

## Appendix A

### Transition Plan for Addressing the Revised Standards Relating to Teaching English Learners

The Transition Plan is due no later than July 31, 2013. All program modifications must be fully implemented no later than **January 31, 2015**.

Program Sponsor:	<b>California State University, Fresno</b>
Address:	5005 N. Maple Ave., Fresno, CA 93740
Indicate the program	O Preliminary MS <b>X</b> Preliminary Ed Sp (indicate specialty area below) O Preliminary SS <b>X</b> MM <b>X</b> MS    O ECSE    O DHH    O VI    O PHI
	O Gen Ed Induction    O Gen Ed Clear    O Clear Ed Sp Induction
Name of Program:	Special Education Credential Program
Contact Person:	Elisa M. Jamgochian, PhD
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Date:	7/24/2013

#### Plan for Modifying Preparation Program (2-3 pages)

1. Describe the process in which your program engaged to identify the changes needed to align your program to the revised standards.
2. Describe the changes that your program will be making to your courses and field experiences to address the modified standards, including the timeline for implementing the revised course(s) and field experience(s).

Description of Course Changes	Timeline for Implementing	Date Program Narrative and Documentation Revised	Date Submitted to CTC??
Standard 9: Update language in program documents to reflect change in standard	Fall 2013/Spring 2014	Jan.-Mar. 2014	April 2014
Standard 10: Examine the depth of coverage of planning for and use of instructional strategies with English learners. (across courses)	Fall 2014	Jan.-Mar. 2014	April 2014
Standard 14: Review of assignments and syllabi in related courses	Fall 2014	Jan.-Mar. 2014	April 2014

Return this cover page and your EL Standards Transition Plan to [accreditation@ctc.ca.gov](mailto:accreditation@ctc.ca.gov)

## Plan for Modifying Preparation Program

1. The Special Education Faculty at Fresno State meets monthly to review program implementation and changes. In addition, two members of the Special Education faculty participate on the Multiple Subject Credential Program Review Committee, which also meets monthly. Since there is shared coursework in the Special Education and Multiple Subject programs, these meetings allow faculty to collaborate across programs. Each representative on the Multiple Subject Credential Program Review Committee has a responsibility to communicate to and work with course and/or discipline faculty related to program implementation. The Multiple Subject and Special Education faculty, together, will oversee the review of the changes to the standards by course and discipline experts. These course and discipline experts will propose changes to courses and syllabi, and the Special Education faculty and Multiple Subject Credential Program Review Committee will facilitate the process of adoption and implementation of the recommended changes.
2. **STANDARD 9:** The minor changes to Standard 9 are currently being addressed in **LEE 177: *Teaching Reading and the Arts in Grades K-3*** and **LEE 173: *Teaching Reading and Social Studies in Grades 4-8***, along with each course's accompanying field experiences. No changes are needed to the courses or program document. The ELD component is addressed in **LEE 172 - *Cultural and Language Contexts of the Classroom***. Differentiated instruction and interventions are also currently addressed in **SPED 136: *Assessment, Curriculum, & Instruction for Students with Mild/Moderate Disabilities***, **SPED 137: *Specialized Academic Instruction for Students with Mild/Moderate Disabilities***, and **SPED 146: *Assessment and Instruction for Students with Moderate-Severe Disabilities***. No changes are needed to the courses or program document, with the exception of updating standard language.

**STANDARD 10:** The assessment and instruction of English learners in Standard 10 is primarily addressed in **LEE 172: *Cultural and Language Contexts of the Classroom***, **LEE 173: *Teaching Reading and Social Studies in Grades 4-8***, and **LEE 177: *Teaching Reading the and Arts in Grades K-3***, **SPED 130: *Assessing Students with Special Needs*** and the core methods courses (SPED 136/137 [MM] and 146/147 [MS]) expand on and support the coverage of these topics with a focus on the design and delivery of accessible and effective assessment, curriculum, and instruction (including intervention) for students with diverse learning needs. Concurrent practicum experiences each semester of the credential program provide students with opportunities to implement and receive feedback on various instructional and assessment strategies learned through coursework. Review of all courses and assignments will be necessary to determine sufficient emphasis is placed on the strategies noted in the revisions to Standard 10.

**STANDARD 14:** The emphasis on family involvement and cultural differences in home-school relationships in Standard 14 are currently being addressed in **LEE 172: *Cultural and Language Contexts of the Classroom***. In addition, principles of establishing and maintaining active parent involvement are addressed in **LEE 173: *Teaching Reading and Social Studies in Grades 4-8*** and **LEE 177: *Teaching Reading and the Arts in Grades K-3***, as they relate to research on effective schools and the cooperation needed to foster maximum student achievement. In **SPED 219: *Effective Communication and Collaborative Partnerships***, family involvement is also a topic of emphasis. Each course

is paired with relevant field experiences. Students' practicum portfolios include a collection of references they develop containing site-based and community resources and agencies categorized, as appropriate, for teachers, parents, and students. Review of assignments and syllabi in these courses is necessary to examine whether there is sufficient opportunity for teacher candidates to engage with family and communities and to examine cultural differences in home-school relationships.