

CSUCI: Plan for Implementation

Element 1: Program Summary

Leadership within the credential program. The education specialist Mild-to-Moderate Support Needs Program (MMSN) is led by the chair of credential programs under the direction of the dean of the school of education. The chair works closely with the Associate Dean/Director of Clinical Experiences and Partnerships (CEPO) to secure quality field placements for teacher candidates. The chair has a team of two tenure-track faculty and several part-time instructors who teach the courses and supervise teacher candidates.

Communication with the credential program and with the institution. Faculty and staff created a clear and concise SOE Mission Statement, which is featured on the new [SOE website](#), in our hallways, and on all our promotional materials. This writing of the Mission Statement also informed the redrafting of our [conceptual/theoretical framework](#) that reflects the scholarly and research-based articulation of who we are and what we value as faculty and staff.

Committee work. Over the past four years, we have also worked to connect our internal SOE community with communities that are external to CSUCI. Partnership, assessment, marketing, advising, and graduate culture [committees in the SOE](#) have all been established, with each group setting up regular meetings and, importantly, including external to CSUCI partners in each committee's advisory work.

Structure of coursework and field experiences in the credential program. CI's credential program specifically prepares teacher candidates for the diversity of languages and cultures encountered in California public schools. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners.

Credential program principles and goals. The objectives of the credential programs at CI are to prepare effective and successful teachers for California public schools who:

- are reflective and deliberative practitioners
- are competent to teach the California State content standards
- are able to link content and pedagogy
- can integrate research, theory, and best educational practice into their teaching
- are able to integrate technology into their teaching
- understand and can meet the needs of diverse learners and special needs students

Education specialist Mild-to-Moderate Credential Program (36 units).

Pre-requisite courses: 17 units

EDUC 475 Language in a Social Context (3)

SPED 345 Individuals with Disabilities in society (3)

SPED 410 Typical and Atypical Development (3)

EDUC 412 Equity and Diversity in School Settings (3)

EDMS 422 or EDSS 424 Creating and managing effective elementary/secondary school classrooms (5)

<i>Traditional and Residency Candidate</i>	<i>Intern Candidate</i>
Initial Semester: 18 units EDUC 538 K-12 Literacy: Multicultural & Multilingual (4) SPED 542 Managing Learning Environments (3) SPED 543 Curriculum and Instruction for Special Education I (3) SPED 586 Initial Student Teaching Education Specialist (6) SPED 587 Initial Student Teaching Seminar Education Specialist I (2)	Initial Semester: 10 units SPED 542 Managing Learning Environments (3) SPED 543 Curriculum and Instruction for Special Education I (3) EDUC 583 Intern Practicum (3) EDUC 584 Intern Seminar (1)
	Second Semester: 10 units SPED 541 Foundations of Special Education (3) SPED 545 Assessment of Students with Disabilities (3) EDUC 583 Intern Practicum (3) EDUC 584 Intern Seminar (1)
Advanced Semester: 17 units SPED 541 Foundations of Special Education (3) SPED 544 Curriculum and Instruction for Special Education II (3) SPED 545 Assessment of Students with Disabilities (3) SPED 592 Advanced Student Teaching Education Specialist (6) SPED 593 Advanced Student Teaching Seminar Education Specialist II (2)	Third Semester 8 units EDUC 538 K-12 Literacy: Multicultural & Multilingual (4) EDUC 583 Intern Practicum (3) EDUC 584 Intern Seminar (1)
	Fourth Semester 7 Units SPED 544 Curriculum and Instruction for Special Education II (3) EDUC 583 Intern Practicum (3) EDUC 584 Intern Seminar (1)

Teacher candidates are admitted into the education specialist credential program as full-time students (2 semesters) or as interns (4 semesters). Each semester has a content specific methods course, a student teaching experience and an accompanying student teaching seminar.

Prerequisite program (17 units). The prerequisite program can be completed as an undergraduate or post baccalaureate. Coursework includes: EDUC 475 a foundation for candidates to work with English Learners, SPED 345 the foundation for understanding individuals with disabilities, SPED 410 provides the foundations of typical and atypical development, EDUC 412 focuses on equity and diversity in schools, and EDMS 422 or EDSS 424 students observe a multilingual/multicultural inclusive classroom, followed by discussions of classroom observations.

MMSN credential program (36 units). The initial semester consists of three content courses, EDUC 538, SPED 542 and SPED 543, plus student teaching and student teaching seminar.

- **EDUC 538** teaches the fundamentals of literacy instruction and RICA exam preparation.
- **SPED 542** focuses on the tenets of behavior management.
- **SPED 543** focuses on math instruction and intervention.

The second semester of the credential program consists of three content courses, SPED 541, SPED 544 and SPED 545, plus student teaching and student teaching seminar.

- **SPED 541** teaches the foundations of special education, including special education law and IEP writing and procedures.
- **SPED 544** focuses on ELA.
- **SPED 545** teaches the fundamentals of formal and informal assessment.

In seminar, candidates to engage in dialogue, discussions, and reflections with fellow cohort members and faculty instructors. Since teaching performance assessment tasks were incorporated into the

MMSN Program, seminar instructors and methods course instructors share responsibility for the introduction, implementation and completion of the teaching performance assessment.

Fieldwork. Coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Candidates receive support from their university supervisor (US) throughout student teaching in order to further process and make sense of their experiences. Each semester teacher candidates attend their field placement three days a week for three weeks, followed by nine weeks of full-time student teaching.

Residency Model (optional). Candidates are placed with one teacher for the entire school year and follow the school district calendar rather than the University's calendar. Candidates are assigned a US for all student teaching experiences. The US advises and evaluates the teacher candidate in all areas of teaching in consultation with the DES.

Intern Candidates. For intern candidates, early field experiences take place in EDMS 422 or EDSS 424, which are prerequisite to the credential program. There is an MOU with the district that stipulates the intern candidate must be assigned a mentor and receive a minimum of 144 hours of general support/mentoring and supervision for each school year. Additionally, 45 hours of mentoring support and supervision specific to meeting the needs of English Learners.

Evaluation of Field Supervisors. US are considered faculty and follow the same evaluation procedures in accordance with the collective bargaining agreement. They are evaluated one time each review period which can be annually, or every three years depending on their seniority level. Teacher candidates complete a student rating of teaching (SRT) at the end of every semester. The SRT is placed in the supervisor's personnel action file.

District-employed supervisors (DES). DES are selected based on teacher effectiveness in collaboration with district and school leaders. Measures of teaching effectiveness may include observations of planning and preparation, demonstrations of knowledge of content, pedagogy, and assessment, evidence of formative and diagnostic assessments used to improve student learning, appropriate instruction that engages different learning styles, collaboration with colleagues to improve instruction, and use of multiple measures to assess student gains

DES are evaluated by teacher candidates at the end of the semester via a Qualtrics survey that is sent out to all candidates by the chair of credential programs. [Teacher candidate ratings of DES](#) are analyzed and used to inform future clinical placements and DES [training](#). All DES are required to complete ten hours of professional learning with CSUCI. To facilitate the completion of these hours, CSUCI provides access to the modules of the Intersegmental Projects, offers workshops on pertinent content topics (i.e., STEM and mathematics), and conducts training on mentoring practices.

Program Modifications Over the Recent Two Years.

- SPED 345, was un-cross listed from PSYCH 345. This allows the course content to be more heavily focused practices in the field of education.
- SPED 560 contained content introduced, practiced, and assessed elsewhere in the education specialist program, and was therefore removed.
- The two teaching methods courses, SPED 543 and SPED 544, were evaluated for content and overlap. SPED 543 included eight weeks of ELA methods and eighth weeks of math methods instruction. SPED 544 focused on evaluating students' ELA and/or math needs, creating an

intervention, collecting data and evaluating the data. We expanded the content methods offered, so that one full semester will focus on ELA (SPED 544) and one on math methods (SPED 543).

- The education specialist was a unit heavy program, and the over-units were not benefiting students. Two units were removed with the elimination of SPED 560. The shift in content focus in SPED 543 and SPED 544, changed the total units from eight to six.

Means for stakeholder input. From its beginnings, the SOE at CSUCI has been defined by deep and sustained connections to the community, as the only public 4-year institution in Ventura County, and to educational stakeholders, helping to launch University Preparation Charter School, a k-8 charter with distinct professional development connections with the SOE and university. In 2018/19, the SOE recommitted our efforts to achieve our community-centered vision. We brought together our preparation stakeholders across distinct data-collection phases: focus groups, town hall meetings, workshops, and feedback sessions. Stakeholder groups consisted of district and county superintendents, k-12 school principals, county administrators and HR directors, k-12 school-district induction coaches, school-based mentor/cooperating teachers, university student teaching supervisors, university SoE faculty, k-12 parents and family members, 1st and 2nd year university elementary education and special education program alumnae. We recognized that this diverse group of community members had singled out competencies associated with differentiated practice as essential for that first day teacher.

One direct result of the focus group and town hall meetings was reestablishing the [SOE Advisory Board](#). In the fall of 2018, the SOE's reconstituted board met for the first time, with representatives from 5 LEAs as the initial members. The advisory board meets three times per academic year, and the SOE Advisory Board plays an essential role in our work as a community based SOE, helping to guide, build, and sustain meaningful partnerships that will impact all our programs.

Assessment of Candidates

Program assessment involves teacher candidates completing a portfolio in which they reflect on and synthesize their growth on foundations, assessment, and methods, with supporting artifacts (Presented in orientation and seminar). Candidates also develop a poster presentation of their evidence-based intervention and synthesize the above areas as well as communication with general education and families, their methodology, results, and tie these into current literature on effective teaching methods for diverse learners, including English language learners (Presented in orientation, seminar, and SPED 544). Each credential course has a signature assignment aligned with the UTPE and MMSN standards. [Rubrics have been developed](#) for each signature assignment, which are graded through [VIA](#) to allow for data analysis. During the clinical placement period the university supervisor regularly observes and evaluates the teacher candidate using evaluative criteria aligned to the UTPE and MMSN standards. [Scripted observations](#) (a minimum of 6 per semester) require teacher candidates to submit [a lesson plan](#) to the US and DES at least 24 hours in advance of the observation. Intern candidates complete three [scripted observations](#) per semester. Drop-in classroom visits by the US do *not* require teacher candidates to submit a lesson plan and occur in the weeks when scripted observations are not planned. The DES and US jointly evaluate teacher candidates each semester at mid-term, and each separately evaluate the candidate in the final week of student teaching using the [Midterm/Final Evaluation Form](#). Written improvement plans will be provided for students who need

improvement in various areas, and additional periodic evaluations may occur when necessary. Students receive on-going feedback as candidates progress in coursework and summative assessments. Scores are communicated via CANVAS, VIA, or email.

Three Remaining Elements and Seven Specific Exhibits

- I. Course Sequence: [Draft course sequence from course catalog](#)
- II. [Course Matrix with links to Introduction \(I\), Practice \(P\), and Assessment \(A\) of Candidate Competencies](#)
- III. Fieldwork and Clinical Practice: Exhibits
 - a. [Table](#)
 - b. [Draft training materials; alignment to program standard](#)
 - c. Draft Manuals or handbooks: [Traditional Candidates](#) and [Intern Candidates](#)
 - d. [Draft Syllabi](#)
 - e. [Draft Signature Assignments Rubrics](#)

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