings:

CONCLUSION

If either #1 or #2 was answered "Yes," the behavior must be considered a manifestation of the student's disability.

The determination of the team is that the behavior subject to disciplinary action is:

☐ Not a manifestation of the child's disability. The relevant disciplinary procedures applicable to children without disabilities may be applied.

☐ A manifestation of the child's disability. The IEP Team must either: (1) Conduct an FBA, unless the LEA had conducted an FBA before the behavior that resulted in the change of placement occurred, and
implement a BIP for the child; or (2) if a BIP already has been developed, review the BIP, and modify it, as necessary, to address the behavior; and return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the BIP.

Rationale for the team’s conclusion:


PARENT SIGNATURE

☐ I received the Procedural Safeguards Notice on the day on which the decision to take disciplinary action involving a change of placement was made.

☐ I agree with the determination above.

☐ I disagree with the determination above and request an expedited due process hearing.

Parent Signature ___________________________ Date ____________

Description of proposed action:


EXPEDITED DUE PROCESS HEARINGS

An expedited due process hearing is held when:

1. A parent requests a hearing to dispute an LEA’s determination that a student’s behavior was not a manifestation of the student’s disability; or

2. A parent requests a hearing to dispute a disciplinary exclusion that constitutes a change of educational placement. A change of educational placement has occurred if an exclusion is longer than 10 consecutive school days, or if the student is excluded for more than 15 school days in one school year. Any removal from school of a student who is identified as mentally retarded is considered a change of educational placement, except if a disciplinary event involved weapons, drugs, or bodily injury; or

3. A parent requests a hearing to dispute an interim alternative educational placement of no more than 45 school days ordered by LEA personnel; or

4. An LEA requests a hearing to establish that it is dangerous for a student to remain in the student’s current educational placement.
COMMONWEALTH OF PENNSYLVANIA

Edward G. Rendell
Governor

DEPARTMENT OF EDUCATION

Gerald L. Zahorchak
Secretary

Diane Castelbuono
Deputy Secretary
Office for Elementary and Secondary Education

John J. Tommasini
Director
Bureau of Special Education

Patricia Hozella
Assistant Director
Bureau of Special Education

pennsylvania
DEPARTMENT OF EDUCATION

Pennsylvania Early Childhood and Special Education Network
Disability Characteristics Topic Paper (230 pts) AND Peer Handout (60 pts)

Course Objectives: 1, 2, 3, 4, 5, 6, 7

You will prepare a written paper that focuses on a student with a particular moderate-severe disability. You will provide the instructor with your top 3 preferences in the beginning of the class (i.e., see Course Schedule). The instructor will select one and assign a topic to you. The paper will emphasize characteristics of the disability, typical and atypical human development for the child-stressors at specific points throughout the life cycle, how the disability affects learning and participation in life, strategies for supporting learning and inclusion for students with the disability, and finding & sharing resources about the disability. The instructor will provide specific details regarding the topic selection, completion, and submission processes of this assignment in Titanium.

The paper is worth 230 points. Additionally, you will need to prepare a peer handout for your classmates that outlines/summarizes the main components of your paper (see page 9 & 10).

The Disability Characteristics Topic Paper must include the following components (SEE RUBRIC below):

1. Disability definition, etiology, and characteristics (25 pts)
2. Describe typical and atypical human development for the child-stressors at specific points throughout the life cycle (e.g., infancy, adolescents, adulthood) (20 pts)
3. Ways the disability affects learning in the classroom, community, and workplace (25 pts)
4. Instructional strategies & curricular/environmental modifications that are considered effective for supporting students with this disability (30 pts)- include both a description and a rationale for a minimum of 4 strategies/modifications
5. Strategies for supporting interactions between students w/ this disability and their typical peers (25 pts)- include both a description and a rationale for a minimum of 3 strategies/modifications
6. Resources and strategies for sharing information about individuals with this disability with typical peers (25 pts)- describe a minimum of 3 quality resources and provide detailed information for accessing these resources. Examples may include children’s books, websites, videos, etc.
7. Resources and strategies for sharing information about individuals with this disability with parents and other professionals (25 pts)- describe a minimum of 4 quality resources and provide detailed information for accessing these resources. Examples may include web sites, books, journals, etc.
8. References in APA format (15 pts)
9. Paper in APA format (10 pts)
10. Writing mechanics (10 pts)
11. Writing style and clarity (10 pts)
12. Proper use of person-first language (10 pts)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Target</th>
<th>Meets</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability definition, etiology, and characteristics</td>
<td>Disability definition, etiology, and characteristics discussed in detail</td>
<td>Disability definition and etiology with characteristics partially discussed</td>
<td>One or more components missing &lt;15</td>
</tr>
<tr>
<td></td>
<td>20-25</td>
<td>15-19</td>
<td></td>
</tr>
<tr>
<td>Typical and atypical human development for the child-stressors at specific points throughout the life cycle (e.g., infancy, adolescents, adulthood)</td>
<td>Typical and atypical human development for the child-stressors at specific points throughout the life cycle discussed in detail</td>
<td>Typical and atypical human development for the child-partial discussion of stressors at specific points throughout the life cycle</td>
<td>One or more components missing &lt;12</td>
</tr>
<tr>
<td></td>
<td>15-20</td>
<td>12-14</td>
<td></td>
</tr>
<tr>
<td>Ways the disability affects learning in the classroom, community, and workplace</td>
<td>Ways the disability affects learning in the classroom, community, and workplace discussed in detail</td>
<td>Ways the disability affects learning in the classroom and community discussed, with partial discussion of the workplace</td>
<td>One or more components missing &lt;15</td>
</tr>
<tr>
<td></td>
<td>20-25</td>
<td>15-19</td>
<td></td>
</tr>
<tr>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability - included both a description and a rationale for a minimum of 4 strategies/modifications</td>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability discussed in detail and included both a description and a rationale for a minimum of 4 strategies/modifications</td>
<td>Instructional strategies &amp; curricular/environmental modifications that are considered effective for supporting students with this disability partially discussed and included both a description and a rationale for 3 strategies/modifications</td>
<td>Two or more components missing &lt;20</td>
</tr>
<tr>
<td></td>
<td>25-30</td>
<td>20-24</td>
<td></td>
</tr>
<tr>
<td>Strategies for supporting interactions between students with this disability &amp; their typical peers - included both a description and a rationale for a minimum of 3 strategies/modifications</td>
<td>Strategies for supporting interactions between students with this disability &amp; their typical peers discussed in detail and included both a description and a rationale for a minimum of 3 strategies/modifications</td>
<td>Two or more components missing</td>
<td></td>
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</tr>
<tr>
<td>Resources &amp; strategies for sharing information about individuals with this disability with typical peers - describe a minimum of 3 quality resources and provide detailed information for accessing these resources. Examples may include children’s books, websites, videos, etc.</td>
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<td>References in APA format with fewer than one mistake</td>
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### CSUF Education Specialists Program Assessment 2013

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<tr>
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<th>Paper in APA with fewer than two mistakes</th>
<th>Paper in APA with four or more errors</th>
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### ONLINE Student Profile Handout RUBRIC (Possible 60 Points)

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<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>Disability Description</td>
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<tr>
<td><strong>Typical and Atypical Development</strong> (Sections 1 &amp; 2)</td>
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<td>Yes or No</td>
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<tr>
<td>Three Ways the Disability Affects Learning (Section 2)</td>
<td>10</td>
<td>Yes or No</td>
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<tr>
<td>Two Effective Strategies/Modifications (Section 3)</td>
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<td>Two Strategies for Peer Interaction (Section 4)</td>
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<tr>
<td>Four Resources (Sections 5 &amp; 6)</td>
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<tr>
<td>Handout Posted in Discussion Board (Met Deadline)</td>
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<td>Yes or No</td>
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Picture Exchange Communication System (PECS)

Developed by Lori Frost, M.S., CCC-SLP
& Andy Bondy, Ph.D.

Module 6
Dr Suzanne Korman

Key Questions
1. What is the purpose of PECS?
2. What are the 6 phases of PECS?
3. What do you teach attributes and additional skills?
4. What are the 9 critical communication skills?
5. What common issues should I be aware of?

PECS Overview
- An augmentative/alternative functional communication system
- Based on teaching principles of Applied Behavior Analysis (ABA)
- Primarily teaches the communicative functions of requesting & commenting

Agenda
- PECS Overview
- How to Teach Using PECS
- The 9 Critical Communication Skills
- Common Issues

Getting Ready
- Just as with PRT, the student’s reinforcers must be identified before you begin the learning opportunities.
- You want to find out what the student wants most in that moment.
- Of course you also need to know the student’s current skill level and goals.
- PECS materials need to be prepared.
- Again, as with PRT, you will need to set up or create communicative opportunities in addition to taking advantage of those that naturally come up.
- Lastly, expect communication.
How To Teach
Using PECS to Teach Communication

Phase I: How to communicate
Goal:
To teach the student to initiate communication
Specifically, the skills involved are:
pick up the picture
reach toward the communicative partner
release the picture into their hand.
Essentially, student learn to value the picture, like
it’s a winning form book.

Phase I: How to Communicate
Two teachers are required to teach the student a communicative partner (CP) & a prompter who physically helps the student as needed. The prompter tries to stay as invisible as possible.
The CP establishes the student with the prompting system, ensuring the attention and making sure to really maintain them (if not the CP finds something else to try). Then, when the student continuously [delete for teaching for the term, the prompter guides the student to do the picture instead, and helps them do the skill involved].
No verbal prompts are used by anyone at any time during this phase. All opportunities are provided throughout the day.

Phase II: Distance & Persistence
Goal:
To find the picture, find communicative partner, get person’s attention & exchange picture.
This phase is considered the generalization phase because it teaches the student to expand upon and generalize the skills they just learned.
This phase is revisited after each new skill set is taught.

Phase II: Distance & Persistence
As in Phase I, two teachers are required to teach the goal & no verbal prompts are used.
It is important for the two teachers to participate with the CP so that the student doesn’t feel stuck on a person but rather learns they can communicate with anyone.
Also, a variety of pictures are used and the PECS book is introduced. One picture is a time phased group of the communication book (which will contain all the students pictures).
Created and incidental learning opportunities are provided. In other words, the student participates in structured & unstructured lessons.

Phase III: Discrimination Training
Goal:
To discriminate between highly preferred and non-preferred picture cards, and exchange.
In this phase, students learn what each picture means, essentially building their picture vocabulary.
Just like learning that each item has its own “label” (object-label correspondence), each item has its own picture (object-picture correspondence).
Phase IIIa: Discrimination Training
Still, no verbal prompts are used, but in this phase only one trainer is required (the CP) as the prompts is no longer needed by the student at this point.

Two pictures are placed on the PECS book and as soon as the student reaches for the correct one, the teacher begins to praise him.

If the student exchanges the picture of the non-preferred item, then that item is given no reaction so that the student sees the natural consequences (results) of their communication.

Then, an error correction procedure is used.

Phase IIIb: Discrimination Training (cont.)
Goal:
To discriminate between multiple preferred picture cards and exchange

At this point, some students may already be able to discriminate between all their preferred pictures, but often what happens is they learn to pick the "good pictures" and not the "bad pictures".

Now they must learn to be more specific.

Phase IV: Sentence Structure
Goal:
To construct and exchange a sentence

Just as you learned from PRI, the student first learns to request using single words, then learns to request by combining words.

Here, the student has learned to request using a single card, and now learns to combine cards.

Phase IV: Sentence Structure
Goal:
To construct and exchange a sentence

Still, no verbal prompts are used. The CP teaches the students to place an "I want..." symbol/picture and the preferred picture, and then exchange the sentence strip.

Once exchanged, the CP reads the sentence back to the student before giving the item. During this, she gradually implements a time delay in order to encourage language. For example saying, "I want... (pause) ball!

In this phase, the student continues to build his picture vocabulary and also works on adding to the sentence strip to request more than one item at a time.
Attributes
Goal:
To incorporate attributes in the constructed sentence, and exchange.

Just as with FRT, once students can request plenty of basic items, they learn to add adjective, or multiple cues, attributes. Here, the student adds attributes which increase the specificity and complexity of his communication.

Attributes
Still, no verbal prompts are used.
The CP uses the same teaching strategies she used to teach discrimination and sentence construction.

A variety of attributes are taught per categorize, color, shape, and so on.

Phase V: Responding to “What do you want?”
Goal:
To make spontaneous and responsive requests

Remember, students need to learn to initiate and respond. While all the phases until now have focused on student initiations, this phase focuses on responding to a specific question.

Phase V: Responding to “What do you want?”
The teacher asks the question, “What do you want?” and expects the student to communicate using the doll to select a constructed sentence strip containing the “I want” card and plus other card(s) indicating a preferred item.

A time delay procedure is used to help the student learn to respond to the question. When the student responds independently, the CP continues to provide both opportunities for the student to practice both initiating & responding.

Phase VI: Commenting
Goal:
To answer a variety of questions as well as spontaneously request & comment

Building upon the last phase, while maintaining the skills learned in earlier phases, here the CP teaches the student to respond to questions that involve comment, not just request.

For example, “What do you see?” leads to a comment (not a request) “I see an airplane.”

The student learns to initiate their own comments as well.
Additional Skills
- Requesting HELP
- Requesting BREAK
- Responding to WAIT
- Responding to NO or ALL DONE

Introduced anytime after the student has learned to discriminate ("passing" phase 3b).

CRITICAL SKILLS
The 5 Critical Communication Skills

COMMON ISSUES

The 9 Critical Communication Skills
Productive Skills
1. Adding for reinforcement
2. Adding for help
3. Adding for a break
4. Indicating "no" to "Do you want ___?"
5. Indicating "yes" to "Do you want ___?"

Receptive Skills
1. Responding to "Wait"
2. Responding to instructions
3. Following directions
4. Following a schedule

Common Issues

While PECS is a great system for students who require an alternative means to communicating, there are a few drawbacks.

The most common issue that people complain about is that it is very cumbersome.

Parents and teachers alike often talk about how difficult it is to keep the system intact at all times. This involves making sure that all necessary materials are prepared (which is time consuming) and that the student has access to the pictures at all times.

Families usually need to have multiple PECS books around (one in the car, one at home, etc.) and multiple pictures of the same objects made in case one gets lost or left behind.

Common Issues

Another common issue that I see in schools quite often, besides the "PECS time." I discussed previously is the unethical control some teachers assert over the students' PECS book.

By this I mean that some teachers put the book away when they don't want the student to "mess with their pictures." Or, they take a certain picture away (usually a food item) when they don't want the student to request it.
SPED 482b Discussion Board Forum Assignment on UDL

Utilizing the information you learned about Inclusion in the two classes in this unit and in the film "Including Samuel" reflect on your how your understanding of Inclusion for students with M/S disabilities may be different from the beginning of this class. Include information on how Universal Design for Learning can positively impact Inclusion for students with disabilities. In your discussion use at least ONE example of how UDL would support a student in your placement/classroom in an Inclusive setting. Feel free to reference important points from the film and/or lectures.

Please post once to main prompt and once to a fellow student with at least two days between posts. Regular grading rubric applies.

DB Closes Tuesday, 3/10 @11:55pm 10 points available


**SPED Teaching Fieldwork**

**Community Mapping Project Guidelines**

A major aspect of your fieldwork experience is to gain a better understanding of the community that surrounds your school sites. One way to get to know your school is to “map” the surrounding community to learn more about both its needs and resources. It is a way to get to know the people, service providers, regional centers, organizations, non-profit agencies, spaces/locations, community leaders, employment opportunities/industry, and the cultural and linguistic identity of a community. Schools are located in dynamic, ever-changing communities with both historical legacies and contemporary resources (Tredway, 2003). As such, community mapping is a method that can be utilized by teachers to help them accommodate students and families’ life realities to school instruction and curriculum. For many educators, community mapping can also promote increased interactions among teachers and communities by removing potential barriers and unearthing social, cultural, and linguistic assets (Ordonez-Jasis & Jasis, 2011).

According to O'Sullivan (2001), mapping the community surrounding the school by taking photos/videos, observing the neighborhood, writing field notes, and interacting with the people who work and live in the area should allow teachers to “see” the needs and resources of a community with new lenses. Armed with this knowledge, teachers can develop the critical knowledge necessary to change their perspective from one of an outsider to that of an insider so they may better address the needs and build upon the strengths of the whole child.

**Steps to Community Mapping** (adapted from Tredway, 2003):

1. **Map.** If you are unfamiliar with the community, scout and draw a detailed map as you move around in the community highlighting places or people that you would like to visit.

2. **Photograph.** Take photos of the buildings, libraries, recreation areas, parks, community centers,
As part of your fieldwork experience, this project will serve as a learning opportunity to help us become reflective upon our dispositions and practice so we can recognize the richness, as well as the complexities, of the lives of the students outside the walls of the classroom.

3. The final reflection paper will include:

A. Introduction

B. A brief description of the school site (student demographics such Title I, special needs, ELL, total school population, class size, etc.)

C. Description of two (2) community resources. Discuss why you feel your photographs represent resources.

D. Description of two (2) community needs. Discuss why you feel your photographs represent needs.

E. Description of two (2) community resources for students with disabilities. Discuss why you feel your photographs represent resources specific to this student population.

F. Reflection/Conclusion. Reflect upon what you have learned through this community mapping assignment. What new insights have you gained? You can address such issues as: What new information helped change your thinking about the school community? How does this process and information relate to anchoring learning in families’ diverse life contexts? Were your initial assumptions about the school community's resources or needs confirmed or questioned? What are the implications for teaching all students at your school site? What are the implications for teaching students with special needs? What questions still remain for you?

G. Attachments (please attach all photographs of your needs and resources)
Your Community Mapping Project should be turned into TITANium. The final paper should include a cover sheet, be no longer than 3 pages, (not including appendices) typed, double-spaced with one inch margins, 12 point font, APA 6th edition format. Please refer to the scoring guide.

Important to remember: You will need written permission from parents/guardians if you intend to photograph or videotape students.

References


Janet is a 19-year old woman with significant cognitive disabilities who resides with her parents. She uses her wheelchair independently most of the time, but lacks the skills needed to dress and bathe herself. She has some language but relies on picture exchanges for most functional communication. Janet enjoys positive attention from others and has always been well liked by her teachers and specialists. **She likes working with animals and has volunteered at the local pet store.** After graduation, Janet wants to work 4-6 hours a week. **She would also like to go to community college and take an art class.** As her high school special education teacher, you have taught Janet many vocational and domestic skills, however she has not generalized or practiced these skills in daily life. As you answer the following questions, imagine that you are preparing Janet’s transition plan to exit high school at the end of the year. Be sure to refer to Chapter 11 in your textbook.

1) What considerations should be given to Janet’s preferences? Address family preferences in your response.

2) What skills does Janet need in order to meet her goals?

3) **Develop a systematic action plan that includes evidence-based instructional strategies that can be taught within Janet’s school day, community, and work environment (Collins, 2007, p. 267).**

4) Next, **describe how you would implement Janet’s action plan within the school, community and work settings (Collins, 2007, p. 270).**

5) Finally, what schedule would you follow in order to review Janet’s transition progress?
The SPED 464 Final is worth 100 points.

The exam begins on the next page. Please save your work with your first and last name on the file (e.g., 464 Final_Rodriguez_Tiffany), and submit it to Titanium in the same section you submitted your other major assignments.

The final is an open book, open note exam. You must work independently and individually on the exam. You will be asked at the end to electronically “sign” that the work on the exam is your own, is not plagiarized from the text, or copied from someone else’s work.

When answering the essay questions, if you cite the textbook or other source from the class, use APA format (e.g., Collins, 2010). Do not use one of the responses you previously submitted to Titanium. Do not directly quote the book, or a module, or anything on Titanium without giving specific credit. It is anticipated that the words on this document are your own words and thoughts and are not taken from somewhere or someone else. Dr. Rodriguez will use one of the tools available from Titanium to check for plagiarism.

This exam should take you approximately two to three hours, although you can spend as much time as you want on it.
Section 1:
Directions: Below is a case study of a student and a family description. You may choose to use the case study below, or you may use your student from your Student Profile Paper. You are to address 7 major components listed of transition planning, as well as two columns: General Information and Person-Centered Information. The General Information column is for a basic summary of the components (information that is important when developing a transition plan). The Person-Centered column is for specific information related to the case study and the family (information that is useful in creating a detailed, individualized transition plan). You need to address all the components and complete both columns. Provide enough detail to support your answer. Type your response in each box. Boxes will expand to fit the text.

You are Myra’s Teacher. (70 points).

Case Study
Myra is a student with moderate intellectual disabilities. Myra is 15 years old, a sophomore in high school, and is in a SDC program for most of the school day. Myra struggles with speech. This is a cause of frustration for her. Myra is patient with her listeners and will repeat what she says, however, she is aware of her speech and her embarrassment is evident in her expression. She is beginning to limit the number of times she will repeat something and often gets angry when frustrated. Despite difficulties in speech, she loves to sing and knows a few words to the latest songs. She participates in the school choir everyday for her elective. She also loves helping others and will push her friend, who is wheelchair bound, around the school campus. On occasion, Myra helps out in the lunch room. She scored the highest in the domain of receptive language, but severely low in expressive language. Myra struggles in the areas of hygiene, behavior, and pragmatic/social skills. She struggles with clinical depression and takes medication. Myra’s grandmother, who is the guardian, is worried about Myra’s emotional well-being, and tends to be overly protective. Her grandmother limits her participation in community-based instruction. She often refuses to sign permission forms for CBI. Additionally, Myra’s grandmother leaves her at home when going out in the community. At Myra’s IEP, grandmother expressed that her dream is for Myra to find a job doing something that she likes and to have a place of her own. Myra’s grandmother is worried since she is getting older and wonders who will take care of Myra. Myra loves to help grandma and has no desire to live on her own.
### General Information

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<tr>
<th><strong>Self-Determination</strong>: Define self-determination and list ways it can be encouraged. 5 points</th>
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<tr>
<td><strong>Person-Centered Information</strong></td>
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<tr>
<th><strong>Family Needs and Concerns</strong>: List the biggest concerns families have regarding transitions and list ways they can be addressed. 5 points</th>
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<td><strong>Person-Centered Information</strong></td>
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<tr>
<th><strong>Transition Challenges</strong>: List the major challenges to successful transitions and list the ways that these challenges can be overcome. 5 points</th>
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<th><strong>Facilitating Transitions</strong>: List the factors that facilitate successful transitions. 5 points</th>
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<td><strong>Person-Centered Information</strong></td>
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<tr>
<td>Employment Options &amp; Preferences: List employment options for students with moderate/severe disabilities. 5 points</td>
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<tr>
<td>Employment Instruction &amp; Support: List the evidence-based instructional strategies &amp; supports needed to ensure employment success for individuals with moderate/severe disabilities. 5 points</td>
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<tr>
<td>Residential Options: List residential options for individuals with moderate/severe disabilities. 5 points</td>
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Section 2
Directions: Answer the following essay questions.

A) Your administrator has invited you to speak to general education teachers about inclusion AND students with moderate/severe disabilities. Please describe your strategy. Be sure to include: (a) a legal rationale for inclusion, (b) the benefits of inclusion for students with severe disabilities and their non-disabled peers, and (c) the steps that can be taken to create or ensure successful inclusive educational environments. (10 points).

B) Identify age-appropriate functional skills and describe the ways to embed or teach these skills within typical contexts. (10 points).

C) Define and discuss the Least Dangerous Assumption and how it relates to the placement of students with moderate/severe disabilities in inclusive settings. (5 points).

D) As a student with a moderate or severe disability exits the school system, it is crucial that he or she is prepared for the community and work environment. Based on the information in this course, share how you will develop and implement systematic, evidence-based instructional strategies within the classroom, community and work environments. Be sure to include your method of assessment (5 points).

Please electronically sign (i.e., type name) that the work on the final exam is your own, is not plagiarized from the text or copied from someone else’s work.

Name: ____________________________ Date: ___________________
Teacher Candidate,

You will participate in school-wide, program-wide and class-wide activities (e.g., collaboration, data collection and assessment, direct instruction) to prepare you for serving and advocating for individuals with moderate-severe disabilities and their families. Your *primary* focus over the course of this 10-week experience will involve **5 specific projects**: (1) Positive Behavior Support, (2) Inclusion, (3) Program Planning & Instruction, (4) AAC, and (5) Transition. For these projects, you will need to identify **Focus Students**.

### Case Study Projects
This is an outline of the 5 projects, beginning with steps for identifying individual Focus Students. This outline will help you view the projects in their entirety, from the first step to the last, giving you the big picture of what is expected of you!

#### Identifying Focus Students

_____ With your Cooperating Teacher, identify 2-4 individual students who meet these criteria: (1) communication needs, (2) socialization needs, (3) behavioral needs, and (4) motor/mobility/sensory/self-help needs. At least one of these students should also be culturally/linguistically diverse. Focus on these students as you complete the 5 Projects.

_____ Review IEPs/ITPs and other important documents pertaining to these students.

_____ Obtain permission to collect data on these students and work directly with them.

_____ Identify support personnel/service providers who serve these students.

### Project: Program Planning & Instruction

**Focus:** Assessment, goal selection, planning, and coordination  
**Course Alignment:** SPED 464 & 482b  
**Materials:**  
**Competency Standards:**  
**TPEs:**

#### Part 1: Gather Background Information

_____ Interview your CT about his/her approach to program planning and IEPs, paraprofessional coordination, collaborating with teachers/specialists, and communicating and partnering with families.

_____ Interview one or more paraprofessionals (with CT permission) to understand, from their own perspective, their roles, strengths, preferences, needs, and challenges. How are these things communicated with the CT? What level of interaction do they have with parents and administration?

_____ Review formal and informal assessments used by the CT.

_____ Review and discuss CT’s data collection procedures and collect copies of blank forms (e.g., frequency, duration, interval recording, anecdotal).

_____ Find out how IEP goals are developed, shared across the IEP team, addressed throughout the day/week, and how progress towards the IEP goals are tracked over time.

_____ Find out how the CT communicates with linguistically diverse families.
Part 2: Observing Instruction

Observe the student's instructional experience in light of your CT’s approaches to planning, inclusion, modifications, and specific strategies. Note how this student's needs and strengths play a role in instructional decision-making.

Observe the CT implementing systematic instruction for communication, socialization, functional academics, self-help, motor/movement/sensory, and self-determination skills.

- Note examples of evidence-based instruction and how effective teaching promotes engagement, motivation, and successful responding.
- Note examples of providing sufficient opportunities for students to practice meaningful, functional, age-appropriate skills, especially in the area of communication.
- Note examples of incorporating/embedding students’ strengths and interests.
- Note examples of providing opportunities for choice and reinforcement.
- Reflect upon ways effective lessons can be extended or ineffective lessons improved.

Compare the instruction you observed to students' specific IEP goals and grade level standards.

- Are IEP goals worked on throughout the day, with multiple opportunities to learn and practice these new skills?
- Are IEP goals worked on across contexts?
- Where/how can learning opportunities (related to IEP goals) be embedded in natural environments/incidental situations?
- Are grade level standards addressed during instruction? If so, how? If not, how could they be?

Select 2 specific skill areas that the CT is working on with your Focus Students (e.g., communication and self-help) and assist the CT by taking data while s/he is delivering instruction. Have your CT help you plan in advance what kind of data to collect: frequency (e.g., number of correct responses), duration (e.g., 5 minutes), interval (e.g., occurrence per 1-minute interval), or anecdotal (transcript of observation). Be sure to pay attention to both teacher and student responses. After instruction meet with the CT to reflect (e.g., high frequency errors, prompt dependence) and brainstorm together.

Part 3: Planning Instruction

Ask your CT to help you schedule a home visit for one of your Focus Students.

During your home visit conduct the Ecological Inventory/Significant Other Inventory assessment.

- Compare and contrast your findings with the students’ current education programming.
- Reflect on ways your student’s current education program may be improved to more closely align with parent priorities and student strengths/skills in other environments.
- Especially note the methods with which the student communicates with his/her family members and vice versa.
- Reflect on ways your home visit confirmed and/or changed your perceptions of the student
Based on your home visit and the findings of your Ecological Inventory/Significant Other Inventory assessment, write 3 IEP goals. Make sure these goals address the different stages of learning (acquisition, generalization, maintenance, fluency).

Any time a parent/family participates in a meeting with you, be sure to write a follow-up note thanking them and reflecting positively on your time together.

**Part 4: Implementing Task Analyses**

Select a Focus Student and one of their IEP objectives to develop your first TA. Objectives should be both age-appropriate and functional/meaningful. The TA should address one of the following domains: self-help, functional academics, or movement/mobility/sensory/specialized health care. *At least one of the two you will develop must address the domain of movement/mobility/sensory/specialized health care*

Review the objective and decide whether the skill is acquisition, maintenance, fluency, or generalization.

- Using the baseline/PLOP assessment and the student’s IEP, develop the steps to the Task Analysis. Determine at what step you will begin your instruction and select the type of chaining you will use, the method of instruction, materials, and types of prompts needed for this instruction.
- Review with your CT.

Begin instruction of your first TA and, using the data collection sheet provided, record progress data regularly. Continue instruction and data collection until the student meets the objective and is able to generalize the skill. Be sure to conduct an error analysis as you go and reflect on the use of prompts. Modify as needed.

Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement this TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

Identify an objective for your second TA. Remember, objectives should be both age-appropriate and functional/meaningful. This TA should address one of the following domains (and should be a different domain than your first TA but at least ONE of them must focus on specialized health care and movement/mobility): self-help, functional academics, or movement/mobility/sensory/specialized health care. Use the same process/strategies for developing and implementing this TA as you did for the first TA.

Develop and implement your second TA. Continue instruction and data collection until the student has met the objective and can generalize the skill.

Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement your second TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

Check in with paraprofessionals on the progress (data) related to your TAs. Review and reflect upon these progress data with them. Also consider the paraprofessional behaviors/skills (instructional style and strategies) and reflect on how this affects student performance and progress.

Reflect on the interview you had with the paraprofessionals early on (in part 1). Think about the utilization of paraprofessionals in this classroom and in the field as a whole. How are paraprofessionals appreciated and how are they undervalued? How are they over-utilized and under-utilized? What are some ways that teachers/districts place more instructional responsibilities on paraprofessionals than is appropriate based on their qualifications? What are some ways that teachers/districts attempt to improve the instructional skills of paraprofessionals? As a classroom teacher, what are some ways you might choose to express appreciation to your paras, appropriately utilize your paras, and assist them in improving their skills?

**Project: Positive Behavior Support**

**Focus: Individualized behavioral assessment & intervention plan**
Part 1: Gathering Background Information

Make note of the classroom organization, materials (culturally, linguistically, and age appropriate?), routines, and technologies that facilitate classroom functioning.

Make note of what happens during transition times, in structured and unstructured settings, and in non-classroom settings.

Familiarize yourself with the CT’s behavior support system (e.g., expectations/rules, positive and negative consequences, preventative strategies) and make note of its impact on your Focus Student as well as whole classroom functioning. Also pay attention to each adult’s role within this system. Remember, you may not deliver aversives or restrain students at any time!

Make note of your student’s available reinforcers. How reinforcing and how effective do these appear to be at different times/contexts/situations?

Make note of the types, schedules, use, and availability of reinforcement (natural v. artificial, primary v. secondary) and think about how, when, and under what conditions they could be or should be made available.

Make note of your student’s strengths, interests, and overall quality of life, especially in the areas of communication, socialization, motivation, self-determination, and dignity.

Part 2: Collecting Pre-Intervention Data

Complete Quality of Life assessments for your Focus Student.

Identify the student’s reinforcers/motivators and determine whether any of those are available (or can be made available) within the classroom.

Conduct a functional behavioral assessment (FBA) on the student’s target behavior (scatter plot, ABC anecdotal charting, motivational scale). Remember, you need 3-5 days of data!

Based on the pattern of the FBA and other data collected, identify an effective, efficient, age-appropriate replacement behavior. Write a sample IEP goal for the replacement behavior.

Draw a map of the classroom and note the effects of the environmental stimuli (or lack thereof) on your student’s behaviors, communication, and socialization. Think about ways the physical space could improve behavior overall.

Part 3: Behavior Intervention Plan Development & Implementation

Develop and discuss with your CT a data-based, individualized Behavior Intervention Plan (BIP), which must include: preventative behaviors and strategies, a functionally-equivalent communicative replacement behavior, a prompting hierarchy, type/schedule of reinforcement, and the method for collecting data on the student’s new behavior(s).

Implement your BIP.

During your last 1-2 weeks, collect 3-5 days of progress data on the target and replacement behaviors.

Before you leave, provide your CT with a brief report that includes: the target behavior defined, the replacement behavior defined, the IEP goal, preventative strategies, the reinforcement type/schedule, and progress data. Discuss ideas about what may need to happen next (think about generalization, fluency, maintenance, as well as collaboration with other professionals and the family).

Project: Inclusion
Focus: Inclusive education
Course Alignment: SPED 482b, 429
Part 1: Gather Background Information

_____ Select a Focus Student and discuss possible inclusive opportunities for this student with CT.
_____ Become acquainted with the grade-equivalent content standards, instructional materials, and any other guides or supplemental materials used to structure and plan instruction at that level.
_____ Choose a General Educator to observe - select someone who is already including one or more of your students, or who could potentially do so. Spend one half day observing this GE and make note of effective instructional and behavioral support practices that promote student engagement. Also note what kinds of activities/lessons/projects they are working on.
_____ In written or verbal form, thank the teacher after the opportunity to observe and acknowledge the specific effective practices you noticed. Ask the teacher if s/he would be willing to collaborate with you for a co-taught inclusion lesson.
_____ Discuss possible inclusive opportunities for your Focus Student with their parents and principal. Obtain permission to proceed.

Part 2: Co-Teaching an Inclusive Lesson

_____ Meet with the GE to plan a 20-minute co-teaching lesson that includes one or two of your Focus Students and a small or large group of same-aged typically developing peers.
- Identify a lesson (topic and objectives), identify a co-teaching strategy, identify a setting (e.g., GE class, outdoors), determine what materials will be needed, and determine the roles and responsibilities of all adults involved. Make this lesson fun so that everyone involved is positively reinforced!
  - If your lesson will include/require paraprofessional support, be sure to specifically plan for this and clearly communicate to them their role and responsibilities within this lesson.
  - If the peers will need to be prepared in any way, be sure to specifically plan for this as well.
- In your planning, be sure to include: differentiated instruction, Universal Design for Learning, and Partial Participation to make sure the needs of all students are met.
- Also plan for communication methods (AT, AAC) that will enable your students to socially interact with peers and to demonstrate academic knowledge.
- Be sure to discuss with the GE teacher the strengths, needs, and motivators of your Focus Student(s).
- As appropriate, show this plan to the Principal and obtain permission to implement.

_____ Prepare for and conduct your inclusive lesson.
_____ Write a “Good News Note” to the parents and principal describing the highlights of your inclusive lesson. Also be sure to thank the GE for her time and efforts, and tell your CT all about it! Hopefully this experience leads to other inclusive opportunities!

Part 3: Programming for Full Inclusion
Project: Augmentative/Alternative Communication and Assistive Technology
Focus: Tools for communication assessment and supports
Course Alignment: SPED 482b
Materials:
Competency Standards:
TPEs:

Part 1: Gather Background Information
_____Identify high and lite educational and assistive technology used in the classroom.
_____Identify the AAC/AT specialist in the district and contact them (email, phone, in person) to ask about their role and the services the district offers as well as the process of getting these services to students (e.g., assessment, selection, delivery).
_____Gather information pertaining to the mandated considerations for AAC and AT. Give a copy of this information to the CT, if s/he does not have it.
_____Gather information on the students’ primary method/mode of communication at school and at home. Also gather the primary spoken language of each family.

Part 2: Using AAC/AT Supports
_____Gain experience using a variety of AT and AAC tools. Reflect on what specific skills these tools help the student perform/learn and their effectiveness.
_____Informally assess one of your Focus Students for the need of high and lite AAC. With your CT, determine what AAC can do to help your student meet these needs: learn language (vocabulary development), initiate language, make friends, gain independence, and learn academic content.
   • With your CT, evaluate the results of this assessment (and current use of AAC/AT, if applicable) in light of the student’s goals and current skills.
   • Write a brief proposal to recommend for this student a formal AAC/AT evaluation at their next IEP/ITP meeting. You will show this proposal to your CT and US.
_____For your Focus Student(s), use lite AAC/AT as a support for at least one lesson, and high AAC/AT for at least one lesson. In your planning, be sure you develop a rationale in which you:
   • have a clear objective
   • understand why AAC/AT is needed for this objective and how and the specific tool selected will help the student meet the objective
   • understand why you selected the one AAC/AT tool over another
   • consider the degree to which this would be effective for the student at home

Project: Transition
Focus: Transition planning and support
Course Alignment: SPED 464 & 520
Materials:
Competency Standards:
TPEs:
CSUF Education Specialists Program Assessment 2013

Part 1: Classroom Transitions

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**Assist with transitions into the classroom, conduct opening activities, and help plan for and assist with transitions throughout the day (including clean up!).**

**Discuss with your CT ways in which your Focus Students were prepared/transitioned from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom.**

- Who was involved?
- Was there a decided plan?
- Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated?
- How might parents and students participate in planning the next grade/classroom transition?
- How would you procure services and access other professionals and agencies needed to meet the transition objectives?

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Part 2: Transition Planning

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**Interview the health nurse (and other professionals) about specialized health care (SHC) needs, ways they provide SHC in educational settings, how school professionals procure SHC services for their students, and how to access other professionals for SHC assistance/assessment/services.**

**Observe & participate in the assessment/data collection and planning for SHC needs. Write up procedures required to procure services for persons with Moderate/Severe Disabilities and how to access other professionals and agencies needed to meet SHC needs.**

**Attend the scheduled fieldtrip to observe a model program that uses evidence-based practices to teach and support students at a later stage of life (i.e., secondary level and adulthood).**

**Participate in community based instruction (CBI), vocational training, and/or supported employment and implement evidence-based practices in work settings.**

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Part 3: Longitudinal Transition Plan

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**Ask the CT to help you schedule a MAPS meeting with the parents of one of your Focus Students. Be sure to explain to the CT/family the purpose for having this meeting.**

**With the input from the student’s stakeholders at the meeting, write up an individualized Longitudinal Transition Plan that includes:**

- 2-3 of the family's biggest transition concerns/needs/fears related to the future goals and dreams they have for their child, and suggestions for how these may be addressed;
- 2-3 major challenges specific to a successful transition for this student and ways these may be addressed;
- 2-3 ways to encourage the student’s self-determination;
- Possible employment options based on the student’s preferences;
- Skills, strategies, and supports for this student to be successful on the job;
- Possible residential options based on the preferences of the student and their family;
- Specialized health care needs

Share and discuss this plan with your CT and Supervisor then write a reflection.

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**Suggested Timeline**

This chart guides you in making sufficient progress on your 5 projects to ensure that you complete them in a timely manner. Just say ‘no’ to procrastination!
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<tr>
<th>Project</th>
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Directed Teaching Activities

This outline breaks down your whole Directed Teaching experience into 3-4 week chunks and includes all your required Directed Teaching activities - general teaching activities, project activities, and supplemental activities that may be assigned to you by your Cooperating Teacher/University Supervisor.

You will need to print these out and place them in your Directed Teaching Notebook. You will also need to give a copy to your Cooperating Teacher.

You should check off these activities as you complete them. Your Cooperating Teacher will evaluate your progress on these activities during your weekly meetings and your University Supervisor will evaluate your progress during their site visits. Verification of these activities includes: (1) direct observation by your Cooperating Teacher/University Supervisor, and/or (2) documentation showing completion, stored in your Directed Teaching Notebook.

These activities directly align with your Final Competencies Evaluation!

Weeks 1-3

General Teaching Activities

_____ Read school policies and procedures.

_____ Become familiar with the weekly classroom schedule.

_____ Identify support personnel/service providers who serve your students.

_____ Complete the "Get to Know Your School" worksheet and personally introduce yourself to as many of the listed personnel as possible in addition to the grade-equivalent general education teachers.

_____ Identify a weekly time (45-60 minutes) for meeting with your Cooperating Teacher (CT).

_____ Give a copy of important 489b materials to your CT.

_____ Give a copy of your weekly schedule to the University Supervisor (US).

_____ Create an introduction letter to send home to families (with CT permission)

_____ Greet the students each morning, become a part of the opening activities, and help to execute transitions.

_____ Get to know each student's names, methods for communication, likes and dislikes, strengths and needs. Build rapport and be reinforcing! Remember to interact with the students in an age-appropriate manner and not to talk about them in front of them or others - maintain respect & confidentiality.

_____ Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal's permission).

_____ Observe and reflect upon the quality and quantity of teacher-student and student-student interactions and make note of examples of positive interactions and how they affect student learning, relationships, and behavior.
Identifying a Focus Group and Individual Focus Students

With your Cooperating Teacher, identify 2-4 individual students who meet these criteria: (1) communication needs, (2) socialization needs, (3) behavioral needs, and (4) motor/mobility/sensory/self-help needs. At least one of these students should also be culturally/linguistically diverse. Focus on these students as you complete the 5 Projects.

Review IEPs/ITPs and other important documents pertaining to these students.

Obtain permission to collect data on these students and work directly with them.

Identify support personnel/service providers who serve these students.

Program Planning & Instruction Project (part 1 of 4): Gather Background Information

Interview your CT about his/her approach to program planning and IEPs, paraprofessional coordination, collaborating with teachers/specialists, and communicating and partnering with families.

Interview one or more paraprofessionals (with CT permission) to understand, from their own perspective, their roles, strengths, preferences, needs, and challenges. How are these things communicated with the CT? What level of interaction do they have with parents and administration?

Review formal and informal assessments used by the CT.

Review and discuss CT’s data collection procedures and collect copies of blank forms (e.g., frequency, duration, interval recording, anecdotal).

Find out how IEP goals are developed, shared across the IEP team, addressed throughout the day/week, and how progress towards the IEP goals are tracked over time.

Find out how the CT communicates with linguistically diverse families.

Program Planning & Instruction Project (part 2 of 4): Observing Instruction

Observe the student’s instructional experience in light of your CT’s approaches to planning, inclusion, modifications, and specific strategies. Note how this student’s needs and strengths play a role in instructional decision-making.

Observe the CT implementing systematic instruction for communication, socialization, functional academics, self-help, motor/movement/sensory, and self-determination skills.

Note examples of evidence-based instruction and how effective teaching promotes engagement, motivation, and successful responding.

Note examples of providing sufficient opportunities for students to practice meaningful, functional, age-appropriate skills, especially in the area of communication.

Note examples of incorporating/embedding students’ strengths and interests.
• Note examples of providing opportunities for choice and reinforcement.

• Reflect upon ways effective lessons can be extended or ineffective lessons improved.

Compare the instruction you observed to students’ specific IEP goals and grade level standards.

• Are IEP goals worked on throughout the day, with multiple opportunities to learn and practice these new skills?

• Are IEP goals worked on across contexts?

• Where/how can learning opportunities (related to IEP goals) be embedded in natural environments/incidental situations?

• Are grade level standards addressed during instruction? If so, how? If not, how could they be?

Select 2 specific skill areas that the CT is working on with your Focus Students (e.g., communication and self-help) and assist the CT by taking data while s/he is delivering instruction. Have your CT help you plan in advance what kind of data to collect: frequency (e.g., number of correct responses), duration (e.g., 5 minutes), interval (e.g., occurrence per 1-minute interval), or anecdotal (transcript of observation). Be sure to pay attention to both teacher and student responses. After instruction meet with the CT to reflect (e.g., high frequency errors, prompt dependence) and brainstorm together.

**PBS Project (part 1 of 3): Gathering Background Information**

• Make note of the classroom organization, materials (culturally, linguistically, and age appropriate?), routines, and technologies that facilitate classroom functioning.

• Make note of what happens during transition times, in structured and unstructured settings, and in non-classroom settings.

• Familiarize yourself with the CT’s behavior support system (e.g., expectations/rules, positive and negative consequences, preventative strategies) and make note of its impact on your Focus Student as well as whole classroom functioning. Also pay attention to each adult’s role within this system. Remember, you may not deliver aversives or restrain students at any time!

• Make note of the frequency and type of choices provided to your student.

• Make note of your student’s available reinforcers. How reinforcing and how effective do these appear to be at different times/contexts/situations?

• Make note of the types, schedules, use, and availability of reinforcement (natural v. artificial, primary v. secondary) and think about how, when, and under what conditions they could be or should be made available.

• Make note of your student’s strengths, interests, and overall quality of life, especially in the areas of communication, socialization, motivation, self-determination, and dignity.

**PBS Project (part 2 of 3): Collecting Pre-Intervention Data**
Complete Quality of Life assessments for your Focus Student.

Identify the student’s reinforcers/motivators and determine whether any of those are available (or can be made available) within the classroom.

Conduct a functional behavioral assessment (FBA) on the student’s target behavior (scatter plot, ABC anecdotal charting, motivational scale). Remember, you need 3-5 days of data!

Based on the pattern of the FBA and other data collected, identify an effective, efficient, age-appropriate replacement behavior. Write a sample IEP goal for the replacement behavior.

Draw a map of the classroom and note the effects of the environmental stimuli (or lack thereof) on your student's behaviors, communication, and socialization. Think about ways the physical space could improve behavior overall.

**Inclusion Project (part 1 of 3): Gather Background Information**

Select a Focus Student and discuss possible inclusive opportunities for this student with CT.

Become acquainted with the grade-equivalent content standards, instructional materials, and any other guides or supplemental materials used to structure and plan instruction at that level.

Choose a General Educator to observe- select someone who is already including one or more of your students, or who could potentially do so. Spend one half day observing this GE and make note of effective instructional and behavioral support practices that promote student engagement. Also note what kinds of activities/lessons/projects they are working on.

In written or verbal form, thank the teacher after the opportunity to observe and acknowledge the specific effective practices you noticed. Ask the teacher if s/he would be willing to collaborate with you for a co-taught inclusion lesson.

Discuss possible inclusive opportunities for your Focus Student with their parents and principal. Obtain permission to proceed.

**AAC Project (part 1 of 2): Gather Background Information**

Identify high and lite educational and assistive technology used in the classroom.

Identify the AAC/AT specialist in the district and contact them (email, phone, in person) to ask about their role and the services the district offers as well as the process of getting these services to students (e.g., assessment, selection, delivery).

Gather information pertaining to the mandated considerations for AAC and AT. Give a copy of this information to the CT, if s/he does not have it.

Gather information on the students’ primary method/mode of communication at school and at home. Also gather the primary spoken language of each family.
Transition Project (part 1 of 3): Classroom Transitions

_____Assist with transitions into the classroom, conduct opening activities, and help plan for and assist with transitions throughout the day (including clean up!).

_____Discuss with your CT ways in which your Focus Students were prepared/transitioned from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom.

• Who was involved?

• Was there a decided plan?

• Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated?

• How might parents and students participate in planning the next grade/classroom transition?

Supplemental Teaching Activities

_____Self-evaluate your dispositions using the fieldwork Dispositions Evaluation.

_____Interview an administrator about school-wide rules, concerns, supports, and consequences. Ask how these relate or do not relate to school-wide practices and policies for students with disabilities?

_____Other:

Notes:
Weeks 4-6

General Teaching Activities

_____Spend one half day observing another education specialist (or other support provider) and make note of examples of quality instruction and how effective teaching promotes engagement.

_____Schedule a time to meet with a school psychologist (or other specialist) to observe them administering formal and/or informal assessments. Ask them about their role and experiences related to students with moderate/severe disabilities.

_____Continue observing, delivering, and reflecting upon classroom instruction.

_____Continue attending staff and parent meetings.

_____Related to individualized instruction, be sure you are participating in programs related to the following areas: communication, socialization, self-help, self-determination, functional academics, and vocational training.

Program Planning & Instruction (part 3 of 4): Planning Instruction

_____Ask your CT to help you schedule a home visit for one of your Focus Students.

_____During your home visit conduct the Ecological Inventory/Significant Other Inventory assessment.
   • Compare and contrast your findings with the students’ current education programming.
   • Reflect on ways your student’s current education program may be improved to more closely align with parent priorities and student strengths/skills in other environments.
   • Especially note the methods with which the student communicates with his/her family members and vice versa.
   • Reflect on ways your home visit confirmed and/or changed your perceptions of the student and his/her family.

_____Based on your home visit and the findings of your Ecological Inventory/Significant Other Inventory assessment, write 3 IEP goals. Make sure these goals address the different stages of learning (acquisition, generalization, maintenance, fluency).

_____Any time a parent/family participates in a meeting with you, be sure to write a follow-up note thanking them and reflecting positively on your time together.

Program Planning & Instruction (part 4 of 4): Implementing Task Analyses

_____Select a Focus Student and one of their IEP objectives to develop your first TA. Objectives should be both age-appropriate and functional/meaningful. The TA should address one of the following domains: self-help, functional academics, or movement/mobility/sensory/specialized health care. Review the objective and decide whether the skill is acquisition, maintenance, fluency, or generalization.
• Using the baseline/PLOP assessment and the student’s IEP, develop the steps to the Task Analysis. Determine at what step you will begin your instruction and select the type of chaining you will use, the method of instruction, materials, and types of prompts needed for this instruction.

• Review with your CT.

____ Begin instruction of your first TA and, using the data collection sheet provided, record progress data regularly. Continue instruction and data collection until the student meets the objective and is able to generalize the skill. Be sure to conduct an error analysis as you go and reflect on the use of prompts. Modify as needed.

____ Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement this TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

____ Identify an objective for your second TA. Remember, objectives should be both age-appropriate and functional/meaningful. This TA should address one of the following domains (and should be a different domain than your first TA): self-help, functional academics, or movement/mobility/sensory/specialized health care. Use the same process/strategies for developing and implementing this TA as you did for the first TA.

____ Develop and implement your second TA. Continue instruction and data collection until the student has met the objective and can generalize the skill.

____ Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement your second TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

____ Check in with paraprofessionals on the progress (data) related to your TAs. Review and reflect upon these progress data with them. Also consider the paraprofessional behaviors/skills (instructional style and strategies) and reflect on how this affects student performance and progress.

____ Reflect on the interview you had with the paraprofessionals early on (in part 1). Think about the utilization of paraprofessionals in this classroom and in the field as a whole. How are paraprofessionals appreciated and how are they undervalued? How are they over-utilized and under-utilized? What are some ways that teachers/districts place more instructional responsibilities on paraprofessionals than is appropriate based on their qualifications? What are some ways that teachers/districts attempt to improve the instructional skills of paraprofessionals? As a classroom teacher, what are some ways you might choose to express appreciation to your paras, appropriately utilize your paras, and assist them in improving their skills?

**PBS Project (part 3 of 3): Behavior Intervention Plan Development & Implementation**

_____ Develop and discuss with your CT a data-based, individualized Behavior Intervention Plan (BIP), which must include: preventative behaviors and strategies, the functionally-equivalent communicative replacement behavior, a prompting hierarchy, type/schedule of reinforcement, and the method for collecting data on the student’s new behavior(s).

_____ Implement your BIP.

_____ During your last 1-2 weeks, collect 3-5 days of progress data on the target and replacement behaviors.
Before you leave, provide your CT with a brief report that includes: the target behavior defined, the replacement behavior defined, the IEP goal, preventative strategies, the reinforcement type/schedule, and progress data. Discuss ideas about what may need to happen next (think about generalization, fluency, maintenance, as well as collaboration with other professionals and the family).

**Inclusion Project (part 2 of 3): Co-Teaching an Inclusive Lesson**

- Meet with the GE to plan a 20-minute co-teaching lesson that includes one or two of your Focus Students and a small or large group of same-aged typically developing peers.
  - Identify a lesson (topic and objectives), identify a co-teaching strategy, identify a setting (e.g., GE class, outdoors), determine what materials will be needed, and determine the roles and responsibilities of all adults involved. Make this lesson fun so that everyone involved is positively reinforced!
    - If your lesson will include/require paraprofessional support, be sure to specifically plan for this and clearly communicate to them their role and responsibilities within this lesson.
    - If the peers will need to be prepared in any way, be sure to specifically plan for this as well.
  - In your planning, be sure to include: differentiated instruction, Universal Design for Learning, and Partial Participation to make sure the needs of all students are met.
  - Also plan for communication methods (AT, AAC) that will enable your students to socially interact with peers and to demonstrate academic knowledge.
  - Be sure to discuss with the GE teacher the strengths, needs, and motivators of your Focus Student(s).
  - As appropriate, show this plan to the Principal and obtain permission to implement.

- Prepare for and conduct your inclusive lesson.

- Write a “Good News Note” to the parents and principal describing the highlights of your inclusive lesson. Also be sure to thank the GE for her time and efforts, and tell your CT all about it! Hopefully this experience leads to other inclusive opportunities!

**AAC Project (part 2 of 2): Using AAC/AT Supports**

- Gain experience using a variety of AT and AAC tools. Reflect on what specific skills these tools help the student perform/learn and their effectiveness.

- Assess one of your Focus Students for the need of high and lite AAC. With your CT, determine what AAC can do to help your student meet these needs: learn language (vocabulary development), initiate language, make friends, gain independence, and learn academic content.
  - With your CT, use the results of this assessment along with the student’s goals to plan for,
• Write a brief proposal to recommend for this student a formal AAC evaluation at their next IEP/ITP meeting. You will show this proposal to your CT and US.

_____For your Focus Student(s), use lite AAC/AT as a support for at least one lesson, and high AAC/AT for at least one lesson. In your planning, be sure you develop a rationale in which you:
  • have a clear objective
  • understand why AAC/AT is needed for this objective and how and the specific tool selected will help the student meet the objective
  understand why you selected the one AAC/AT tool over another
  • consider the degree to which this would be effective for the student at home

**Transition Project (part 2 of 3): Transition Planning**

_____Interview the health nurse (and other professionals) about specialized health care (SHC) needs, ways they provide SHC in educational settings, how school professionals procure SHC services for their students, and how to access other professionals for SHC assistance/assessment/services.

_____Observe & participate in the assessment/data collection and planning for SHC needs.

_____Attend the scheduled fieldtrip to observe a model program that uses evidence-based practices to teach and support students at a later stage of life (i.e., secondary level and adulthood).

_____Participate in community based instruction (CBI), vocational training, and/or supported employment and implement evidence-based practices in work settings.

**Supplemental Teaching Activities**

_____Complete an age-appropriate bulletin board- be sure to display student work!

_____Review the final Competencies Evaluation and assess yourself. Meet with your CT and US to seek feedback regarding your overall progress.

_____Other:

**Notes:**
**General Teaching Activities**

- Continue observing, delivering, and reflecting upon classroom instruction.
- Continue attending staff and parent meetings.
- Related to individualized instruction, be sure you are participating in programs related to the following areas: communication, socialization, self-help, self-determination, functional academics, and vocational training.
- Review the final Competencies Evaluation and be sure you work with your CT to focus on areas of particular weakness (practice, practice, practice!) and on areas where you have had few opportunities.
- Review the Competencies Evaluation to ensure that you have provided your CT and US with all necessary evidence of your ability to meet these standards.
- Conduct a “good-bye and thank you” activity as appropriate (with CT permission).
- Complete a “Critical Reflection” on your overall skills.

**Program Planning & Instruction (part 4 of 4 continued): Implementing Task Analyses**

- Identify an objective for your second TA. Remember, objectives should be both age-appropriate and functional/meaningful. This TA should address one of the following domains (and should be a different domain than your first TA): self-help, functional academics, or movement/mobility/sensory/specialized health care. Use the same process estrategies for developing and implementing this TA as you did for the first TA.
- Develop and implement your second TA. Continue instruction and data collection until the student has met the objective and can generalize the skill.
- Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement your second TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.
- Check in with paraprofessionals on the progress (data) related to your TAs. Review and reflect upon these progress data with them. Also consider the paraprofessional behaviors/skills (instructional style and strategies) and reflect on how this affects student performance and progress.
- Reflect on the interview you had with the paraprofessionals early on (in part 1). Think about the utilization of paraprofessionals in this classroom and in the field as a whole. How are paraprofessionals appreciated and how are they undervalued? How are they over-utilized and under-utilized? What are some ways that teachers/districts place more instructional responsibilities on paraprofessionals than is appropriate based on their qualifications? What are some ways that teachers/districts attempt to improve the instructional skills of paraprofessionals? As a classroom teacher, what are some ways you might choose to express appreciation to your paras, appropriately utilize your paras, and assist them in improving their skills?
**PBS Project (part 3 of 3 continued): BIP Development & Implementation**

_____ Develop and discuss with your CT a data-based, individualized Behavior Intervention Plan (BIP), which must include: preventative behaviors and strategies, the functionally-equivalent communicative replacement behavior, a prompting hierarchy, type/schedule of reinforcement, and the method for collecting data on the student’s new behavior(s).

_____ Implement your BIP.

_____ During your last 1-2 weeks, collect 3-5 days of progress data on the target and replacement behaviors.

_____ Before you leave, provide your CT with a brief report that includes: the target behavior defined, the replacement behavior defined, the IEP goal, preventative strategies, the reinforcement type/schedule, and progress data. Discuss ideas about what may need to happen next (think about generalization, fluency, maintenance, as well as collaboration with other professionals and the family).

**Inclusion Project (part 3 of 3): Programming for Full Inclusion**

_____ Develop your Inclusion Plan by completing the Objective/Schedule Matrix, the Classroom Analysis & Activity Worksheet, and the Participation & Learning Plan (all found in the Halvorsen & Neary text).

_____ If possible, implement all or some of your Inclusion Plan and reflect. If not possible, give your CT a copy of your Inclusion Plan and discuss to encourage continued work on this after your time in the classroom expires.

**AAC Project (part 2 of 2 continued): Using AAC/AT Supports**

_____ Gain experience using a variety of AT and AAC tools. Reflect on what specific skills these tools help the student perform/learn and their effectiveness.

_____ Assess one of your Focus Students for the need of high and lite AAC. With your CT, determine what AAC can do to help your student meet these needs: learn language (vocabulary development), initiate language, make friends, gain independence, and learn academic content.
   • With your CT, use the results of this assessment along with the student’s goals to plan for, develop, and implement AAC.
   • Write a brief proposal to recommend for this student a formal AAC evaluation at their next IEP/ITP meeting. You will show this proposal to your CT and US.

_____ For your Focus Student(s), use lite AAC/AT as a support for at least one lesson, and high AAC/AT for at least one lesson. In your planning, be sure you develop a rationale in which you:
   • have a clear objective,
   • understand why AAC/AT is needed for this objective and how and the specific tool selected will help the student meet the objective,
   • understand why you selected the one AAC/AT tool over another.
Transition Project (part 3 of 3 continued): Longitudinal Transition Plan

______Ask the CT to help you schedule a MAPS meeting with the parents of one of your Focus Students. Be sure to explain to the CT/family the purpose for having this meeting.

______With the input from the student's stakeholders at the meeting, write up an individualized Longitudinal Transition Plan that includes:

- 2-3 of the family's biggest transition concerns/needs/fears related to the future goals and dreams they have for their child, and suggestions for how these may be addressed;
- 2-3 major challenges specific to a successful transition for this student and ways these may be addressed;
- 2-3 ways to encourage the student’s self-determination;
- Possible employment options based on the student’s preferences;
- Skills, strategies, and supports for this student to be successful on the job;
- Possible residential options based on the preferences of the student and their family.

Share this plan with your CT and Supervisor.

Supplemental Teaching Activities:

______Check the syllabus to make sure you have satisfactorily completed all requirements of the course.

______Other:

Notes:
SPED 464 Weekly Assignment Module 10

**Topic: Specialized Health Care**

1. You learn that you will be receiving a student with specialized health care needs in your classroom. Describe the steps you would take to access other licensed health care professionals and agencies to assist you in meeting the needs of the new student.

2. Select one of the following health care procedures and a) address how you would obtain health care services for the new student b) write an IEP objective that addresses the student’s performance or partial participation in one of the health care procedures noted below (Collins, 2007).

   **Health Care Procedures:**
   - Glucose monitoring
   - Medication administration
   - Catheterization
   - Tube feeding
   - Shunt monitoring
   - Bowel care
   - Feeding disorders

3. Describe federal, state and local policies related to the complex medical (procedure noted in #2) and educational needs of a student with a moderate or severe disability.