



**COLLEGE OF EDUCATION AND ALLIED STUDIES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**



EDUCATION SPECIALIST TEACHING CREDENTIAL
MILD MODERATE AND MODERATE SEVERE DISABILITIES
PROGRAM HANDBOOK
2018-2019

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Education Specialist candidates must also pass the RICA (Reading Instruction Competence Assessment). This preliminary credential is valid only for five years. The Credentials Students Service Center (CSSC) posts information on how to apply for the preliminary credential on its webpage.

2.1 EDUCATION SPECIALIST MILD MODERATE DISABILITIES CREDENTIAL

This basic c

disabilities, to students in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available. (file://localhost/Retrieved from https://www.ctc.ca.gov/docs/default-source/credentials/creds:special-edauthorizations.pdf%3Fsfvrsn=755cd79a_0)

2.3 AUTISM ADDED AUTHORIZATION

This added authorization is available to individuals who hold Education Specialist Credential or Learning Handicapped Credentials that do not authorize services to students with Autism Spectrum Disorder. This added authorization consists of a specific set of courses that are a part of the Education Specialist Credential programs. Contact program faculty for additional information and sequence of courses.

3.0 TYPES OF CREDENTIALS

3.1 PRELIMINARY CREDENTIAL

Candidates earn their preliminary credential(s) upon completion of the Education Specialist Mild Moderate Disabilities or Moderate Severe Disabilities. Candidates who do not hold a general education credential must pass the Reading Instruction Competence Assessment (RICA) assessment prior to applying for their preliminary credential. This preliminary credential is valid only for five years. The Credentials Students Service Center (CSCC) posts information on how to apply for the preliminary credential on its webpage.

3.2 CLEAR CREDENTIAL

Newly credentialed teachers have five years to complete an approved induction program. The Beginning Teacher Support & Assessment (BTSA) Induction program is facilitated through most school districts and is a component of new teacher programs in most districts. For more details on BTSA Induction, see <http://www.btsa.ca.gov>. Candidates must provide evidence of two years of employment in a position authorized by the credential in order to complete the Induction for the Clear credential. For a diagram of California's Learning to Teach System, please see CTC's website, agenda item handout from the June 2, 2011 CTC Commission Meeting, <http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5B.pdf>.

For a diagram of *California's Learning to Teach System*, please see CTC's website, agenda item handout from the June 2, 2011 CTC Commission Meeting, <http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5B.pdf>.

4.0 TIMELINES & CONTACT INFORMATION FOR 2018-2019 PROGRAMS

4.1 TIMELINES

	Summer 2018 Entry
Applications Deadlines	University and Departmental Applications are due May 1, 2018

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	Please see http://www.csueastbay.edu/ted/programs-admissions/index.html
Mandatory Orientation	Monday, June 11, 2018, 3:30 -6 pm, VBT 124
First Day of Program	Monday, June 18, 2018
Supervised Field Placement I	Placement for first year candidates will take place from mid-January to mid May
	Year 2 Candidates 2017 Entry
First Day of Program	Monday, August 20, 2018
Supervised Field Placement II	Place18.442a47 343.03 43.8 reW*ñBT/F1 9.96 Tf1 0 0 1 20sTJETco TJ-2(m)-yW*ñBdat

CSUEB Accessibility Services
Tel: (510) 885-3868

Contra Costa Office of Education
<http://www.cccoe.k12.ca.us/index.html>

International Admissions Office
Tel: (510) 885-7571

Alameda County Office of Education
www.acoe.org

Certificate of Clearance

Official Negative Tuberculosis Test Report

- o Each candidate must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. An official, signed TB test report from a physician can be submitted as verification of one's TB clearance

Verification of Up-To-Date Immunizations

Other Criteria for Full Admission

The candidate must demonstrate:

1. professional and ethical behavior;
2. sound mental health;
3. attention to physical health;
4. GPA of 3.0 in the program (No grades of D, F, or No Credit; no more than one grade of I (incomplete));
5. prompt arrival for all courses, meetings, and scheduled events;
6. openness to feedback; and
7. ability to meet all TPEs

See the TPE sections at the end of this handbook for more information.

Candidates who have more than one I, incomplete grade may not continue in the program until all I grades have been changed to letter grades or CR/NCR. Candidates must adhere to the time limitations placed on completing the work to remove the incomplete grade. Failure to do so will result in a F, Failing grade for the course.

6.0 PROGRAM OVERVIEW

6.1 COHORT FORMAT

Candidates join a cohort and progress through the credential program with 25 – 35 fellow team members who are earning a Mild Moderate Disabilities or a Moderate Severe Disabilities authorization with whom they network and build professional contacts. The cohort will have coursework together as well

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Candidates take courses in the late afternoon and/or early evening. Saturday and online courses may be options, as well. Candidates who have met the prerequisites may work as intern teachers during the school day during the first and second years of the program. When appropriate, candidates may substitute during the year as long as the substitute assignment does not interfere with the student teaching requirements. Part time teaching/job sharing of an internship is recommended over full time for all, in part to assure that candidates have opportunities to demonstrate their competence across the diverse range of students within each authorization, and across school/age levels of the credentials.

Fieldwork begins in the spring semester of the first year of the program. The programs follow a structure in which candidates have field work in a middle or high school classroom three hours a day, five days a week in fall semester, and 5 hours a day 5 days a week spring semester. Candidates take courses in the late afternoon and/or early evening. Saturday and online courses are options, as well.

during the first two weeks of class and must share the accommodation plan with the course instructor. More information on Accessibility Services can be found at: <http://www20.csueastbay.edu/af/departments/as/>.

8.0 NETID, E-MAIL, AND COURSE ENROLLMENT: MYCSUEASTBAY

Candidates must ensure that they are registered CSUEB students AND must activate their NetIDs and student e-mail accounts prior to course enrollment via the MyCSUEB website: <https://my.csueastbay.edu>. ALL candidates enroll in the courses that are specifically designated for their teams, including Field Experience. NO candidate may enroll in a course designated for another team. Candidates are expected to enroll prior to the close of the *Open Enrollment Period* each quarter. It is also crucial that candidates maintain and check their CSUEB e-mail accounts daily for all credential program and university correspondences.

9.0 PROGRAM COURSES

Candidates must follow their team schedules and enroll in the courses and field experience for their teams. It is illegal for an un-enrolled person to participate in coursework or fieldwork. Failure to enroll in any course or fieldwork will result in No Credit and may cause one to be dropped from the Program. Re-admission is not guaranteed. Candidates must arrive on time for each class meeting such that they remain on the course rosters.

Candidates who hold a multiple or a single subject credential are not required to take the courses in Teacher Education (TED). Each semester candidates add SPED 695 Issues in Special Education to their course schedule. Candidates working as interns add SPED 697 to their schedule each semester of the internship.

Summer Quarter Year 1

TED 5311 Classroom Environment (2 quarter units)

TED 5351 Psychological Foundations of Education and Planning for Instruction (4 quarter units)

TED 5355 Equity and Diversity/Teaching English Learners A (4 quarter units)

TED 5352 Reading and Language Arts A (3 quarter units)

EPSY 5021 Teaching Diverse Learners in Inclusive Classrooms (4 quarter units)

Fall Semester Year 1

SPED 601 Evidence Practices: Mild Moderate Disabilities

SPED 602 Evidence Practices: Moderate Severe Disabilities (4 semester units)

SPED 603 Teaming, Colg00912 0 612 792 reW*ñBT/F1 9.96 Tf1 0 0 1 415.87 485.95 Tm.q0.00000912 0 6c1 0 0 1 3300912 0 6cg4ID 32smrT

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Fieldwork I: Three (3) days a week or the equivalent

4 days of solo experience

Fieldwork II: Four (4) days a week or the equivalent

6 days of solo experience

Full Time Student Teaching: Five (5) days a week or the equivalent

10 days of solo experience

The Program coordinator, the University supervisor and the candidate will work with the Cooperating teacher to develop a schedule that benefits all parties and provides opportunities for the candidate to develop knowledge and skills to be an effective education specialist.

All Education Specialist teaching candidates are required to complete a total of three (3) fieldwork placements (spring year 1, fall and spring of year 2. Program faculty recommends that field work occur in two (2) different placement sites at two (2) different grade levels and models of service delivery. There are instances where a candidate may be allowed to stay at a single placement site for the entire year. The Commission on Teacher

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The placement coordinator arranges each of the traditional student teaching placements in accordance with state and university requirements. Thus, candidates are not permitted to arrange their own placements. The placement coordinator makes every effort to locate candidates' field placements close to their residential addresses and to accommodate documented considerations. Living in an urban region, however, traditional student teachers need to be prepared to commute up to 60 minutes to their field sites.

In some instances a student teacher may be asked to substitute for their cooperating teacher, who may be at training, ill, or away. This is permissible only if the candidate possesses a valid substitute credential and is properly registered with their district. Every district has their own policy about this – some districts prefer it while others forbid it. Under no circumstances should a candidate substitute for their cooperating teacher without receiving compensation from the district. If this happens, contact the credential coordinator immediately.

As student teachers, candidates are expected to be at their placement sites all required days during the year. Accommodations for vacations, honeymoons, pilgrimages, etc., will not be made. Cooperating/master teachers may not approve absences. If you have a major and important event that will take you away from your field experience placement, we recommend that you reapply in a year's time.

10.2 CALIFORNIA ALTERNATIVE ROUTE TO CERTIFICATION "INTERN PROGRAM"

The Department of Educational Psychology offers the California Alternate Route to Certification or Intern Program to candidates who demonstrate a high level of maturity, time management and organizational skills, and potential teaching effectiveness and who have sufficient experience in educational settings to serve as a teacher of record. Candidates working as teachers under an intern credential are employees of the district and are considered teachers of record. However, there is much more work involved in being an intern than in being a student teacher. Course instructors will demand the same high quality work from all candidates, student teacher or intern. Internships are limited to districts that have a signed Memorandum of Understanding with CSU East Bay. If you believe that you are qualified for an internship, please follow these steps:

- 1) Complete the Intern Approval Form, available from the Program Coordinator.
- 2) You will be informed whether your internship is approved. Please note that only approved internships fulfill credential field experience requirements.
- 3)

automatically. Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, he/she may not leave or change jobs. Candidates may not leave an assigned student teaching position to take an internship, except during winter break.

The Credential Student Service Center will require:

1. Departmental screening form
- 2.

10.3 ALTERNATIVE GRADE LEVEL/SERVICE DELIVERY EXPERIENCE

Candidates who are interns within a single program must document fifteen (15) hours of observation in a model of service delivery other than the one in which they are employed, to be arranged at their convenience. These do not have to be contiguous hours; however, all of these hours must be completed in a single classroom or model of service delivery. "Alternate" grade level means that a high school special education intern will conduct their alternate placement in a middle or elementary school, or vice versa. An elementary intern teaching in lower elementary will conduct their placement in upper elementary, middle or high school or district-provided transition age services or vice versa. "Model of service delivery" means that a candidate in a self-contained class will conduct their observation in a resource, inclusive or learning center type program. Candidates will document their observations as a part of their intern support. Additional information will be provided during the SPED 697 and SPED 695 course sessions. Candidates whose intern position crosses models of service delivery, grade levels and federal categories of disabilities will document how they have met the alternative grade level/service delivery experience. Program coordinator must approve the candidate's completion of the program requirements prior to a candidate's recommendation for the Education Specialist Credential.

10.4 ENGLISH LEARNER EXPERIENCE

Interns in either public or private schools must meet the state mandated requirements of working with English Learners. If the internship site cannot supply sufficient English Learners the intern must fulfill this requirement at another site. For interns at private schools, this must be fulfilled in a public school. During the year and on their own time, they must be observed:

2. The candidate must have the opportunity to teach using a variety of teaching techniques regardless of the district-adopted curriculum. If the district uses a "scripted" curriculum, the candidate must have the opportunity to teach the content using a variety of other instructional techniques.

11.4

At the end of each placement, after a candidate's solo-teaching period concludes, all three parties (candidate; supervisor; and cooperating teacher or site administrator) meet to discuss the growth attained by the candidate over the course of the placement. The conference and evaluation is summative for the placement, but formative over the course of the candidate's fieldwork experiences. Candidates are expected to demonstrate growth in knowledge and skills over the course of the three semester fieldwork experiences. The conference is a chance for the parties to share observations and for the candidate to reflect on the fieldwork experience. Often content from the conference serves as the basis/baseline for the development of the next set of candidate goals.

Prior to the conference, the university supervisor and either the cooperating teacher or site administrator each completes a Summative Field Experience Evaluation form that documents the candidate's performance in the field. Candidates

The candidate may appeal any decision to the chair by requesting a meeting within 5 days of notification. A request must be sent to the Chair as a pdf and signed by the candidate.



obtain a separate email account, preferably through the school district. If a candidate uses a website to communicate with students it should be separated from any personal websites. Check with school district/site policies on Internet communication and follow them explicitly. Most schools have strict policies against posting student names or student photos on the Internet.

15. Refrain from texting in communication threads or responding to e-mails with reply to all. Often individuals who should not be privy to a response are included. Begin correspondence with a new notification.

16. Respect professors' office hours and privacy. Never call a professor or supervisor at home/on cell unless specifically instructed to do so. Follow guidelines for office visits or other appointments. Do not text professors unless requested to do so. Email or take care of individual business during office hours. Do not "corner" professors at the beginning or end of class and let the professor have a break during break time. Never take up office hour time giving excuses about why you were not in class or could not do your work. Follow the professor's guidelines for use of email and/or texts.

17. Be flexible and understand that changes are inevitable. Program coordinators and faculty try to keep candidates informed about upcoming events and scheduling, however, these are always subject to change. Candidates should plan for the "worst case scenario" regarding time and do not create a schedule that is too tight. Candidates should be sure to make advance arrangements for personal responsibilities, such as childcare and driving, so that these do not infringe upon the program requirements and other work. Have contingency plans for the unexpected, such as illness (of yourself or your child.) Leave room in the daily schedule to account for traffic and unexpected delays. Candidates should understand that this is not the time to take on extra activities. Try to cut down on "extra-curricular activities" this year.

18. Candidates should take responsibility for their own professional growth. Work with others at the school site to schedule the supervisor's time. Be sure to schedule both observation time and conference time. Schedule a regular time to meet with the cooperating /mentor teacher each week. Candidates should consult the instructor immediately about concerns regarding a class.

19. Do not gossip or discuss concerns with teammates or others at the school site. Be an adult, pleasant, and professional. Candidates are encouraged to attend professional conferences and to participate in PTA meetings, carnivals, shows, etc., as well as in-service training at the school site; however the coursework for CSUEB must be the candidate's first priority.

20. Candidates in student teaching placements should have lesson plans completed at least a day (preferably several days) ahead of time and shared with the cooperating teacher at least one day in advance of teaching. Candidates must maintain a binder and have a lesson plan grid for the weekly lessons that they teach. In addition

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A candidate who has been declassified is not eligible to reapply to the declassifying program but may apply to other programs at CSUEB.

Declassified candidates will receive official notification of declassification from CSUEB's Academic Programs and Graduate Studies. Dismissed candidates must withdraw from the university and must immediately notify the Financial Aid Office and return all funds disbursed directly to you and/or credited to your candidate account. A full

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The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

PRINCIPLE I COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of the community. The educator strives to help each student achieve his or her potential as a worthy and effective member of the community.

