

**PROGRAM SUMMARY**  
**PRELIMINARY EDUCATION SPECIALIST CREDENTIAL**  
**MILD TO MODERATE AUTHORIZATION**

**I. PROGRAM DESIGN**

The special education program is committed to alignment of the course and fieldwork with the principle of inclusive education in diverse general education settings. This includes ensuring that candidates in the special education credential understand and develop observable skills in the multiple subject teaching credentials relevant to general education curriculum. This includes subject matter, instructional practices and collaborative co-teaching that provide students with special needs access to age/grade appropriate learning and instruction aligned with the California content standards. Three of the courses in the multiple subject credential program are required of all special education teacher candidates. These are EDSP 389/589 Healthy Environments and Inclusive Education in a Global Society, EDUC 383P/583P Methods of Teaching Reading & Language Arts, and EDUC 384C/584C Methods of Teaching English Language & Academic Development.

The USD Special Education Undergraduate and Graduate Program design adheres to the USD SOLES PEU Candidate Outcomes embedded in social justice principles known as ‘ACE’. The overarching values and teacher dispositions engrained in ‘ACE’ provide the framework for course objectives aligned with the various accrediting bodies for the program. ACE outcomes include 1) Academic Excellence & Critical Inquiry and Reflection, 2) Community & Service, and 3) Ethics, Values and Diversity. Course objectives, and the program as a whole, are aligned with standards of the *California Commission on Teacher Credentialing: Education Specialist Standards* (CCTC), the *California Teacher Performance Expectations* (TPEs), *Council for Exceptional Children* (CEC), the *Interstate New Teacher & Assessment Consortium principles* (INTASC), standards for the *Western Association of Schools and Colleges* (WASC), and the *National Council for Accreditation of Teacher Education* (NCATE).

In both courses and field experiences candidates demonstrate application of principles of social justice and conduct reflecting professional dispositions. Cumulative observations and reflective teaching practices are designed around evidence-based examples. Instructional practice, advisement, student teaching observations and seminars continuously focus on the CEC Professional Code of Ethics for beginning teachers and the PEU overarching ACE and dispositional traits when interacting with students, teaching colleagues and families of individual with special needs.

**Leadership within the credential program**

Special education is a program within the Department of Learning and Teaching. The Special Education Program Coordinator is responsible for coordination of the undergraduate and graduate Special Education Credential Program and the Initial Level Master’s Degree in Special Education with Emphasis Mild/Moderate. The special education program reports directly to the L&T Department Chair who has leadership responsibilities for all the teacher education programs of study.

Learning and Teaching Department Chair:	Dr. Heather Lattimer
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Special Education Program Coordinator	Dr. Jerry Ammer
Director of Field Experience	Dr. Helene Mandel

The special education credential program also has the following additional administrators and staff who support the programs:

Field Experience Manager – Special Education	Stacey Kasendorf
Assistant Director of Programs	Sergio Rodriguez
Program Specialist	Kathy Estey
Administrator for Special Projects	Dr. Mariam True
Credentials Analyst	Linda Dews
Executive Assistant	Maria Menezes

### **Communications within the Credential Program, the PEU and Community**

The department holds monthly meetings of all faculty and administrators, monthly credential faculty meetings, and regular meetings of field experience supervisors from both the general and special education programs. Special education adjunct faculty members meet each semester to review changes, evaluation criteria, assignments and discuss ways to enhance course content and delivery. The Field Experience Manager for Special Education has quarterly meetings with university field supervisors and master/cooperating teachers. School district support providers participate in candidates' student teaching seminars. Because the program includes an undergraduate, as well as graduate path, there is regular dialogue with advisors in the College of Arts and Sciences' Liberal Studies program. Electronic surveys are used for input from candidates, university supervisors, and cooperating teachers. The special education faculty is active in California special education faculty biannual meetings. The program coordinator attends the CEC/SPA NCATE training at the national special education conference. Faculty participate in San Diego BTSA meetings and the county consortium of IHEs offering special education credentials.

### **Program Modifications and Refinements 2008-2011:**

A recent, notable change in assessment is the development of an electronic stored body of *professional competency evidence*. Two primary factors led to a decision to step back and reshape assessment practices. The first was the ongoing dialogue with candidates in each of their courses in light of assessment data regarding our program design and delivery. The second was the transition from the Level I and Level 2 Education Specialist Credential with English Learner Authorization to the Preliminary Education Specialist Credential with Mild/Moderate Authorization. The new assessment management folio developed in TaskStream for the special education credential and master degree program is known as the *Special Ed Credential & Master Degree Folio*.

In 2009, to address feedback from district master teachers and support providers, we revised *management and behavior best practices* taught in EDSP 371/571. The class now includes the case manager role of the education specialist with regard to curriculum, teaching, administration,

analyzing and reporting assessment information, and supervising para-educators working in inclusive educators general education classes.

*Autism spectrum concepts and teaching practices* have been infused across the curriculum. *Co-teaching* and *enhanced technological resources* for students, teachers and case managers are two additional themes that are a prime focus in the program revision.

## COURSE OF STUDY

Emphasis in the program of study is focused on education of individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders, in K-12 and adult programs. The program courses and fieldwork are designed so that candidates’ explore how cultural, community and individual diversity and the needs of English learners influence classification, placement and instructional practices.

Both undergraduate and graduate education specialist candidates complete a 42-unit/12-course program for the Preliminary Education Specialist Credential with Mild/Moderate Authorization. Graduate students who take 9 to 12 units of coursework each semester, as well as the intersession law course and summer behavior course can enroll in student teaching in their third semester. Undergraduates begin taking the Professional Special Education Upper Division course work in the spring of the sophomore year and can complete their coursework either in their senior year or in a fifth year student teaching option.

### FIELD EXPERIENCES<sup>1</sup> IN SPECIAL EDUCATION CREDENTIAL PROGRAM PRELIMINARY EDUCATION SPECIALIST CREDENTIAL WITH MILD/MODERATE AUTHORIZATION UNDERGRADUATE AND GRADUATE PROGRAM OF STUDY

<b>FOUNDATION BLOCK COURSES – FOCUS IS ON OBSERVATION AND BUILDING UNDERSTANDING ABOUT NEWLY DISCOVERED KNOWLEDGE (11 UNITS/12 FIELD HOURS)</b>		
<i>Course Title</i>	<i>Focus and Contact Hours – Field Experience</i>	<i>Evidence Performance Outcome</i>
EDSP 389/589: Healthy Environments & Inclusive Education in a Global Society (3-units)	Complete 5-different observation-visitations to sites or settings within a school(s) or organizations serving individuals with special needs. Observe 5-different types of students or adults in specialized service delivery settings. (5 hours)	Specific site visit reflections comparing course content & reading with service delivery in practice. Education specialist candidates required to complete a minimum of 3 visitations in schools, agencies or other transitional programs organized primarily for adult (18 to 22 years) services that emphasizes transitional experiences across the continuum of program options
EDSP 373/573 Diverse Family Systems & Transitions (3-units)	Shadow family of an individual with a special need using ethnographic research skills. (5 hours)	Case report family needs, issues and resources. (Embedded Signature Assignment)
EDSP 374/574 Global Perspectives & Foundations in SPED (3-units)	Observing and recording of characteristics and traits noticed in interaction of individual with autism in school, home, community or leisure setting with others. (2 hours)	Behavior charting and report linking readings with actual experience with individual with autism.
EDSP 379/579 Cultural, Legal & Ethical Aspects of Special Education	Not applicable	Not applicable

### **METHODS BLOCK COURSE – FOCUS IS ON APPLICATION OF NEW KNOWLEDGE TO K-22 SETTINGS**

<b>Multiple Subject Methods Courses – Age Appropriate Inclusion in Subject Matter Standards Universal Design of Instruction (9 UNITS/95 Field Hours)</b>		
<i>Course Title</i>	<i>Focus and Contact Hours – Field Experience</i>	<i>Evidence Performance Outcome</i>

<sup>1</sup> Program Advisor works with candidate to ensure experience across kindergarten to age 22 authorization of an Education Specialist. CA requires evidence of breadth of field experience across grade levels, socio-economic, diversity and different disabilities within the mild/moderate classification.

EDUC 383P/583P Methods of Teaching Reading & Language Arts (3-units)	Supervised field-experience in classroom specifically selected by department for innovation and teacher excellence. Candidate follows one developing reader. Through direct engagement and teaching candidate applies knowledge and understanding from reading course to skill set development in diverse classroom. (50 hours)	Construction of a case study of a developing reader. Candidate develops understanding of a repertoire of approaches, which constitute a balanced approach to language arts instruction ( <i>Embedded Signature Assignment</i> ). Student takes the CA reading exam (RICA <sup>2</sup> ) at end of course.
EDUC 384C/584C Methods of Teaching English Language & Academic Development (3-units)	Community service learning (20 hours)	Field experience teaching English to a non-English speaker. Reflective inquiry case report prepared as part of the service learning experience.
EDUC 375P/575P Elementary Curriculum Methods for Special Educators (3-units)	Field experiences in an inclusive multiple subjects setting. Candidate applies evidence based pedagogy skills in the CA academic content areas. Setting must include a diverse population setting, which includes both an English learner and student with special needs in inclusive instruction. (25 hours)	Completion of a PACT <sup>3</sup> aligned instructional plan. Based on learning environment a sequential set of science & history/social science lessons are designed. Project includes present skill level competency in the areas of planning, instruction, assessment, academic language, & reflection that aligns with Universal Design of Learning & Instruction ( <i>Embedded Signature Assignment</i> ).

Special Education Methods Courses – Alignment IEP Objectives with Age Appropriate Learning Outcomes (12UNITS/37 FIELD HOURS)		
Course Title	Focus and Contact Hours – Field Experience	Evidence Performance Outcome
EDSP 370/570 Assessment Identification to Transition in Special Education (3-units)	Field experience involves candidate practice administrating standardized and informal instruments to kindergarten to 22 year olds in school, home &/or community settings. (5 hours minimum)	Development of a case report that incorporates accurate and correct description of scores, intra-individual graph representation of results, narrative implications of results for IEP goals and Standards Based grade appropriate goals. ( <i>Embedded Signature Assignment</i> )
EDSP 371/571 Management Behavior & Instruction (3 units)	Field experience involves candidate behavior/social observations in school, home &/or community setting. Purpose is practice conducting formal behavior assessments related to measurable and observable behaviors. The experience is the grounding foundation for preparing functional behavior assessment and behavior change plan. (5 hours)	Development of a report that includes description of measurable and observable behaviors. Design of graphic representation of data using a software application and written analysis of observation and data results for planning individualized behavior change intervention and functional behavior assessment for positive behavior intervention plan. ( <i>Embedded Signature Assignment</i> ).
EDSP 372/572 Language Variance and Assistive Technology (3-units)	Field experience observing direct remediation sessions conducted by school site-based speech pathologists. Observations must relate how the speech language pathologist incorporated language strategies or assistive technology to support the instructional development of students on their caseloads. (2 hours)	A written summary and assessment of each session is required. Specific guidelines regarding requirements for this project, arrangement for observations, and formal written work provided in an additional handout.
EDSP 375P/575P Evidence Based Inclusive Practices Mild to Moderate Disabilities (3-units)	Field experiences in a special class & inclusive multiple subjects setting. Candidate applies evidence based pedagogy skills in the CA academic content area specifically designed for students with an IEP. Candidate also focuses on identifying and planning instruction and learning that informs successful transitioning across grades and ultimately an ITP (25 hours).	Candidate prepares a detailed Individual Education Plan that incorporates nine critical concepts related to this course. The 9 critical components include: 1) IEP Forms (district specific forms), 2) formative informal assessment data, 3) P-12 student age appropriate CA Content Standard based performance objectives, 4) plan and organization of learning environment, 5) the instructional cycle ensuring student learning outcomes, 6) instructional material, 7) strategic instruction plan, 8) content instruction plan, and 9) high, medium and low technology resources for both teacher and student(s). The project will align with the PACT instructional plan with a set of sequential mathematics and reading/language arts plans ( <i>Embedded Signature Assignment</i> ).

<sup>2</sup> [Reading Instruction Competence Assessment](#)

<sup>3</sup> [Performance Assessment for California Teachers.](#)

STUDENT TEACHING BLOCK – APPLYING SKILLS TO INFLUENCE PERFORMANCE OUTCOMES IN K-22 SETTINGS (6 UNITS)		
Course Title	Focus and Contact Hours – Field Experience	Evidence Performance Outcome
EDSP 490P/590P Student Teaching Mild/Moderate (6-units)	Student teaching is an advanced level supervised field experience in teaching students with special needs. This experience involves increasing teaching responsibility in community and classroom education service delivery models ranging from special day to general education settings. This is a performance-evidenced experience that requires direct observation by an assigned University Field Supervisor (minimum of 8) and a district master teacher and/or intern support provider. (Full-time full-day. Follows <u>teaching day of master teacher and complete semester calendar of the district not the university</u> ).	Performance in a student teaching placement is evaluated via a series of rubric-based assessments aligned with the CEC and CTC special educator standards. In addition the rubric aligns with the CA Teacher Performance Expectations (TPEs). There are three primary evaluations: 1) observation and performance evaluation of demonstrated performance as an education specialist, 2) development of critical centerpiece artifacts that show an understanding and application of competencies and 3) a CA mandated Transition Individual Induction Plan.

### III. ASSESSMENT OF CANDIDATES

From the initial admissions essay and interview, through the course level self-analysis and preparation of evidence-grounded pedagogy, candidates are assessed against teacher performance expectations. The major analysis with evidence cited embedded signature assignments occur at the midpoint and final point preparation of the Individual Induction Plan.

The table below lists the assessments of candidates' performance.

**PRILIMINARY EDUCATION SPECIALIST CREDENTIAL  
WITH MILD/MODERATE AUTHORIZATION  
EMBEDDED SIGNATURE ASSIGNMENTS (ESA)  
SPECIAL EDUCATION CREDENTIAL & MASTER DEGREE FOLIO  
TASKSTREAM.COM**

Course-Based Embedded Signature Assignments (ESA)		
Submit Upon Completion of Course	Assessment	Evaluation Rubric
EDUC 375/575 Elementary Methods for Special Educators	<i>Context for Learning PACT<sup>4</sup> Alignment</i>	<i>Context for Learning Setting Diversity Narrative Rubric</i>
	<i>Curriculum Framing PACT Aligned</i>	<i>Planning Instruction &amp; Assessment Narrative Rubric</i>
	<i>First Set of Sequential Lesson Plans</i>	<i>Universal Design for Instruction &amp; Learning Standards Based Lesson Plan Rubric</i>
	<i>Second Set of Sequential Lesson Plans</i>	<i>Universal Design for Instruction &amp; Learning Standards Based Lesson Plan Rubric</i>
EDSP 370/570 Assessment	<i>Practice Administration Assessment</i>	<i>Individually Administered Multiple Standardized Tests Rubric</i>
	<i>PBL Assessment Curriculum Decisions</i>	<i>PBL<sup>5</sup> Assessment Curriculum Decisions Rubric</i>
	<i>Multidisciplinary Team Process</i>	<i>Multidisciplinary Team Process Rubric</i>
	<i>Individually Administered Standardized Assessment Critique</i>	<i>Individual Assessment Administration, Analysis &amp; Presentation Rubric</i>
EDSP 371/571 Management Behavior	<i>Toolkit for Assessment</i>	<i>Assessment Toolkit Rubric</i>
	<i>Instructional &amp; Case Management Organizer</i>	<i>Instructional &amp; Case Management Organizer Research Rubric</i>
	<i>Behavior Social Needs Analysis RtI<sup>6</sup></i>	<i>Behavior Social Needs RtI Rubric</i>
	<i>Functional Behavior Assessment (FBA)</i>	<i>Functional Behavior Assessment Report Rubric</i>

<sup>4</sup> Performance Assessment California Teachers (PACT)

<sup>5</sup> Problem Based Learning (PBL)

<sup>6</sup> Response to Intervention (RTI)

	<i>PBL Behavior Intervention Plan (BIP)</i>	<i>Behavior Intervention Plan BIP Rubric</i>
EDSP 373/573 Families	<i>Family Systems &amp; Transition Case</i>	<i>Family Systems &amp; Transitions Case Study Rubric</i>
EDSP 374/574 Global	<i>PBL Analysis Characteristics &amp; Needs Vignettes</i>	<i>PBL Characteristics &amp; Needs Vignette Rubric</i>
	<i>Autism Spectrum Disorder Charting</i>	<i>Autism Observation Literature Review &amp; Analysis Rubric</i>
	<i>Toolkit Characteristics &amp; Needs In a Global Society</i>	<i>Global Perspective Resource Toolkit Databank Rubric</i>
	<i>Research Global Perspective Mild to Moderate Disabilities</i>	<i>Research Project Global Perspectives Mild to Moderate Disabilities Rubric</i>
EDSP 375/575 Methods Special Education	<i>Context for Learning PACT Alignment</i>	<i>Context for Learning Setting Diversity Narrative Rubric</i>
	<i>Curriculum Framing PACT Alignment</i>	<i>Planning Instruction &amp; Assessment Narrative Rubric</i>
	<i>First Set Sequential Lesson Plans</i>	<i>Universal Design for Instruction &amp; Learning Standards Based Lesson Plan Rubric</i>
	<i>Second Set Sequential Lesson Plans</i>	<i>Universal Design for Instruction &amp; Learning Standards Based Lesson Plan Rubric</i>
	<i>Research Evidence Based Strategies Mild to Moderate Disabilities</i>	<i>Research Strategy Rubric</i>
	<i>Transition Plan Independent Skills Project</i>	<i>Transition Planning (ITP) and Independent Skill Building Strategies Rubric</i>

<b>Midpoint Application to Student Teaching Embedded Signature Assignments (ESA)</b>		
Submission Semester Prior to Student Teaching	Assessment	Evaluation Rubric
	<i>Action Research Pedagogy of Practice</i>	<i>Personal Pedagogy of Practice Action Research Focus Rubric</i>
	<i>Individual Induction Plan – (First Submission Midpoint Petition to Student Teach)</i>	<i>Individual Induction Plan (IIP) Rubric</i>
	<i>Petition to Enroll in Student Teaching Special Education</i>	<i>Meets Requirement</i>
	<i>Resume – Professional Educator</i>	<i>Meets Requirement</i>

<b>Student Teaching/Intern Embedded Signature Assignments (ESA)</b>		
EDSP 490P/590P Student Teaching Mild to Moderate Disabilities		
Ongoing Required Assignments During Student Teaching Experience	Assessment	Evaluation Rubric
Student Teaching Performance Observation Evaluation	<i>EDSP 490P/590P <u>Midpoint</u> Evaluation</i>	<i>Student Teaching/Intern Preliminary Education Specialist Performance Rubric</i>
	<i>EDSP 490P/590P <u>Final</u> Evaluation</i>	<i>Student Teaching/Intern Preliminary Education Specialist Performance Rubric</i>
Student Teaching Self-Reflective Critical Inquiry	<i>Individual Induction Plan – (First Submission Midpoint Petition to Student Teach)</i>	<i>Individual Induction Plan (IIP) Rubric</i>

	Petition to Enroll in Student Teaching Special Education	<i>Meets Requirement</i>
	Resume – Professional Educator	<i>Meets Requirement</i>
Student Teaching Case Study (In Style of PACT)	<i>Content Learning – Student Teaching</i>	<i>Context for Learning Setting Diversity Narrative Rubric</i>
	<i>Planning Instruction/Assessment – Student Teaching</i>	<i>Planning Instruction &amp; Assessment Narrative Rubric</i>
	<i>Instructional Supports for Learning - Student Teaching</i>	<i>Instructing Students &amp; Supporting Learning PACT Special Education Rubric</i>
	<i>Assessing Student Learning – Student Teaching</i>	<i>Assessing Student Learning PACT Special Education Rubric</i>
	<i>Reflection Teaching &amp; Learning – Student Teaching</i>	<i>Reflecting on Teaching &amp; Learning PACT Special Education</i>
Student Teaching Individual Induction Plan	<i>CSTP Domain 1: Engaging &amp; Supporting All</i>	<i>CSTP Domain 1: Engaging &amp; Supporting All Rubric</i>
	<i>CSTP Domain 2: Creating &amp; Maintaining Effective Environment</i>	<i>CSTP Domain 2: Creating &amp; Maintaining Effective Environment Rubric</i>
	<i>CSTP Domain 3: Making Subject Matter Comprehensible</i>	<i>CSTP Domain 3: Making Subject Matter Comprehensible Rubric</i>
	<i>CSTP Domain 4: Planning Instruction Design for Learning Experience</i>	<i>CSTP Domain 4: Planning Instruction Design for Learning Experience Rubric</i>
	<i>CSTP Domain 5: Assessing Student Learning</i>	<i>CSTP Domain 5: Assessing Student Learning Rubric</i>
	<i>CSTP Domain 6: Developing As a Professional Education Specialist</i>	<i>CSTP Domain 6: Developing As a Professional Education Specialist Rubric</i>