FRESNO STATE
Kremen School of Education and Human Development

Education Specialist Credential Program Application
Full or Part Time

Semester of Application _____
Semester/Year

Student Information

Last Name _____ First Name _____ Former Name *(If applicable)* _____ Student ID _____

Undergraduate Degree _____ Institution _____ Graduated or Anticipated Graduation Semester/Year _____

Master's Degree _____ Institution _____ Graduated or Anticipated Graduation Semester/Year _____

Program Information

Education Specialist General Program
☐ Mild/Moderate or ☐ Moderate/Severe

Field Placement (EHD 178)

Current Mailing Address (Street, City, State, Zip) _____ Email Address _____ Cellphone Number _____

Program Emphasis ☐Mild/Moderate ☐Moderate/Severe

Course that will be taken concurrently with EHD 178 ☐LEE 173 ☐LEE 177

Teacher candidates cannot be assigned to schools where their children attend or where family members are employed. Please provide the family member's school site: _____

Admission Requirements (Items 1-12)

Please make sure to have all applicable items attached before submitting your application.

Forms
1. ES Credential Program Application
2. Admission Interview *with Typed Responses*
3. Advising
4. Medical Clearance
5. Dispositions

Letters
6. Two Letters of Recommendation

Verifications
7. Applied to Fresno State (see admission requirements for exceptions)
8. Basic Skills
9. CSET Scores
10. Certificate of Clearance
11. Pre-Program Field Experience

For Office Use Only

☐ 1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐ 11.

CBEST: _____ R _____ M _____ W CSET: 101_____ 102_____103_____ ☐ U.S. Constitution

GPA: _____Cum _____60 units Student Group:_____ Admitted ☐_____ Denied ☐_____

_____
Credential Admissions Analyst Signature

Field Placement

Supervisor:	Master Teacher:	School:	Grade:

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Admission Interview Form

Last Name _____ First Name _____ Former Name *(If applicable)* _____ Student ID _____

Section I (Applicant)

Please complete this section prior to your interview on a separate typed 1-2 page document:

1. Describe the characteristics of the best teacher you ever had.
2. Refer to the list of Professional Dispositions and describe the dispositions you have that make you a strong candidate for the teaching profession? In what teaching areas will you need support?
   Collaboration — Professional Ethics
   Critical Thinking — Valuing Diversity
   Reflective Practitioner — Life-long Learning
3. How will you want your students to remember you?

Section II (Interviewer)

Interviewer will complete this section during interview:

Meets English speaking competency: ☐YES ☐NO

Meets suitability for teaching requirement: ☐YES ☐NO

☐Contact the Multiple Subject Coordinator for a second interview.

Faculty Signature _____ Date _____

Faculty Comments:

Interview Referrals:
Writing Center (278-0334)
Students with Disabilities Support (278-2811)
Speech and Hearing: Accent Reduction Services (278-2422)
Health and Psychological Services (278-2734)

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Medical Clearance Form*

Last Name	First Name	Former Name *(If applicable)*	Student ID

Certification by Director of Student Health Services or Private Physician

This is to certify that the applicant has been tested for active tuberculosis within the last year and the results were negative. *(EC44336 – This student is "free from any contagious and communicable disease or defect unfitting the applicant to instruct or associate with children.")*

Health Center Director or Private Physician's Signature _____ Date _____

Office Address (If private Physician) _____

**This form must be signed by Director of Student Health Services or private physician. No other type of form can be accepted.*

Special Education Candidate Dispositions Self-Assessment

California State University, Fresno

Candidate: _____ Date:_____

Check one: Application/Program Entry ☐SPED 175 ☐SPED 176 ☐SPED 236

The following matrix was developed based on feedback from our candidates, advisory board members and part-time faculty. Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Rate yourself or the candidate you are supervising in each of the following listed behaviors as follows. Please rate the items in the table below on a scale from 1-4:

1 = no/limited evidence/application **2** = some evidence/application **3** = satisfactory evidence/application **4** = Exceptional evidence/application

	Application (Program Entry)				**SPED 175/176 (Preliminary Exit)**				**SPED 236 (Clear Exit)**			
DISPOSITION: Reflection	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Applies, assesses, reflects upon, and adjusts instructional strategies to advance student learning.												
Accepts and incorporates suggestions in subsequent practice.												
Demonstrates self-analysis regarding one's own strengths and weaknesses.												
Ability to see one's own contribution to identified challenges in the classroom and to make changes as needed.												
DISPOSITION: Critical Thinking	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Utilizes assessment data to adjust instruction, choice of curriculum and methods of evaluation.												
Candidate's work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.												
Intentionally applies and encourages higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving with students in the classroom.												
Solicits and gives thoughtful consideration to alternative and contradictory opinions.												
Inquiring, creative, seeks solutions												
DISPOSITION: Professional ethics	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Recognizes the importance of consulting research to inform instruction for students with special needs												
Shows commitment to ethical conduct: turns in assignments on time, is punctual and reliable in attendance, maintains professional appearance												
Utilizes positive behavioral supports when managing student behavior.												
Actively advocates for students and encourages student self-advocacy.												
Utilizes non-biased assessments.												

	Application (Program Entry)				SPED 175/176 (Preliminary Exit)				SPED 236 (Clear Exit)			
DISPOSITION: Valuing Diversity	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Diagnoses learners' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)												
Develops lessons that are interesting and engaging utilizing a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures.												
Facilitates the academic and social inclusion of students with special needs in various inclusive activities and environments.												
Differentiates instruction to allow students who differ widely in terms of their background, knowledge, learning styles/preferences, and orientation to school norms to reach common standards.												
DISPOSITION: Collaboration	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.												
Values families as full partners in the educational process												
Collaborates with general education teachers in the modification of instruction, curriculum and assessment of students with special needs.												
Communicates on a regular basis the progress of students with special needs to parents and general education teachers.												
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.												
DISPOSITION: Life-long Learning	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences, membership in professional organizations) using the information learned to improve teaching practice.												
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).												
Demonstrates a positive attitude toward learning, intellectual and academic curiosity.												
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.												

Candidate Signature:_____ Date:_____

Education Specialist Application Checklist

Use this form as a checklist to assist you in preparing to apply to the program.
Once you have items 1-11 checked off, submit your application packet along with this checklist to the Education Student Services Center in the Kremen School, ED100 or email to essc@csufresno.edu.

Forms

☐ 1. ES Credential Program Application
Complete the following sections on the program application:
- Student Information
- Program Information
- Field Placement

☐ 2. Signed Admission Interview *with Typed Responses*

☐ 3. Advising
Select and sign the appropriate Advising Form for your program.

☐ 4. Medical Clearance
A Medical Clearance Form to verify a current TB skin test. (*see admission requirements*)

☐ 5. Dispositions
Complete the Special Education Candidate Dispositions Self-Assessment form.

Letters

☐ 6. Two Letters of Recommendation

Verifications

☐ 7. Apply to Fresno State (*see admission requirements for exceptions*)
If required, apply at www.csumentor.edu

☐ 8. Basic Skills Requirement
Provide a copy from the list of options.

☐ 9. CSET Scores
Provide a copy of all three (3) Multiple Subject CSET subtests passing scores.

☐ 10. Certificate of Clearance
Provide a copy of your Certificate of Clearance.

☐ 11. Pre-Program Field Experience
Passed EHD 50 or completed verification packet.

Pre-Admission Disclosure: *Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from Sherri Nakashima, sherrin@csufresno.edu, 559.278.0300.*