

CSUCI Education Specialist Program Summary final

Program Design

A. Location within the larger unit/institution

The Mild-to-Moderate Support Needs (MMSN) Education Specialist (ES) Program is housed in the CSUCI School of Education (SOE) Teacher Education Department. The program is led by the chair of credential programs under the direction of the SOE Dean. The chair works closely with the [Associate Dean/Director of Clinical Experiences and Partnerships](#) (CEPO) to secure quality field placements for teacher candidates. The ES Program includes three tenure-track faculty, one of whom serves as the program coordinator. Full-time and part-time lecturers support the program by teaching courses and supervising teacher candidates.

B. Pathway and Delivery Model

There are four^[1] program pathways for MMSN ES teacher candidates: Traditional, Residency (DUAL and special education only), and Intern Program (through spring 2024). Traditional pathway candidates are assigned two distinct placements—one per semester—in order to provide field experiences in a range of teaching settings as required by CTC. Teacher candidates in the residency program follow the school district calendar for the entire academic school year at one school site. The residency program is available in the DUAL (Multiple subject and MMSN) or ES (MMSN) pathways. DUAL candidates [complete 42-units over the course of two semesters](#). Traditional and MMSN-residency candidates complete [34-units over the course of two semesters](#). Intern program candidates are employed by a school district as special education teachers, and take [37-units in the evenings over the course of four semesters](#).

C. Leadership communication and collaboration with staff/faculty/larger institution

Program leadership maintain regular communication and collaboration with program staff and faculty through monthly meetings. The SOE Dean facilitates (a) monthly meetings with tenure track faculty, as well as (b) meetings with tenure track faculty, lecturers, and staff two times per semester. The Department Chair leads meeting with credential program faculty (tenure track and lecturers) two times per month. The ES coordinator facilitates regular meetings with tenure track faculty and with lecturers a minimum of one time monthly.

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 what we value as faculty and staff.

D. Seeks input and feedback from internal constituents and external community partners

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. One direct result of community-engaged teacher preparation efforts was the reestablishment of the SOE Advisory Board. The advisory board meets three times per academic year and plays an essential role in our work as a community-engaged SOE. The program maintains regular communication with districts through the residency liaison and through the associate dean/director of the CEPO program. Throughout

the program, candidates are provided multiple opportunities to provide feedback in each of their courses, in formal Student Ratings of Teaching assessments, and with the program completion survey.

Coursework and Field Experience

The prerequisite program (17 units) can be completed as an undergraduate or post-baccalaureate. **Candidates must complete and pass (C+or better) prerequisite courses before being admitted into the credential program.** Coursework includes: (a) *EDUC 412: Equity, Diversity and Foundations of Schooling*; (b) *EDUC 475: Language in a Social Context*; (c) *SPED 345: Individuals with Disabilities in Society*; (d) *SPED 410: Typical and Atypical Development*, and (e) *EDMS 422/EDSS 424: Creating and managing classroom environments*.

Teacher candidates are admitted into the ES credential program as full-time students (2 semesters). Each semester has content-specific methods courses, student teaching in a field placement, and an accompanying student teaching seminar.

Traditional and Residency MMSN Candidate	Intern Candidate*
Initial Semester: 18 units EDUC 538 K-12 Literacy: Multicultural & Multilingual (4) SPED 541 Foundations of Special Education (3) SPED 543 Curriculum and Instruction for Special Education I (Mathematics) (3) SPED 586 Initial Student Teaching MMSN (6) SPED 587 Initial Student Teaching Seminar MMSN (2)	Initial Semester: 10 units SPED 542 Managing Learning Environments (3) SPED 543 Curriculum and Instruction for Special Education (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) EDSS 560: Access to Learning Individual Differences (2) EDUC 583 Intern Practicum (3) EDUC 584 Intern Seminar (1)
Advanced Semester: 17 units SPED 544 Curriculum and Instruction for Special Education II (3) SPED 542 Managing Learning Environments (3) SPED 545 Assessment of Students with Disabilities (3) SPED 592 Advanced Student Teaching Education MMSN (6) SPED 593 Advanced Student Teaching Seminar MMSN (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)

A. Describe the process for placing candidates in each of their field experiences

Clinical experiences occur over a continuum of placements, including self-contained, resource, and general education classrooms in elementary and secondary settings. Each semester of the two-semester credential program, teacher candidates spend 3.5 days a week in their assigned classroom (630 hours @ 315 hours/semester). During the first half of the first semester, the teacher

candidate works with the district-employed supervisor (cooperating teacher), becomes acquainted with the class and school, begins to work with individual students, teaches small groups and gradually takes on whole class lessons, in preparation for full-time student teaching takeover. In the final weeks the teacher candidate assumes 10 days of full responsibility for all classroom instruction and duties (planning, implementing, and assessing). During the last week of the semester, the teacher candidate phases out of the teaching role. All teacher candidates are assigned a US, who advises and evaluates the teacher candidate across all field placements and in all areas of teaching in consultation with the DES.

CI teacher candidates in the traditional pathway follow the university calendar, in which each semester-long field experience is 15 weeks. These candidates are assigned two distinct placements—one per semester—in order to provide field experiences in a range of teaching settings as required by CTC. Candidates in the residency program follow the school district calendar; they are in their field placement with their DES for the entire academic school year at one school site. This requires the candidate to attend their field placement at the school site when the University is not in session. For intern-candidates, place of employment serves as the field work experience, in which intern candidates are paired with a university supervisor (US) and a DES who observe, advise, and evaluate the candidate in their internship classroom.

All candidates are responsible for tracking their clinical hours. Hours are entered into SL&L daily, and hours are approved and verified by the CT and US.

B. Connection between coursework and field experiences

Coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Candidates receive support from their US and DES throughout student teaching in order to further process and make sense of their experiences.

C. Describe how candidates are supervised, advised, and evaluated during fieldwork

During the clinical placement period the US 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). Teacher candidates are required to submit [a lesson plan](#) to the US and DES at least 24 hours in advance of the observation. The US and DES 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 and Final Evaluation Form](#).

D. Supervisor selection, orientation, evaluation, provision of feedback, and reassignment

US are considered faculty and follow 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. 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.

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. New DES are invited to complete ten hours of professional learning with CSUCI, who provides access to an [online introduction](#) to our credential programs, and modules of the Intersegmental Project, offers workshops on pertinent content topics, and conducts training on mentoring practices.

The supervisor, cooperating teacher, program coordinator, field placement coordinator or residency liaison can request a change of placement or a new candidate and US or DES pairing. The program coordinator and associate dean meet with the individuals within the pair to reaffirm a pairing mismatch. The program coordinator, associate Dean, and program chair will determine an intervention or new placement as needed.

E. Feedback from candidates and other constituents about the fieldwork experience.

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. DES are evaluated by teacher candidates at the end of the semester SL&L 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](#).

F. Analyzes and uses the feedback data for continuous improvement.

The program uses feedback data to inform course sequence changes, instructional format, and adjustment to instructional strategies to support scaffolding and ongoing support of learning activities and signature assignment.

Assessment of Candidates

A. Evidence the program uses to monitor and support candidates

MMSN Program seminar instructors and methods course instructors share responsibility for the introduction, implementation, and completion of the teaching performance assessments. Teacher candidates receive on-going feedback as candidates progress in coursework and summative assessments. Scores are communicated in CANVAS, SL&L, or email.

Candidates are required to pass the California Teaching Performance Assessment ([CalTPA](#)) in order to be recommended for a Preliminary Teaching Credential. They have two opportunities to pass Cycle 1 and Cycle 2 of CalTPA. If candidates do not pass CalTPA on the second attempt, they will have to appeal to the program chair for an additional opportunity. Teacher candidates learn about the CalTPA in their student teaching seminar courses. Preparation for and completion of CalTPA is the teacher candidate's responsibility, and any support provided by program personnel is in alignment with the [CTC CalTPA Guidelines for Acceptable Support](#).

The CI [Statement of Concern](#) form is completed by faculty and/or supervisors when an area of concern about a teacher candidate arises. The Statement of Concern is a plan of action detailing

the steps that the teacher candidate will take to address the issues of concern. Specifics, such as a timeline to complete assignments or extending student teaching, should be included in addition to descriptions of the teacher candidate's work to be accomplished.

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B. **How candidates will be assessed and evaluated in relation to program competencies**
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 [SL&L](#) to allow for data analysis.

^[1] CSUCI School of Education is phasing out the Intern program. Currently, there are two ES intern candidates enrolled in the program with an intended graduation date of spring 2024. Following their graduation, the CSUCI School of Education will discontinue the intern program.
