

Program Summary  
Special Education Credential Program  
California State University, Fresno  
Revised February 20, 2014  
-Revisions in green-

## **Program Design**

***Leadership within the Special Education credential program*** at CSU, Fresno is provided from the Dean (Director of Teacher Education) and Associate Dean's office, as well as at the department level from the Chair. The SPED Coordinator is appointed by the Dean and serves in a leadership position for the program. An advising office is open in the Education building, M-F 8 AM-5 PM, across the entire calendar year. Candidates may make appointments and drop-ins are seen in the order they arrive. In addition, advising is provided by the SPED faculty during scheduled office hours or by appointment prior to program entry and throughout the program.

***Communication within the credential program and with the institution*** is varied and frequent. Prospective teacher candidates are required to attend an orientation and to have an advising interview prior to admission to the program. The SPED program faculty meets bi-weekly to review and improve the program. Collaboration occurs regularly between the program and our Field Placement office, Advising staff, the Basic Credential Committee, and the departments offering courses. ***Stakeholders***, including our District partners, also provide input through our Advisory Board, input meetings, and as adjunct professors, and personnel in partner schools are involved in both the planning and delivery of courses and fieldwork.

***The structure of coursework and field experiences in the credential program*** prepares students to observe, plan, apply/teach, and reflect in a full range of service delivery options including the general education classroom, special education classrooms, tiered intervention settings, the community, and at times, special schools. All candidates have experiences in diverse settings. Signature course assignments and practicum requirements are aligned.

***Program modifications over the recent two years*** include a significant and thorough program redesign to address revised state standards. As part of this process, we streamlined our program so that students can transition seamlessly from Preliminary to Clear Credential and Master's degree.

## **Course of Study (Curriculum and Field Experience)**

***Description of the sequence of coursework:*** **Students can select from a number of program pathways, including: Education Specialist Credentials in Mild/Moderate and/or Moderate/Severe; Dual Credentials (General Education with or without an Early Childhood Education emphasis and Education Specialist Mild/Moderate and/or Moderate/Severe); and Intern. A collaborative relationship with the Communicative Disorders and Deaf Studies (CDDS) program, students can also combine the Multiple Subject, Mild/Moderate or Moderate/Severe credential coursework with the DHH credential program.** The Liberal Studies undergraduate major prepares students with subject matter competency. Individuals demonstrate subject matter competency by passing all sections of the California Subject Examinations for Teachers (CSET). Teacher candidates must complete three prerequisite classes before they are admitted to the program: *EHD 50: Introduction to*

*Teaching, SPED 120: Introduction to Special Education, and CI 100: Educational Applications of Technology.* The Education Specialist Credential Program at California State University, Fresno and its prerequisites were developed based on research-based practices and organized in a cohesive and sequenced design. The program includes a purposeful, interrelated, developmentally designed sequence of coursework and field experiences that effectively prepares candidates to teach all K-22 students and to understand the contemporary conditions of integrated and inclusive schooling as well as high need rural and urban schools. By design, the program provides extensive opportunities for candidates to learn to teach the content of the state adopted K-12 academic content standards to all students. All content-specific courses are based on the CCTC Standards and the state-adopted content standards and frameworks. **Requisite coursework for the Education Specialist Credential (including interns) includes:**

Mild/Moderate	Moderate/Severe
<p>LEE 172 Cultural &amp; Language Contexts of the Classroom            LEE 173 Teaching Reading &amp; Social Studies in Grades 4-8            EHD 178 Field Study B            EHD 178A [1 unit] Field Placement Seminar            SPED 130 Assessing Students with Special Needs            SPED 145 Designing Effective Environments for Students with Disabilities  <b>*Intern Eligible when coursework above is complete</b>            LEE 177 Teaching Reading and The Arts in Grades K-3            CI 176 Mathematics Instruction and Applied Assessment            SPED 125 Positive Behavior and Social Supports            SPED 136 Assessment, Curriculum Design &amp; Instruction for Students with Mild/Moderate Disabilities            SPED 171 Initial Practicum in Special Education MM            SPED 219 Home-School Collaboration/Effective Communication &amp; Collaborative Partnerships            SPED 233 Special Educator as Researcher            SPED 246 (previously SPED 137) Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities            SPED 175 (6 units) Final Practicum in Special Education MM            EHD170A [2 units] Field Placement Seminar</p>	<p>LEE 172 Cultural &amp; Language Contexts of the Classroom            LEE 173 Teaching Reading &amp; Social Studies in Grades 4-8            EHD 178 Field Study B            EHD 178A [1 unit] Field Placement Seminar            SPED 130 Assessing Students with Special Needs            SPED 145 Designing Effective Environments for Students with Disabilities  <b>*Intern Eligible when coursework above is complete</b>            LEE 177 Teaching Reading and The Arts in Grades K-3            CI 176 Mathematics Instruction and Applied Assessment            SPED 125 Positive Behavior and Social Supports            SPED 146 Assessment &amp; Instruction for Students with Moderate/Severe Disabilities            SPED 172 Initial Practicum in Special Education MS            SPED 219 Home-School Collaboration/Effective Communication &amp; Collaborative Partnerships            SPED 233 Special Educator as Researcher            SPED 247 (previously SPED 147) Advanced Environmental Design &amp; Instruction for Students with M/S Disabilities            SPED 176 (6 units) Final Practicum in Special Education MS            EHD170A [2 units] Field Placement Seminar</p>
Dual Mild/Moderate	Dual Moderate/Severe
<p>CI 171 Understanding the Learner, Instructional Design, &amp; Assessment            LEE 172 Cultural &amp; Language Contexts of the Classroom            LEE 173 Teaching Reading &amp; Social Studies in Grades 4-8            SPED 130 Assessing Students with Special Needs            EHD 174 [2 units] Field Study A            EHD 174A [1 unit] Field Placement Seminar            LEE 177 Teaching Reading and The Arts in Grades K-3            CI 175 Science Instruction and Applied Technology            CI 176 Mathematics Instruction and Applied Assessment            SPED 125 Positive Behavior and Social Supports            EHD 110D [4 units] Field Study B (Dual Placement)            EHD 178A [1 unit] Field Placement Seminar            SPED 136 Assessment, Curriculum, and Instruction for</p>	<p>CI 171 Understanding the Learner, Instructional Design, &amp; Assessment            LEE 172 Cultural &amp; Language Contexts of the Classroom            LEE 173 Teaching Reading &amp; Social Studies in Grades 4-8            SPED 130 Assessing Students with Special Needs            EHD 174 [2 units] Field Study A            EHD 174A [1 unit] Field Placement Seminar            LEE 177 Teaching Reading and The Arts in Grades K-3            CI 175 Science Instruction and Applied Technology            CI 176 Mathematics Instruction and Applied Assessment            SPED 125 Positive Behavior and Social Supports            EHD 110D [4 units] Field Study B (Dual Placement)            EHD 178A [1 unit] Field Placement Seminar            SPED 146 Assessment, Curriculum, and Instruction for</p>

<p>Students with Mild/Moderate Disabilities  <b>SPED 145</b> Designing Effective Environments for Students with Disabilities  <b>EHD 170 [9 units]</b> Field Study C   Final Student Teaching Multiple Subject  <b>EHD 170A [2 units]</b> Field Placement Seminar  <b>*Intern Eligible when coursework above is complete</b>  <b>SPED 219</b> Home-School Collaboration/Effective Communication &amp; Collaborative Partnerships  <b>SPED 233</b> Special Educator as Researcher  <b>SPED 246 (previously SPED 137)</b> Specific Instructional Strategies and Transition Planning for Students with Mild/Moderate Disabilities  <b>SPED 175 (6 units)</b> Final Practicum in Special Education MM</p>	<p>Students with Moderate/Severe Disabilities  <b>SPED 145</b> Designing Effective Environments for Students with Disabilities  <b>EHD 170 [9 units]</b> Field Study C   Final Student Teaching Multiple Subject  <b>EHD 170A [2 units]</b> Field Placement Seminar  <b>*Intern Eligible when coursework above is complete</b>  <b>SPED 219</b> Home-School Collaboration/Effective Communication &amp; Collaborative Partnerships  <b>SPED 233</b> Special Educator as Researcher  <b>SPED 247 (previously SPED 147)</b> Advanced Environmental Design &amp; Instruction for Students w/ Moderate/Severe Disabilities  <b>SPED 176 (6 units)</b> Final Practicum in Special Education MS</p>
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**Coordination of coursework with field work:** The sequenced design of the program is based on a clearly stated rationale that requires candidates to complete foundational classes and basic content-specific pedagogy coursework while concurrently practicing the application of these concepts and teaching skills in a field placement setting. Candidates are expected to apply the theoretical and scholarly concepts, knowledge, and teaching skills in planning and implementing effective and appropriate lessons and units of study. Candidates learn to use state-adopted instructional materials, assess student progress, and apply these understandings in teaching K-22 students as related to the content of the pedagogy coursework and to practice this knowledge in their field placements.

**Number and type of field placements:** The sequence of the professional preparation coursework permits the candidate to begin an incremental and developmental series of activities, which prepare him/her for full day teaching responsibilities. **For the Educational Specialist Credential**, the first of three required field placements (**EHD 178**) requires students to observe a variety of teaching situations and activities such as different classroom organizational patterns, content area instruction and the context of **general education** classrooms (**15 weeks; M-Th. 8-11**). This includes settings with diverse student populations. The candidate then moves on to engaging in one-on-one and small instructional group activities. In their initial practicum (**SPED 171 [M/M] or SPED 172 [M/S]**), teacher candidates begin to plan and teach lessons for whole-class and small group instruction **in a special education or inclusive setting (16 hours/week, arranged with cooperating teacher and supervisor)**. In Final Practicum (**SPED 175 [M/M] or SPED 176 [M/S]**), candidates are expected to develop and demonstrate pedagogical competence as defined by the CCTC Standards & Teaching Performance Expectations (TPEs; **15 weeks; M-F full time**). The candidate gradually assumes all classroom preparation and teaching responsibilities **in a special education or inclusive setting, culminating in a 4-week take-over** (i.e. instructional planning, classroom management, diagnosis of student strengths and needs and prescription of intervention to support student learning, assessment of student learning, record keeping, etc.). These activities are based on graduated comprehension and complexity. **Teacher candidates are provided with a Practicum Handbook that outlines specific requirements for each practicum experience.**

**Types of coursework in critical areas:** The 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 are covered in SPED 120, SPED 145, LEE 172, and SPED 219. Teacher candidates also attend a

seminar connected to fieldwork related to At-risk students that specifically covers gender identity/expression and sexual orientation as it relates to educating and serving diverse learners and their interactions in schools and community. Teacher candidates do an activity matching school and community resources with classroom or environmental supports for the students. Bullying and resiliency are also covered. SPED 145 has curriculum covering issues of gender and sexuality for students with disabilities. In **LEE 172: Cultural and Language Contexts of the Classroom**, candidates are introduced to the state and federal requirements for assessment, placement and instruction of English learners, as well as the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners. A variety of assignments enrich their practical knowledge of school-based structures, philosophy, student outcomes and goals as a requirement of this class. Structured classroom observations focus on the ways in which teachers are using SDAIE (Specially Designed Academic Instruction in English) strategies to meet the needs of English learners at various grade levels and in various content area instruction. High expectations and appropriate instructional strategies for all students are discussed and practiced through activities and assignments throughout the program.

***Field supervision, advisement, evaluation: frequency, type, from BOTH the program personnel and the district employed individual (master teacher) when required in a program:***

Candidates are carefully observed, monitored, and advised during ~~their 2nd and 3rd semester~~ **all** field placements by both their university supervisor and cooperating/master teacher so that they receive constructive, formative feedback with regard to their growing teaching competence and progress toward the achievement of CCTC Standards and Teaching Performance Expectations. In addition, candidates are given constructive feedback through goal-setting meetings, lesson observations, mid-semester and final assessment meetings, responses to reflective journals, and course competencies throughout all of the student teaching placements. This enables them to practice and refine their teaching performance in preparation for the performance assessments. Candidates gradually move toward this goal through the required sequenced practicum experiences.

## **Assessment of Candidates**

***How, when candidates are assessed for program competencies:*** The Special Education Program implemented 10 assessments, five of which are considered “key” (i.e., direct measures; indicated by an asterisk). These measures are intended to be comprehensive in scope and thorough in content when they are used to examine teacher candidate learning and program effectiveness in meeting university, state, and national standards/requirements.

1. Evaluation and Needs Assessment Survey-Candidates (end of program)
2. Evaluation and Needs of Assessment Survey- Administrators (end of program)
3. CSU System Wide Survey (end of program)
4. CSU System Wide Survey (First Year Graduate)
5. Classroom Management Plan Rubric\* (Direct Measure)
6. Behavior Support Plan\* (Direct Measure)
7. Formal Assessment\* (Direct Measure)
8. Curriculum-Based Assessment Rubric\* (Direct Measure)
9. Portfolio Assessment\* (Direct Measure)
10. Candidate Dispositions Survey (based on NCATE Standards; beginning and end of program)

Special Education Program assessments are characterized by the following features: (1) Direct measures (e.g., performance-based student assignments) and indirect measures (e.g., surveys) are used. (2) Longitudinal and cross sectional designs are employed. Data are collected by semester, academic year, and biennially for longitudinal studies from student, alumni, and employers. (3) Surveys are used at multiple levels (e.g., program, school, campus, and CSU system wide surveys). (4) Summative and formative procedures are utilized in combination (e.g., four surveys are used as summative procedures). Informal measures, such as portfolio and curriculum-based assessment report rubrics, are used as formative procedures. It should be noted that the Special Education Credential Program utilizes surveys, but does not rely on surveys. Surveys are used to examine perceptions and perceptions can be subjective and, therefore, unreliable. Measures of teacher candidate competencies are currently the most credible tools. Direct measures are authentic assessments. They link evaluation and instruction by measuring teacher candidate performance in direct relation to what has been taught in the curriculum.

***What advice candidates receive about how they will be assessed in the program and informed of the results of those assessments:*** Students are assessed in a variety of ways throughout the program. They initially receive information regarding signature course assignments and portfolio requirements in a practicum orientation. This information is further elaborated upon in the specific course with which each assignment is aligned. Students are informed of assessment results (assignment scores/g, practicum observation feedback, etc.) in a timely manner at various points in each semester.