



SCHOOL OF LEADERSHIP & EDUCATION SCIENCES
Department of Learning & Teaching

SPECIAL EDUCATION PROGRAM

CANDIDATE HANDBOOK



Master Degree Special Education



All Level I and Level II

*Education Specialist Credentials
with English Learner Authorization*



2008 – 2009

School of Leadership and Education Sciences
SPECIAL EDUCATION DEGREE & CREDENTIAL HANDBOOK

Student/Candidate Handbook Acknowledgement

2008-09 Handbook

This note is to acknowledge the receipt of the Special Education Degree & Credential Candidate Handbook.

I received and agree to read and abide by the policies contained in this handbook.

I understand my USD email/internet is the official source for program information. I will regularly check this account for important information regarding my program of study. The university is not responsible for contact via any secondary personal e-mail addresses.

Signature:

Print Name:

Date:

Special Education
A Path of Passion, Creativity & Caring

Dear Special Education Candidate,

It is with great pleasure that we welcome you to the 2008-09 academic year at the University of San Diego (USD). For a number of reasons, this is a year of great excitement in our Special Education Program. We are *Nationally Recognized* by the Council for Exceptional Children (CEC), our major national professional organization. The School of Leadership and Education Sciences Programs are *Nationally Recognized* by the National Council for Accreditation of Teacher Education (NCATE) and the Western Association of Schools and Colleges (WASC). We have begun the fourth year of our partnership with the John Tracy Clinic; an internationally known Los Angeles based program-serving individuals who are Deaf and Hard of Hearing and their families. Through a federally funded low incidence grant for distance education in Deaf and Hard of Hearing, we offer teaching credentials and a Master's degree in this high need area. We continue to enjoy our new School of Leadership and Education Sciences building know as Mother Rosalie Hill Hall, our academic home since August, 2007.

Our goal is to provide you with a teacher preparation program that is of a very high quality, and one that will greatly empower you to *teach for impact* in California schools. We expect that you will positively affect the lives of many children, youth and adults with disabilities and their families as you pursue your career in this specialized field. To meet this goal the overarching theme of ACE described in this manual and lived in all our classes and practicum experiences tied with the professional dispositions embedded in your program of study are in place to guide you on your journey of lifelong professional development in the field of special education.

We are providing you with this overview handbook as a personal guide outline of the policies, procedures and timelines for meeting university, professional organization and state accreditation and degree requirements. A series of supplementary guides will also be provided. Each goes into detail about a specific area: 1) advisement, 2) assessment/evaluation procedures, and 3) field placements/student teaching. Please read these materials carefully and place them in a file for future reference, along with all your credential and program materials. Your faculty program advisor will assist you throughout your program of study, including your demonstration of performance-based outcomes collected in your electronic portfolio.

Be assured that we are both pleased and proud to have you join our Special Education *community of learners*. You are encouraged to become acquainted with the entire faculty and all your colleagues as we collectively reformulate our close-knit Special Education *family* for this academic year. We encourage our to become fully active participants in the program so that you can glean as much from your experiences at USD as possible. Again we welcome you to our Special Education community with great enthusiasm and look forward to becoming better acquainted with you in the coming weeks and months.

Very best regards,

Judy A. Mantle, Ph.D.
Chair Department of Learning & Teaching
Program Advisor Early Childhood
jmantle@sandiego.edu

Jerome J. Ammer, Ph.D.
Program Advisor Mild/Moderate
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Special Education Program

**EDUCATION SPECIALIST CREDENTIAL WITH ENGLISH LEARNER AUTHORIZATION
&/OR DEGREE**

**Candidate Overview Handbook
2008 – 2009 ACADEMIC YEAR**

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SPECIAL EDUCATION PROGRAMS OF STUDY - AN OVERVIEW -

USD offers both *undergraduate* and *graduate* degree programs and Initial¹ and Advanced² Credential Programs in Special Education with English Learner Authorization³. Three special education programs (Mild to Moderate Disabilities; Early Childhood Disabilities; And Moderate to Severe Disabilities) are offered at USD. The deaf and hard of hearing program is offered in conjunction with the John Tracy Clinic⁴ in Los Angeles. The CA Dept. of Education and the California Commission on Teacher Credentialing currently approves all four programs. The programs are also *Nationally Recognized*⁵ by the Council for Exceptional Children Specialized Professional Association (CEC•SPA) that reviews degree and credential programs for the INTASC⁶ and NCATE national accreditation agencies. As part of the criteria for earning National Recognition all USD Special Education Degree and Credential Programs are **standard based** and require candidate **performance-based evidence** of **professional competency**. The standards based competencies and special education electronic portfolio requirements are described in this manual and expanded supplementary guides.

GRADUATE PROGRAMS:

Master Degree Program: A candidate can complete a *M.Ed. in Special Education* with an emphasis in

USD Campus

- Mild/Moderate Disabilities,
- Early Childhood Disabilities,
- Moderate/Severe Disabilities

John Tracy Clinic Campus

- Deaf and Hard of Hearing

Graduate Credential Program: Along with or independent of a master degree, a graduate student can complete the

- Initial Level I Education Specialist Credential with English Learner Authorization, and/or

CREENTIAL VALIDATION PERIOD:

A Level I Education Specialist Credential is valid for five years. Within 2 years of being issued a Level I credential, a teacher must obtain employment as a California Education Specialist directly related to areas covered by the credential. If a Level I teacher does not begin employment within the two-year window they are subject to changes in the CCTC requirements. At the end of five years a teacher must have completed all requirements to obtain a Level II Credential.

¹ The initial credential is known as the Level I Education Specialist Credential with English Learner Authorization.

² The advanced credential is known as the Level II Professional Education Specialist Credential with English Learner Authorization.

³ The EL Authorization was granted by CCTC to USD in July, 2007

⁴ Information about JTC deaf and hard of hearing credential and master degree program at <http://www.jtc.org/>

⁵ National Recognition received June 2004.

⁶ All terms are defined in the Glossary in an appendix to this handbook.

- Advanced Level II Professional Education Specialist Credential with English Learner Authorization

CREDENTIAL VALIDATION PERIOD:

A Level II Professional Education Specialist Credential is valid for five years. Upon receipt of a California Level II Education Specialist credential a teacher follows the CCTC policies and procedures for continued renewal of the licensure. A Level II credential must be obtained within five years of receiving the initial Level I credential. Within 120 working days of receiving a Level I teaching position, an educator must complete an Individual Induction Plan and be enrolled in a university Level II program of study. The USD required coursework is outlined on the attached Level II Matrix. In addition to university coursework, a teacher must complete 2 years of teaching in a district position. Note intern position years do not count towards the two years of employment rule imposed by CCTC.

Policies & Procedures: Graduate candidates must abide by all the policies and procedures of the [University of San Diego Graduate School](#) and the [School of Leadership and Education Sciences](#). A student must receive a ‘B-’ or better in all special education degree and/or credential coursework. Degree and credential coursework may not be taken as pass/fail. SOLES *Graduate Student Policies* are found in Appendix A of this handbook.

Graduate Degree Program of Study: The M.Ed. in Special Education is a 30-unit minimum program of study. Practicum⁷ units do not count towards the 30-unit master degree requirement, but the practicum units do count towards district graduate coursework salary scale adjustments. A visual layout of the coursework follows this section of the student manual. In addition to coursework in special education, a degree candidate must complete

- A graduate level research and design course (EDUC 500),
- Complete a **reflective competency-based electronic portfolio**
- Partake in the special education degree candidate “Poster Presentation”, and
- Complete an international experience⁸

Further explanation: The specifics are further explained in sections throughout this manual and in supplementary procedure and requirement manuals. For program of study requirements and course enrollment by semester see the supplement:

- ***Special Education Advisement Guide.***

Course planning: Course enrollment usually begins the third month of the fall and spring semester. Be sure to contact your advisor for advisement and release of your online course registration hold for the next semester. You must petition for graduation the semester prior to actual conferment of a degree. A list of advisors and contact information is provided at the end of this section.

Information regarding the special education electronic portfolio assessment policies and procedures can be found in the supplement:

- ***Special Education Electronic Portfolio Evaluation Policies & Procedures Guide.***

Electronic Portfolio Advisement: Portfolio review is required in the ending week of the semester prior to your student teaching (every semester for interns). Degree portfolio review and poster presentation is required prior to recommendation for degree conferment. See Dr. Ammer for policies, procedures and posting dates related to your degree and credential electronic portfolio.

⁷ The CCTC documents refer to special education content course associated work in P-12 special education settings as *fieldwork*. The formal, semester long practice teaching under both district and university supervision is called a *practicum*. An intern completes a minimum of 6-units of practicum but must enroll for at least 1-unit of practicum every semester under a district intern contract.

⁸ Required of all new master degree candidates beginning July 2008. For details [click here](#)

Information regarding field experiences and practicum (student teaching) can be found in the supplement:

- ***Special Education Field Experience Guide.***

Practicum (Student Teaching) Portfolio Review: Your special education electronic portfolio must be reviewed the semester prior to student teaching. (Interns updated and submit their Individual Induction Plan at the end of every semester as an intern). Final review of your practicum/intern (student teaching) electronic portfolio must be completed prior to requesting a Level I or Level II Education Specialist Credential from CCTC. If and when you have questions be sure to contact your faculty program advisor or the coordinator of special education, [Dr. Ammer](#). A list of key contacts is included at the end of this section and in the *Special Education Advisement Guide*.

Graduate Advisement: USD is proud of its intense advisement program for all graduate students. You meet with your assigned *graduate faculty advisor* each semester to review your program of study and plan coursework for the next semester.

Course Enrollment: Beginning fall, 2008 all course enrollments is completed online. An electronic faculty release is required before a student can enroll in coursework for the next semester. This helps insure careful planning and review of all policies, procedures and deadline dates that apply to your specific program of study.

Intern⁹ candidate status is available in the special education graduate program of study. An intern works in a P-12 special education setting under a district contract. Becoming an intern requires joint approval by both the USD Special Education Program and a district that has an intern agreement with USD. A candidate can enter or leave an intern program at any point in the graduate program of study. An intern completes a minimum of 6-units of practicum but must enroll for at least 1-unit of practicum every semester under a district intern contract. However, if a candidate leaves an intern placement he or she must complete a new 6-unit semester long practicum experience to meet credential requirements. Each district has its own additional rules and procedures related to being eligible and maintaining intern status.

Common Prerequisites for Intern Consideration:

- Passing grade on all sections of the California Subject Examinations for Teachers [CSET](#)
- Passage of the California Basic Educational Skills Test [CBEST](#)
- Completion of CCTC approved prerequisite coursework
 - EDSP 389/589 Healthy Environment & Inclusive Education
 - EDU 558XB, First & Second Language Development & Structure for the Classroom Teacher (or English 319 Development of the English Language)
 - EDSP 371/571 Management of Behavior & Instruction
- Admission to graduate credential program of study in area of internship
- Admission to intern program by both USD and the contracting school district

UNDERGRADUATE PROGRAMS:

USD is one of the few universities that offers an undergraduate credential in special education. Undergraduates considering this option need to declare early in their program of study. Early advisement and careful course planning is required to complete all requirements in four years. Undergraduates are encouraged to meet with the *Undergraduate Education Program Specialist*, [Kathy Estey](#) as soon as possible for program planning. At the undergraduate level a candidate

- Majors in Liberal Studies
- Completes a CA State Dept of Education approved content subject area concentration in Arts & Science
- Completes an upper division Special Education Professional Program of Study

⁹ All intern specific requirements; exemptions or additional requirements or policies are indicated by text that is both italic and underline formatted.

An upper division undergraduate can complete all or part of the *Initial Level I Education Specialist with English Learner Authorization Program of Study*. Undergraduate candidates in the special education program must follow the policies and practices outlined in the *USD Undergraduate Learning & Teaching Learning & Teaching Manual*. The Education Specialist coursework, portfolio, practicum and policies outlined in this manual also apply to all undergraduates seeking an Initial Level I Education Specialist credential.

Intern Option Upon Completion Undergraduate Professional Program of Study at USD: While completion of an undergraduate Level I Education Specialist Credential with English Learner Authorization is not always feasible in four years, graduates from this program are in a strong position for intern consideration by a school district.

POLICIES, PROCEDURES AND TIMELINES

This manual is designed to provide special education degree and credential candidates with the information and forms required to successfully complete a degree and credential program of study. An electronic form of this manual in Acrobat Reader format provides a candidate with the ability to hyperlink to each requirement, form and timeline. The key elements of the program are articulated in the sections of this manual. Remember to take advantage of the following resources.

- Your Assigned Program Advisor (as assigned) and/or Coordinator of Special Education (Dr. Ammer)
- USD Portal Website (<https://my.sandiego.edu>)
- Web-Based Updates To Policies And Procedures
- TaskStream Electronic Portfolio (<http://www.TaskStream.com>)
- WebCT Databank Aligned With Courses And Program Documents (<https://my.sandiego.edu>)
- Copley Library And Electronic Assess
- Graduate Student Association
- Credential Officer
- Dates & Timelines
 - Course Schedule On-Line Catalog reached via (<https://my.sandiego.edu>)
 - Graduate Catalog
 - USD, SOLES, L&T And Special Education Listserves
- THIS MANUAL – *Special Education Candidate Handbook*
 - Supplemental Manuals
 - *Advisement Handbook*
 - *Special Education Electronic Portfolio Assessment System*
 - *Fieldwork & Practicum (Student Teaching) Guide*
 - *Master Degree in Special Education Process & Procedure Guide*
 - *Level II Professional Education Specialist Program Guide*

The School of Leadership & Education Sciences, *Learning & Teaching Graduate Policies & Procedures* can be found in *Appendix A: Policies & Procedures*¹⁰ located in the back of this manual. Additional Special Education Program Policies and Procedures are included in the Special Education Supplemental Manuals referred to in this manual.

CRITICAL FORMS

All critical forms required as part of the special education program of study are found in this document and the more detailed supplementary special education guides. Important forms are also incorporated into the Special Education Electronic Portfolio found in [TaskStream](#). Other types of program forms are located in the Student Records Room and the Credential Office. These documents can be obtained through your Program Advisor, [Coordinator of Special Education](#), L&T Receptionist and/or the Credential Officer¹¹.

Plan to meet with your Program Advisor at least once every semester. Your advisor will check your School of Leadership & Education Sciences Student Folder to make sure all forms and signatures are in place to ensure your compliance with policies and procedures. Linkage to your own program of study will be added to the student page of <https://my.sandiego.edu>. Check the site for enhancements throughout the year.

CANDIDATE PROGRAM RESPONSIBILITY

Candidates are responsible for reading and complying with all program policies and procedures in a timely manner.

By signing the *School of Leadership & Education Sciences • Student/Candidate Handbook Acknowledgement* a candidate affirms that he or she has received and agree to read and abide by the policies contained in this handbook.

Candidates are responsible for obtaining the most recent copies of the USD Bulletin and Semester Course Offering (online at <https://my.sandiego.edu>). All official announcements, filing dates and procedure changes are distributed via the USD listserv files. The USD student Internet access account is the official means of communication. The USD issued Internet access account is free to all graduate and undergraduate candidates.

THE USD E-MAIL ACCOUNT IS THE OFFICIAL E-MAIL ADDRESS FOR ALL INFORMATION DISTRIBUTION. YOU ARE RESPONSIBLE FOR MAINTAINING THIS ACCOUNT AND CHECKING FOR INFORMATION, PROCEDURES AND DEADLINES. *The university, departments and individual instructors are not responsible for reaching a student via any other email account!*

To create a USD Internet Access Account go to <https://my.sandiego.edu>. Follow the directions for student account in the space just below the login box. It takes 24 hours to activate the account. The Program Advisor is available to help candidates understand and locate the appropriate manuals, forms, and electronic information exchanges.

LIST OF KEY CONTACTS:

Roles	Roles	Contact Information
Jerry Ammer, Ph.D.	<ul style="list-style-type: none"> • Director Language, Literacy & Special Education • Mild/Moderate Program • Moderate/Severe Program • Lead Special Education Electronic Portfolio 	ammer@sandiego.edu MRH 224A 619.260.4292
Judy Mantle, Ph.D.	<ul style="list-style-type: none"> • Chair Department Learning & Teaching • Early Childhood Program 	jmantle@sandiego.edu MRH 257

¹⁰ See present Policies and Procedures regarding Master Degree Program and Credential Process in *Appendix A: Policies & Procedures*.

¹¹ School of Education faculty and staff directory is included in the Directory Appendix.

	<ul style="list-style-type: none"> • Intern Program 	619.260.7879
Anne Donnellan, Ph.D.	<ul style="list-style-type: none"> • Autism Institute 	donnellan@sandiego.edu MRH 240 619.260.7705
Stacey Kasendorf, M.Ed.	<ul style="list-style-type: none"> • Special Education Field Supervision Coordinator • Adjunct Clinical Instructor 	profsjk@aol.com MRH 224B
Tedi Kostka	<ul style="list-style-type: none"> • Credential Analyst 	tkostka@sandiego.edu MRH 101D 619.260.4821
Kathleen Estey	<ul style="list-style-type: none"> • Undergraduate Program Specialist Credential Program Study Advisor 	kesty@sandiego.edu MRH 101E 619.4159
Nikki Cibrian	<ul style="list-style-type: none"> • Administrative Assistant Learning & Teaching Department • General Information Contact L&T 	ncibrian@sandiego.edu MRH 275A 619.260.2201
Maria Menezes	<ul style="list-style-type: none"> • Executive Assistant Learning & Teaching Department 	mmenezes@sandiego.edu MRH 275A 619.260.5938
Betsy Gibbs	<ul style="list-style-type: none"> • Acting Field Placement Coordinator 	bgibbs@sandiego.edu MRH 101B 619.260.8801
William Hoagland	<ul style="list-style-type: none"> • AV Technician & Support Specialist 	whoagland@sandiego.edu MRH 205 619.260.7576
Mary McGinnin	<ul style="list-style-type: none"> • Director of Teacher Education John Tracy Clinic Deaf & Hard of Hearing Credential & Degree Program 	mmcginnis@jtc.org 213.748.5481

ATTACHED • CREDENTIAL & DEGREE PROGRAM OF STUDY MATRICES

- *Level I Education Specialist Initial Special Education Teacher Preparation with English Learner Authorization • Credential & Degree Programs*
- *Level II Professional Education Specialist Advanced Special Education Teacher Preparation with English Learner Authorization*

Level I – Education Specialist – Initial Special Education Teacher Preparation With English Learner Authorization¹

Mild/Moderate and Moderate/Severe also requires Bachelor's with subject area concentration, &/or complete CSET exam, or Single Subject Concentration w/ Single Subject Credential &/or CSET or PRAXIS/ SSAT. Note: Some school districts are mandating the CSET from all ELEMENTARY & SECONDARY education specialist to comply with the Highly Qualified Mandate of No Child Left Behind legislation.

PREREQUISITE OR CO-REQUISITE COURSES

EDSP 389/589 *Healthy Environments & Inclusive Education* (3) or equivalent
Additional Prerequisite Early Childhood Only → Child Development Course or Experience

Continuing Education (3 CEUs) EDU 558XB *First & Second Language Development & Structure for the Classroom Teacher (CCTC TPE 7)*

COMMON CORE (14 units) Education Specialist Common Core Standards 9 – 18

EDSP 370/570 *Assessment in Special Education* (3)[^] (Standards CEC 8, 9, 10; CCTC 10, 16, 17, 19, 22 M/M/S, 21 & 22 EC)
 EDSP 371/571 *Management of Behavior & Instruction* (3)[^] (Standards CEC 5, 6; CCTC 15, 24 M/M/S)
 EDSP 372/572 *Typical & Atypical Language Development* (3) (Standards CEC 3, 4, 6; CCTC 12, 25 M/S & 13 EC)
 EDSP 373/573 *Family Systems & Community/Cultural Resources* (3)[^] (Standards CEC 3, 7, 9, 10; CCTC 10, 12, 16, 21 EC, 23 EC, 27, 28 & 30)
 EDSP 379/579 *Cultural, Legal & Ethical Aspects of Special Education* (2) (Standards CEC 2, 9; CCTC 10, 11)

SPECIALIZATIONS

Mild/Moderate

Education Specialist Specializations Standards 19–25
(6 content/6 practicum units)

EDSP 374/574 *Characteristics & Needs Mild/Moderate* (3) (Standards CEC 1, 3, 8; CCTC 12, 22 M/M & 25 M/M)
 EDSP 375/575 *Curriculum & Instruction Mild/Moderate* (3)*
 (Standards CEC 4, 7, 8; CCTC 19 M/M/S, 20 M/M/S, 21 M/M/S, 22 M/M/S, & 23 M/M/S)
 EDSP 590P *Practicum Mild/Moderate* ^{2,3}(6) (Standard CEC 4; CCTC 13)

Early Childhood

Education Specialist Specializations Standards 19–32
(12 content/6 practicum units)

EDSP 374/574 *Characteristics & Needs Mild/Moderate* (3) (Standards CEC 1, 3, 8; CCTC 12, 22 M/M & 25 M/M)
 EDSP 376/576 *Typical, Atypical & Medical Development* (3) (Standards CEC 1, 6; CCTC 20 EC & 31 EC)
 EDSP 377/577 *Early Intervention Curriculum & Methods* (3)*
 (Standards CEC 2, 3, 4, 5, 7, 10; CCTC 19 EC, 21 EC, 24 EC, 25 EC, 26 EC, & 30 EC)
 EDSP 378/578 *Curriculum & Instruction Moderate/Severe* (3)*
 (Standard CEC 2; CCTC 29 EC)
 EDSP 591P *Practicum Early Childhood* ^{2,3}(6) (Standard CEC 4, CCTC 13, 32 EC)

Moderate/Severe

Education Specialist Specializations Standards 19–27
(6 content/6 practicum units)

EDSP 376/576 *Typical, Atypical & Medical Development* (3) (Standards CEC 5, 10; CCTC 26 M/S & 27 M/S)
 EDSP 378/578 *Curriculum & Instruction Moderate/Severe* (3)* (Standards CEC 4, 5, 7, 8; CCTC 19 M/M/S, 20 M/M/S, 21 M/M/S, 22 M/M/S, 23 M/M/S)
 EDSP 592P *Practicum Moderate/Severe* ^{2,3}(6) (Standard CEC 4; CCTC 13)

² EDSP 590P, 591P or 592P same course listing as practicum for student teaching assignment or intern. This is a semester long assignment. An intern must register for this course in every semester under district contract until Level I completed and 6 units minimum EDSP 590P, 591P, or 592P units completed. Every semester of practicum (intern practicum) requires completion of Performance Based Competency Checklist and a midterm and final evaluation form by University and District Support Person. Attendance & participation in 4 seminar sessions required every semester enrolled in EDSP 590P, 591P or 592P units.

³ Candidates who have already completed a Level I Credential Practicum can take a 3 unit semester long EDSP 590P, 591P or 592P Practicum in the section appropriate to the 2nd or 3rd credential. The candidate must still demonstrate competency in all areas covered in the EDSP 590P, 591P or 592P six unit

GENERAL EDUCATION COURSEWORK Required for Mild/Moderate &/or Moderate/Severe Credential (9 content units/Field Hours Requirements: 50 EDUC 383/583⁴, 20 EDUC 384/584⁴, 20 EDUC 375/575^{4, 7})

EDUC 383/583 *Methods of Teaching Literacy & Language Arts* (3)^{4, 6} (Standard CEC 2, 4, 8; CCTC 11, 17, 19 M/M/S, 20 M/M/S & 21 M/M/S)
 EDUC 384/584 *Methods of Teaching English Language & Academic Development* (3) (Standard CEC 3, 4, 8; CCTC 12, 19 M/M/S, 20 M/M/S, 21 M/M/S)
 EDUC 375/575 *Elementary Curriculum & Methods* (3)^{4, 7}
 (Standards CEC 3, 4, 5, 8; CCTC 12, 15, 17, 19 M/M/S, 20 M/M/S & 21 M/M/S)

Degree Coursework

Bachelor's degree with 1) content area concentration &/or 2) Multiple Subject CSET
 See Undergraduate Catalog & Student Handbook for Details
 M.ED Special Education
 Graduate Studies (30-units) including EDUC 500 Research & Methodology (3-units) Graduate Poster & Portfolio Presentation
 International Program Component:
http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs
 Note: No fieldwork or practicum units count towards required 30 M.Ed graduate units

EDUC 383/583 *Methods of Teaching Literacy & Language Arts* (3)^{4, 6} (Standard CEC 2, 4, 8; CCTC 11, 17, 19 M/M/S, 20 M/M/S & 21 M/M/S)
 EDUC 384/584 *Methods of Teaching English Language & Academic Development* (3) (Standard CEC 3, 4, 8; CCTC 12, 19 M/M/S, 20 M/M/S, 21 M/M/S)
 EDUC 375/575 *Elementary Curriculum & Methods* (3)^{4, 7}
 (Standards CEC 3, 4, 5, 8; CCTC 12, 15, 17, 19 M/M/S, 20 M/M/S & 21 M/M/S)

⁴ Fieldwork in EDUC 383/583, 384/584 & 375/575 is required addition work outside of formal class meetings. In addition to specific instructor course assignments candidate MUST COMPLETE SPECIAL EDUCATION & ENGLISH LEARNER PERFORMANCE EVIDENCE as indicated in Special Education Student Manual and e-Portfolio requirement directions.

⁷ EDUC 375/575 at 3-units in combination with either: EDSP 375/575, EDSP 378/578 fulfills the 6-unit requirement of EDUC 385/585 to meet the methods requirements for a multiple subject credential. If taking EDUC 375/575 candidate must complete all 6-units to substitute for EDUC 375/575.

⁵ Candidate seeking Multiple Subject Preliminary Credential must complete EDUC 381/581, 382/582, & EDUC 531 Student Teaching along with a M/M or M/S program of study

⁶ RICA usually taken with EDUC 383/583 – all Single Subject Credential holders must pass the RICA

¹ See Program Advisor & Keep Updated copy of Approved Program of Study • You are responsible for following USD Catalog & L&T Student Handbook changes • All Substitutions Must be Preapproved before applying for practicum

Level II - PROFESSIONAL EDUCATION SPECIALIST

ADVANCED SPECIAL EDUCATION TEACHER PREPARATION With EL AUTHORIZATION

Prerequisites Level II Credential Program

- 1) Must hold a CTC Level I Education Specialist Certificate in the area in which the Level II Credential is being sought.
 - 2) Must hold an Education Specialist Contract with a California School District for final certification recommendation.
 - 3) Must apply and be accepted into USD Graduate Program of Study (either Credential or Credential & M.Ed).
- NOTE: If a candidate is granted an M.Ed. along with Level I Credential, Candidate must Reenroll in Program of Study with Graduate Office.

Individual Candidate Level II Program Outcome Based Planning & Assessment Plan

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) Design a Professional Level II Education Specialist Program of Study (<i>Standard 9</i>) 2) Identify District Mentor & Support Activities to Accompany USD Program of Study (<i>Standard 10</i>) | <ol style="list-style-type: none"> 3) Identify and Plan Non-University activities to complement formal program of study (<i>Standard 11</i>) 4) Identify and Plan Ongoing Assessment Procedure for Candidate Competency Throughout & at Completion of Program of Study (<i>Standard 12</i>) |
|--|---|

Mild/Moderate

Education Specialist Professional Level II (12 units)
M/M/S Standards 13–17 M/M Standards 14–20

Early Childhood

Education Specialist Professional Level II (12 units)
EC Standards 13–15 plus 1-8 Part 6

Moderate/Severe

Education Specialist Professional Level II (12 units)
M/M/S Standards 13–17 M/M Standards 18-19

CONTENT COURSE WORK

- EDSP 596 Assessment for Curriculum Decisions (3)
(Standards 13M/M & 18M/M & 19M/M)
- EDSP 594 Advanced Behavior Analysis and Positive Behavior Support (3) (Standard 14M/M/S)
- EDSP 598 Education Specialist Roles and Responsibilities (3) (Standards 16M/M/S, 20M/M, 18 M/S, 19M/S, 13EC, & 14EC)
- EDUC 500 Research Design & Methodology (3)
(Standards 13M/M/S, 15M/M/S, 17M/M/S & 19M/M 15EC)

CONTENT COURSE WORK

- EDSP 598 Education Specialist Roles and Responsibilities (3) (Standards 16M/M/S, 20M/M, 18 M/S, 19M/S, 13EC, & 14EC)
- EDUC 500 Research Design & Methodology (3)
(Standards 13M/M/S, 15M/M/S, 17M/M/S & 19M/M 15EC)
- EDSP 595 Leadership & Management Skills (3) (*Standard 14^{EC}*)

CONTENT COURSE WORK

- EDSP 594 Advanced Behavior Analysis and Positive Behavior Support (3) (Standard 14M/M/S)
- EDSP 598 Education Specialist Roles and Responsibilities (3) (Standards 16M/M/S, 20M/M, 18 M/S, 19M/S, 13EC, & 14EC)
- EDUC 500 Research Design & Methodology (3)
(Standards 13M/M/S, 15M/M/S, 17M/M/S & 19M/M 15EC)

FIELD BASED COURSE WORK

- EDSP 596F Field Based Assessment for Curriculum Decisions (1 unit)^{1,2} Must enroll concurrently or already have taken EDSP 596
- EDSP 594F Field Based Behavior Analysis (1 unit)^{1,2} Must enroll concurrently or already have taken EDSP 594
- EDSP 593F Field Based Induction Plan (1 unit)¹ Must enroll with 120 days of beginning district contract as Level I Credentialed Specialist. Usually taken concurrently with EDSP 598
- EDSP 597F Field Based Research in Special Education(1 unit)^{1,2} Must enroll concurrently or already have taken EDUC 500

FIELD BASED COURSE WORK

- EDSP 593F Field Based Induction Plan (1 unit)¹ Must enroll with 120 days of beginning district contract as Level I Credentialed Specialist. Usually taken concurrently with EDSP 598
- EDSP 597F Field Based Research in Special Education(1 unit)^{1,2} Must enroll concurrently or already have taken EDUC 500
- EDSP 595F Field Based Leadership & Management Skills (1 unit)^{1,2} Must enroll concurrently or already have taken EDSP 595

FIELD BASED COURSE WORK

- EDSP 594F Field Based Behavior Analysis (1 unit)^{1,2} Must enroll concurrently or already have taken EDSP 594
- EDSP 593F Field Based Induction Plan (1 unit)¹ Must enroll with 120 days of beginning district contract as Level I Credentialed Specialist. Usually taken concurrently with EDSP 598
- EDSP 597F Field Based Research in Special Education(1 unit)^{1,2} Must enroll concurrently or already have taken EDUC 500

¹The 1-unit "field-based" courses can only be taken when under district contract as an Education Specialist. The assignments require validation by presenting documents created in an Education Specialist position. Individual candidate works with USD Faculty Member assigned to conduct the "independent study" plan for each course. Performance criteria evaluation aligns with the *Level II Education Specialist Credential "Standards & Competencies Summative Assessment"* created by San Diego County School Districts BTSA Trainers and the IHE in the county that offer a Level II Program of Study. See Program Advisor for this document. NOTE: A Level II Candidate must provide evidence of completely meeting the document criteria before a credential will be issued.

²CANDIDATES ENROLLED IN A FIELD BASED COURSE MUST DIRECTLY CONTACT THE ASSIGNED PROFESSOR (Listed in Class Reservation Catalog) TO CREATE A COURSE ASSIGNMENT ACTION PLAN, & Assignment Due Dates

Completion
of
M.Ed

- Minimum 30 units of graduate level course work
- EDUC 500 Research Design & Methodology required for M. Ed.
- Note: No field or practicum work nor Continuing Education units counts towards M.Ed.

- Portfolio & Poster Presentation of Competency serves as culminating M.Ed. requirement.
- International Program Component: See SOLES website for option details
http://www.sandiego.edu/soles/programs/learning_and_teaching/graduate_programs

Revised 07/21/2008 – jja

PART TWO: Professional Ethical Standards & Self-Reflective Program Critique

Special Education Degree & Credentials

PROFESSIONAL ETHICAL STANDARDS & PRACTICE

SELF-REFLECTION RESEARCH EVIDENCED PEDAGOGY PRACTICES CRITIQUE

Candidates in the special education degree and credential program of study are actively engaged in the development and evidencing of the maturation of their personal scholarship and teaching expertise. Two overarching procedures guide this process.

- Self-Reflective Research Evidenced Pedagogy Practices Critiquing
- Centerpiece Artifacts Evidence-Based Performance Outcome Documentation

These two procedures guide a series of performance-based outcomes upon which a candidate's degree and credential performance is evaluated. The *Self-Reflection Research Evidenced Pedagogy Practices Critique* is describe in this section. The *Centerpiece Artifacts Evidence-Based Performance Competency* criteria is described in the next section. An in-depth explanation and procedures are outlined in a supplementary guide.

- *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide*

Your program advisor will advise you regarding the process, procedures and time lines. For additional information and assistance contact the portfolio lead faculty member - Dr. Ammer (ammer@sandiego.edu) (619) 260-4292.

Self-Reflection Research Evidenced Pedagogy Practices Critique

Self-Reflective Critiquing: Throughout the program of study a candidate is required to prepare a series of self-reflective statements which provide a personal analysis of a professional code of ethical standards and practices. This is a personal philosophy of education that is grounded in research validated practices. This code is a manifest guides grounded in a set of overarching principles that inform your instruction and your students' learning. Two social justice formulated codes of professional conduct are embedded in the program of study to inform your personal philosophy of practice:

- Council for Exceptional Children Code of Ethics and Standards of Practice ([http://www.cec.sped.org/Content/Navigation Menu/Professional Development/Professional Standards/Ethics Practice Standards/default.htm](http://www.cec.sped.org/Content/Navigation%20Menu/Professional%20Development/Professional%20Standards/Ethics%20Practice%20Standards/default.htm))
- School of Leadership and Education Sciences Overarching Principles and Dispositions ACE

Framing Self-Reflective Philosophy of Education Statement:

A candidate's self-reflection is a philosophy of education statement grounded in an understanding and application of a research-based foundation of education.

It is a meta-cognitive, self-engagement in the process of introspection for the purpose of framing a personalized pedagogical framework of practice. A candidate provides evidence of his or her growth as a scholar throughout this process by integrating citations of pertinent research-based evidenced foundations of education theory and practice from coursework, readings and action research.

Threaded throughout one's philosophy of education is cited reference to specific examples of hands on field-based application of knowledge and skills that are posted in the special education electronic portfolio.

Emerging personalization of the USD overarching ACE framework of social justice and the CEC professional code of ethics is evidenced by the use of academic language that speaks to one's own habits of practice.

Journey of Experiential Discovery

Personal reflection is ongoing throughout the program of study. Evidence of one's personal journey towards development of an education specialist's philosophy of learning and teaching is formally evaluated by program faculty at identified midpoint and final points within the program of study.

Grounding Framework: The attached ACE and CEC Professional Code of Ethics description is provided to assist in development of your self-reflective statement. An in-depth presentation of the special education electronic portfolio content and process is provided in the supplement guide:

- Special Education Electronic Portfolio Evaluation Policies & Procedures Guide

Guiding Purpose for Self-Reflection: An article by Welch & James (2007) sets a framework for why self-reflection is an important teaching tool.

Reflection as a teaching and learning device is a hallmark of Dewey's (1933) vision of teacher preparation. Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends. Reflection is a continuous process that must be given a context so students can make cognitive connections to what they are taught and to what they learn (Eyler, Giles & Schmiede, 1996) ... van Manen (1977) created a hierarchy that includes technical, practical, and critical reflection that considers moral and ethical issues related to social justice in teaching... Reflection also assists students as they predict how they will apply what they've learned through experience later on in careers as teachers (Anderson, Smith, & Peasley, 2000).

Welch, M., & James, R. C. (2007). An investigation on the impact of a guided reflection technique in service-learning courses to prepare special educators. *Teacher Education and Special Education*, 30 (4), 276-285.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Chicago: Henry Regnery & Co.

Eyler, J., Giles, D. E., & Schmiede, A. (1996). *A practitioner's guide to reflection in service learning: Student voices and reflections*. Nashville, TN: Vanderbilt University.

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6 (3), 205-228.

Summary Focus:

The *SELF-REFLECTION RESEARCH EVIDENCED PEDAGOGY PRACTICES CRITIQUE* is a blend of philosophy, social justice grounded principles and research evidenced practices articulated in a statement of one's own emerging understanding of what it means to be a teacher and how instruction can enhance learning outcomes for the diversity of students in school setting.

An overview of the overarching themes threaded throughout the Learning and Teaching Department "ACE" and the Council for Exceptional Children Professional Code of Ethics follows. Thread these themes along with evidenced-based research strategies and examples from your "centerpiece artifacts" across your self-reflective statement at the entry, midpoint and final point of your degree and credential program of study.

ACE

PROFESSIONAL ETHICAL PRACTICES GUIDING PRINCIPLES FOR EDUCATORS

Professional based practices serve as a set of guiding principles upon which teachers go about the daily routines in educational settings that create a “*community of learners*”. A shared set of guiding principles allows individuals in a profession to ensure quality and equitable service to the broad spectrum of diversity found in the fabric of America. Ethical practice includes the way we respect and engage students in our classroom or other service settings; the respect and professional courtesy we give to professionals in our own and allied professions; the communication and collaboration we build with parents of our students; and the way we ourselves act in our daily routine as teachers.

Guiding practices are often unspoken, unclear and perceived in different ways by individuals in a shared setting. As part of the learning and teaching curriculum, practices and evaluation, the faculty of the School of Leadership & Education Sciences identified a series of outcomes that faculty and candidates strive towards in the practice of learning and teaching. In this section three elements of guiding principles are described:

- The USD SOLES over arching themes known by the acronym *ACE*
- Teacher dispositions ensuring alignments with national standards and associated dispositions set by the Interstate New Teacher Assessment And Support Consortium (INTASC)
- Special education dedication and alignment with the *Council for Exceptional Children Code of Ethics and Standards of Practice* <http://www.cec.sped.org/ps/ps-ethic.html>

The challenge is to know professional guiding practices by demonstrating measurable application of the principles of ethical practice across all aspects of learning and teaching. The model of assessment established by the Special Education Program in the School of Leadership & Education Sciences is outlined in Part III Assessment.

PROFESSIONAL EDUCATION UNIT THEMES

The mission, vision and theme of the Professional Unit serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiency and program standards, are grounded in relevant theory and research. Faculty in the School of Leadership & Education Sciences are committed to the preparation of educational leaders as is exemplified by the acronym “ACE”, which describes an expert in the field of education. ACE Candidates in the Professional Education Unit will:

- 1) demonstrate the knowledge and the ability to represent content accurately by applying effective strategies and techniques in their field of study, by actively engaging in reflective activities, by critically analyzing their practice and by applying higher order thinking skills to a wide array of investigative pursuits (**A**cademic excellence, critical inquiry, and reflection).
- 2) strive to create and support collaborative learning communities in their classrooms and their professional fields of practice by bridging theory and practice and engaging in community service (**C**ommunity and service).
- 3) understand and adhere to the values and ethical codes of the university, of the schools they work in, and of the professional organizations to which they belong. They will support the creation of inclusive, unified, caring and democratic learning communities that value each individual regardless of background or ability, and they will equitably support student learning and optimal development (**E**thics, values, and diversity).

Learning and teaching within the Professional Unit is guided by an effort to demonstrate professional outcomes across all instruction, learning, field experience and community engagement that is best described in the acronym ACE. The *Reflection of Practice* graphic organizer delineates the elements that ground the Professional Unit Theme.

PROFESSIONAL TEACHER DISPOSITIONS

The mission, values and themes of the School of Leadership & Education Sciences serve as the foundation for our professional education unit outcomes. Faculty and candidates strive to live their professional lives in alignment with the grounded theory, research and value principles exhibited in exemplar pedagogical practice. The Special Education Program faculty and candidates are committed to the concept of ethically grounded practices that are fair and equitable for all members of our professional community. Therefore the special education program in alignment with the Unit outcomes adhere to the concept of clear demonstration of standards of practice known as dispositions.

DISPOSITION: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (p. 31 CEC NCATE 2000 Standards)

The Education Unit strives to be “*a learning community collaboratively engaged in the pursuit of professional competence*”. This concept of valued practices demonstrated through disposition are built upon the ideals of learning community, collaborative engagement and pursuit of professional competency.

Learning Community. The Professional Education Unit faculty, staff and students from diverse cultural, social and religious backgrounds seek to build a learning community characterized by the kind of spiritual, intellectual and emotional vitality that promotes the development of leadership. The faculty aim to connect students with what Palmer (1998) calls the “living core” of their life, while providing knowledge, skills, and dispositions designed to strengthen their capacity to lead.

Collaborative Engagement. Central to interactions between and among faculty and students is our commitment to acquire knowledge through critical inquiry and collaborative engagement. To this end, we engage in a reciprocal process of teaching and learning based on the notion of a community of practice. This notion is helpful in understanding how members of organizations learn with one another through activities that require negotiation. Through social participation, members create meaning about their shared historical and social resources and rules of practice, including how to create, evaluate and disseminate knowledge related to organizationally valued tasks. The community of practice perspective suggests, “Learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organization” (Wenger, 1998, p. 8).

Pursuit of Professional Competence. Every program is centered on developing professional competence in all candidates. Professional associations, national accrediting bodies and state certification agencies provide the programs with specific requirements for preparing ethical, caring and competent professionals. Courses, field experiences and internships assess candidates' abilities to demonstrate the basic knowledge, skills and dispositions recommended for today's practicing professionals. Faculty members are actively involved in the work of professional organizations and state and national agencies as they continually update the competencies and standards for practice.

Candidates in our programs seek licensure and certification in their areas of expertise. Having been encouraged to form a strong commitment to lifelong learning, ethical responsibility and ongoing professional development, many demonstrate sound identities as practicing professionals, joining professional associations and attending and presenting at local, state, and national conferences. They demonstrate their capabilities as collaborators, as agents of change and as leaders, with varying degrees of impact within the communities they serve.

Our mission, vision and theme serve as the foundation for our professional education unit outcomes. Our unit outcomes, which are carefully aligned with candidate proficiency and program standards, are grounded in relevant theory and research. The Special Education Program uses the graphic organizer *Understanding the Purpose and Practice of Disposition* to evaluate faculty and candidate professional practice.

CODE OF ETHICS AND STANDARDS OF PRACTICE

The Special Education faculty and candidates in training to become special educators have a long history of commitment to the Council for Exceptional Children as the professional association that exemplifies the standard of excellence to which we strive to emulate. The Special Education degree and credential programs received ***National Recognition*** through the Council for Exceptional Children evaluation process associated with NCATE in June 2004.

The faculty and candidates commit themselves to demonstrate ethical practices articulated in the *CEC Code of Ethics for Educators of Persons with Exceptionalities*. The Special Education Program reviews values and disposition of faculty and students based on the CEC Standards for Professional Practice Professionals in Relation to Persons with Exceptionalities and Their Families in relationship to:

- Instructional Responsibilities
- Management of Behavior
- Support Procedures
- Parent Relationships
- Advocacy

The *CEC Code of Ethics for Educators of Persons with Exceptionalities* follow the visual display of the overarching Department of Learning and Teaching 'ACE' presentation.. The code can also be found at: <http://www.cec.sped.org/ps/ps-ethic.html>



Academic Excellence • Critical Inquiry • Reflection

Candidates demonstrate:

- Knowledge & ability to represent content accurately by applying effective strategies & techniques in field of special education
- Active engagement in reflective activities
- Critical analysis of own practice
- Applies higher order thinking skills to a wide variety of investigative pursuits

Community • Service

Candidates demonstrate:

- Persistent striving towards creation, support & maintenance of collaborative learning communities in their classroom that celebrate diversity & ensure a safe learning environment for all students within inclusive settings
- Continual participation in professional organizations & professional development activities in special and general education to expand their understanding and application of evidence based practices in their practice of teaching.
- Continuous engagement in community services that maximize the potential outcomes for students and their families

Ethics • Values • Diversity

Candidates demonstrate:

- Understanding and adherence to the values & ethical codes of the university, the diverse array of community schools they work in, and the Council for Exceptional Children Professional Code of Ethics
- Support for & proactive creation of inclusive, unified, caring & socially just practice learning communities that value the diversity that each & every individual student, administrator, professional & paraprofessional colleague, staff & parent of students brings to the community regardless of background & ability.
- Equitable support for each & every student that supports learning outcomes & optimal development

Understanding the Purpose & Practice of Dispositions

What are Education Specialist Dispositions?

Education Specialist Dispositions are:

- **values,**
- **commitments, and**
- **professional ethics**

practiced by ‘highly qualified’ educators.

Why Do Education Specialist Attend to Dispositions?

Education Specialist Dispositions Influence Our Behaviors Towards:

- **students, families,**
- **colleagues, and**
- **communities**

What Do Education Specialist Dispositions Have to Do With Teaching?

Education Specialist Dispositions Affect Students

- **learning,**
- **motivation, and**
- **development**

Education Specialist Dispositions Also Affect:

- **educator’s own professional growth.**

What Guides the Development & Practice of Education Specialist Dispositions?

Education Specialist Dispositions are guided by beliefs and attitudes related to the values such as:

- **caring,**
- **fairness,**
- **honesty,**
- **responsibility, and**
- **social justice.**

What Are Some Examples of Education Specialist Dispositions?

Education Specialist Dispositions Might Include:

- **a belief that all students can learn,**
- **a vision of high and challenging standards, or**
- **a commitment to a safe and supportive learning environment.**

DISPOSITIONS

Candidates demonstrate:

1. *A belief that all individuals can learn & succeed*
2. *A commitment to reflection & critical inquiry*
3. *A willingness to collaborate with peers & members of the educational community*
4. *An appreciation for and willingness to form partnerships with parents/guardians & community agencies that serve children & youth*
5. *Respect for the value of diversity in inclusive democratic societies*
6. *A commitment to high professional & ethical practices*



CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2

(p. 4). Reston, VA: Author.

Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

PART THREE: Performance Based Evidence Gathering

Special Education Degree & Credentials

SPECIAL EDUCATION ELECTRONIC PORTFOLIO PERFORMANCE BASED EVIDENCE OF PRACTICE

Candidates evidence-based presentation of their levels of expertise as “highly qualified” education specialists is described here. The Learning and Teaching Department (L&T) collective espouses the pedagogic model presented by Wiske in *Teaching for Understanding: Linking Research with Practice* (M.S. Wiske (Ed) (1998) San Francisco: Jossey-Bass)). The teaching for understanding pedagogy design looks at teachers as life long learners whose knowledge, understanding and skills (abilities) competency increases when informed by new

- Evidence based content knowledge - Level I & Level II
 - Course content
 - Reading and formal strategy training
- Applied to real P-12 learning
 - Field experience aligned with methods courses - Level I Special Education & Multiple Subjects
 - Formal mentor guided practicum (student teaching) - Level I
 - Experience under district contract working in education specialist position - Level II
- Evaluation of P-12 student achievement increases based on candidate competency

In the Wiske model a teacher candidate moves through a three stage learning cycle

- A) novice,
- B.) apprentice, and
- C) master.

Not all teachers reach master level in all skills. This is an exemplar individual usually given department leadership roles, district support providers, program specialist or other teacher of teacher positions based on proven habits of practice and exceptional change in the performance of P-12 students under their charge.

SPECIAL EDUCATION PROGRAM EVALUATION RUBRIC

When the special education faculty review candidate performance-based centerpiece artifacts and evaluate practicum (student teaching) observed education specialist competencies a four degrees of competency rubric is applied. This combined the Wiske evaluation model with the NCATE and CEC Standards evaluation systems. The four categories are:

- 1) unacceptable - beginning
- 2) acceptable - developing
- 3) target - apprentice

Added only at the Level II Professional Education Specialist Level, a really awarded:

- 4) beyond target - exemplar mastery

DEMONSTRATED PROGRAM COMPETENCY - RUBRIC SCORES NOT COURSE LETTER GRADE EQUIVALENT

The special education e-folio rubric evaluation of present demonstrated competency skills is different than a course letter grade! An acceptable score of ‘6’ does not convert to 60% of 100 in course letter grade terminology. The categorical placement not a number value denotes emerging competency. A letter grade in a course represents scholarship, theoretical application of concepts or effort. Two different domains - two evaluation systems.

Evaluation Cycle: As a credential and degree candidate progresses through the program of study a midpoint and final point evaluation of standards based knowledge, understanding and skill competencies is undertaken.

LEVEL I EDUCATION SPECIALIST CREDENTIAL

- Admissions to Credential Program of Study
- Midpoint - Approval to enroll in practicum (student teaching)
- Final Point - Recommendation for Credential

LEVEL II PROFESSIONAL EDUCATION SPECIALIST CREDENTIAL

- Admissions to Credential Program of Study
- Midpoint - Review of Individual Induction Plan
- Final Point - Recommendation for Credential

MASTER DEGREE PROGRAM

- Admissions to Degree Program of Study
- Final Point - Recommendation for Degree

UNDERGRADUATE LIBERAL STUDIES DEGREE PROGRAM

The B.A. is part of the Arts and Science Degree Program of Study. The policies and procedures are governed by the A&S Program. The Advanced Professional Studies in Special Education has an admission process only as part of the degree program. The credential follows the same process for Level I listed in this section.

- Admissions to Professional Studies in Special Education Portion of BA in Liberal Studies with Subject Matter Concentration Degree Program of Study

An overview of the materials that are gathered and when they are presented for these performance evaluation is explained here. An in-depth explanation and procedures are outlined in a supplementary guide.

- ***Special Education Electronic Portfolio Evaluation Policies & Procedures Guide***

ADVICE: Your program advisor will advise you regarding the process and procedures regarding the special education electronic portfolio. For additional information contact the portfolio lead faculty member - Dr. Ammer. For undergraduate degree advisement see your Arts & Science advisor and Kathy Estey (619) 260-4159 (ketey@sandiego.edu) in SOLES.

EVIDENCE-BASED PERFORMANCE OUTCOME COMPETENCIES

The ***artifacts*** that help showcase your emerging set of competencies as both a education specialist and degree student are grounded in professional standards. The standards align with

- California Commission on Teaching Credentialing (CCTC) Education Specialist Credential Standards
- Council for Exceptional Children (CEC) Performance Based Standards
- National Council for the Accreditation of Teacher Education (NCATE) Standards

How these standards align and a matrix that cross references each set of standards is included in the USD ***Special Education Electronic Portfolio Evaluation Policies & Procedures Guide***. Candidates prepare an electronic portfolio of grounding evidence. The evidence is gathered from coursework, field experiences and practicum resources. At Level II the field and practicum experience is replaced with a collection of artifacts drawn

from a candidate's contract teaching position.

The evidence is displayed in the e-folio created along the journey of discovery, application and self-reflection that is housed in TaskStream (www.taskstream.com). *The e-folio is a living document.* Artifacts are added, embellished and replaced with richer pieces of evidence as course learning, research, scholarly discourse and practice unfolds.

The electronic portfolio is a visually illustration of how a candidate's knowledge, understanding and abilities (skills) are maturing. The evidence is a showcase of how a candidate is directly influencing the performance demonstrated by P-12 students with whom a candidate works with at different points along the credential and degree journey.

Changing Set of Performance Artifacts: As classroom experiences increase, a candidate is able to replace theoretical course framed examples of knowledge, understanding and skills with self-directed evidence of performance of P-12 students. Examinations, scholarly research projects and class discussion are replaced with problem-based case reports, teaching assignments from P-12 students, video and audio clips of interactions with students, and visual representation of measurable changes in student performance that has been influenced by a candidate's emerging competency as an education specialist.

Evidence: The education specialist degree and credential program verification of performance is structured around three interwoven candidate showcase products.

- *Self-Reflection Research Evidenced Pedagogy Practices Critique* (Philosophy of Education)
- *CEC Standards & Competencies Centerpiece Artifacts*
- *Professional Individual Induction Plan* (CSTP/IIP)

Each of the three key evidence pieces is cyclical in nature. A candidate prepares an entry level frame of reference, a midpoint taking the pulse of performance progress, and a culminating final point display of professional competency.

SELF-REFLECTION RESEARCH EVIDENCED PEDAGOGY PRACTICES CRITIQUE (PHILOSOPHY OF EDUCATION)

In Part Two a discussion of the role of self-reflection in alignment with research grounded pedagogy practices is described. The *CEC Professional Code of Practice* and the social justice grounded Learning & Teaching Department *ACE* overarching themes and dispositions are articulated.

In Part Three the concept of a *Self-Reflection Research Evidenced Pedagogy Practices Critique* comes into play. This is a unique format for a personal "philosophy of education". Unique in that beliefs, values and personal practices are integrated with research evidenced models of practice and a reality check with experiences and products (artifacts) created through the USD Education Specialist degree and credential journey.

How it is Like a Philosophy of Education: Personal practice emerges from within oneself. It is based on personal disposition, lived values and habits of practice. It evolves as we experience life, mature and have hindsight and insight to polish our value system.

How Scholarship Informs Philosophy: What we know and what we think we know is informed by what we discover and uncover. As a scholar in a degree program of study you are constantly nudged to learn through literature. The best education literature is theory backed with measurable documentation of change in P-12 student performance. Thus value meets practiced evidence. What we choose to add to our personal philosophy is enhanced by performance change in ourselves and our students. A hypothetical philosophy of education is revised and illustrated with observable and measurable examples of research grounded language that others can validate for themselves.

How Emerging Education Specialist Skills Influence Philosophy: You value system and your expanding research grounded pedagogy of education practices becomes informed with rich examples of how you have put your education philosophy into practice in the diversity of P-12 learning settings you experience at defined points in your program of study. The philosophic mind and scholarly knowledgeable mind weaves habits of practice that ensure quality learning experiences at different age, grade, and social-economic settings that ensure maximizing performance opportunities in alignment with CA content standards and needs of students at-risk.

CEC STANDARDS & COMPETENCIES CENTERPIECE ARTIFACTS

The education specialist evidence is a collection of “*centerpiece artifacts*” (embedded signature assignments in multiple and single subject coursework). The actual identified artifacts are aligned with the Council for Exceptional Children Standards for the Teaching Profession. Under each of the ten CEC standards a specific artifact or series of artifacts are identified as indicators of present knowledge, understanding and skill ability.

Evidence-Based Performance Documentation: A series of “centerpiece artifacts” are identified as critical examples of your teaching competency.

Level I Education Specialist Credential Candidates provide evidence of emerging knowledge, understanding and abilities in relationship to two focus areas in the program of study:

- The course level, and
- At the field-based experience

Level II Professional Education Specialist Credential Candidates put their emphasis on how their emerging teaching practice is being demonstrated at

- Course concept development level, and
- Contract position demonstrated evidence of practice

The determining evidence of practice is how what a candidate is learning results in measurable evidence of P-12 student performance change in the students with whom they are interacting in schools.

These CEC Standards –Based Centerpiece Artifacts are submitted for faculty review at the midpoint (requesting admission to practicum) and at the final point (requesting credential recommendation and recommendation for conferment of degree). A matrix of “centerpiece” artifacts is included in the E-folio guide cited above. Each candidate is responsible for submission of these centerpiece artifacts to the special education electronic portfolio. TaskStream (www.taskstream.com) is the online location for portfolio submission. This is a subscription program. A document explaining TaskStream is located in the *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide*.

Note: A candidate is personally responsible for producing each “centerpiece artifact” (your multiple or single subject course instructors will refer to these artifacts as “embedded signature assignments”). Specific course aligned “artifacts” are provided in the Level I midpoint and final point matrix found in the *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide*. A digital version of the matrix can also be found in the TaskStream based Special Education E-folio.

Be Advised: A candidate who has a course transferred from another program of study must provide an equivalent “artifact” that clearly demonstrates concept mastery. The Coordinator of the Special Education program, Dr. Ammer will work with you to submit or develop an equivalent product that shows evidence of content mastery.

PROFESSIONAL INDIVIDUAL INDUCTION PLAN (IIP) IN STYLE OF CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

An education specialist is required by CCTC policies to prepare a self-reflective analysis of personal teaching practices. This practice is embedded in a belief that a professional educator is a life long learner. What we know, what we want to know, what we need to learn and how to pay a path to new competencies requires focused critical self-assessment. The Individual Induction Plan (IIP) is the vehicle put in place for education specialists by the CA Teaching Commission. USD aligns the IIP mandate with the review process used by all California school districts as part of the ongoing teacher assessment cycle. This six domain evaluation system is called the California Standards for the Teaching Profession (CSTP). (See <http://www.ctc.ca.gov/reports/cstpreport.pdfantz.com/>).

- Domain A: Standards for Engaging and Supporting All Students in Learning
- Domain B: Standards for Creating and Maintaining Effective Environments
- Domain C: Standards for Understanding and Organizing Subject Matter
- Domain D: Standards for Planning Instruction and designing Learning Experiences
- Domain E: Standards for Assessing Student Learning
- Domain F: Standards for Developing as a Professional Educator

The IIP/CSTP Evaluation System requires honest, self-critiquing of present competency levels. More importantly it helps identify future goals and action planning to strive for personal excellence. The IIP/CSTP is informed by one's expanding research grounded pedagogy of practice (philosophy of education) and the strength of the *centerpiece artifacts* that showcase philosophy in practice. An in-depth explanation and procedures are outlined in a supplementary guide.

- ***Special Education Electronic Portfolio Evaluation Policies & Procedures Guide***

Your program advisor will advise you regarding the process, procedures and timelines. For additional information and assistance contact the portfolio lead faculty member - Dr. Ammer.

EVIDENCE-BASED PERFORMANCE DOCUMENTATION:

These three documentation of professional practice submitted at the evaluation points in the “evaluation cycle listed early in Part Three. The three documents are drawn from:

Level I Education Specialist Credential Candidates provide evidence of emerging knowledge, understanding and abilities in relationship to two focus areas in the program of study. At the

- Course level, and
- Field-based experience

Level II Professional Education Specialist Credential Candidates put their emphasis on how their emerging teaching practice is being demonstrated at

- Course concept development level, and
- Contract position demonstrated evidence of practice

The determining evidence of practice is how what a candidate is learning results in measurable evidence of P-12 student performance change in the students with whom they are interacting in schools.

These are submitted for faculty review at the midpoint (requesting admission to practicum) and at the final point (requesting credential recommendation and recommendation for conferment of degree). A matrix of “centerpiece” artifacts is included in the E-folio guide cited above. Each candidate is responsible for submission of these centerpiece artifacts to the special education electronic portfolio. TaskStream (www.taskstream.com) is the online location for portfolio submission. This is a subscription program. A document explaining TaskStream follows this section.

MATRIX OF EVALUATION SUBMISSION POINTS IN PROGRAM OF STUDY

A matrix of Level I Education Specialist and Level II Professional Education Specialist Credential competencies and degree scholarship evidence based documents follows this narrative.

Evaluation Points Special Education Degree and Credential Artifacts and Points of Submission

LEVEL I EDUCATION SPECIALIST CREDENTIAL

MIDPOINT – ADMISSION TO PRACTICUM (STUDENT TEACHING)

Artifact or Form	Where to Submit	Information Handbook or Guide	Required Documentation	Supplementary Resources	Assistance & Advisement	Due Date
Student Teaching Application Form (Intent to enroll in special education practicum)	Director Field Services	- <i>Special Education Field Experience Guide</i>	Paper form	- <i>Credential Handbook Steps to Becoming a Teacher Education Specialist</i> (Credential Analyst)	- Director Professional Services - Dr. Ammer Lead SPED E-folio preparer - Program Advisor	Semester Prior to Enrollment Practicum ¹ (Interns use alternate process explained in practicum seminar) ²
Program of Study ³	TaskStream SPED E-folio - Level I Midpoint	- <i>Special Education Field Experience Guide</i> - <i>Special Education Electronic Portfolio Evaluation Policies & Procedures Guide</i>	- Level I Program of Study Advisement Form	- <i>Special Education Advisement Guide</i>	- Dr. Ammer Lead SPED E-folio preparer - Program Advisor	Finals Week Semester Prior to Practicum Enrollment ¹
Resume			Resume including listing all placements with P-12 students and non-education P-12 experiences			
Self-Reflection Research Evidenced Pedagogy Practices Critique			- Philosophy of Education Grounded in ACE and CEC Code of Ethics & Research Grounded Pedagogical Theories			
CEC Standards			Centerpiece Artifacts & Embedded Signature Assignments	- Cross Matrix Standards found in <i>Special Education Advisement Guide</i>		
Preliminary Individual Induction Plan			Self-Analysis Performance Competencies Based on CSTP Domains	- Cross Matrix Standards found in <i>Special Education Advisement Guide</i>		

¹ Listserv requiring use of your USD e-mail account will inform you of submission dates each semester.

² Intern Candidates submit a revision to their Electronic Portfolio Documents at the end of each semester. The IIP is evaluated by faculty at the midpoint of the internship (usually end of 1st year). Specifics are discussed during Saturday Practicum Seminars.

³ Review policies, procedures and timelines with your Faculty Program Advisor each semester when planning coursework for next semester. The Coordinator of Special Education, Dr. Ammer is always available to help you. Refer all special education electronic portfolio questions to Dr. Ammer who is the lead faculty support for TaskStream.

Evaluation Points Special Education Degree and Credential Artifacts and Points of Submission

LEVEL I EDUCATION SPECIALIST CREDENTIAL

FINAL POINT – RECOMMENDATION FOR LEVEL I CREDENTIAL

Artifact or Form	Where to Submit	Information Handbook or Guide	Required Documentation	Supplementary Resources	Assistance & Advisement	Due Date
Recommendation Level I Education Specialist Credential Application Form	Credential Analyst	- <i>Credential Handbook Steps to Becoming a Teacher Education Specialist</i> (Credential Analyst)	Paper form		- Credential Analyst	Semester Completing Practicum or Internship ¹ (<i>Interns must complete district human resources procedures</i>) ²
Program of Study ³	TaskStream SPED E-folio - Level I Final Point	- <i>Special Education Field Experience Guide</i> - <i>Special Education Electronic Portfolio Evaluation Policies & Procedures Guide</i>	- Level I Program of Study Advisement Form	- <i>Special Education Advisement Guide</i>	- Dr. Ammer Lead SPED E-folio preparer - Program Advisor	Finals Week Semester Prior to Practicum Enrollment ¹
Resume			Resume including listing all placements with P-12 students and non-education P-12 experiences adding practicum site info			
<i>Self-Reflection Research Evidenced Pedagogy Practices Critique</i>			- Philosophy of Education Grounded in ACE and CEC Code of Ethics & Research Grounded Pedagogical Theories expanded based upon practicum & district process and procedures			
CEC Standards			Centerpiece Artifacts & Embedded Signature Assignments as outlined practicum intern Centerpiece Matrix	- Cross Matrix Standards found in <i>Special Education Advisement Guide</i>		
Preliminary Individual Induction Plan ⁴			Self-Analysis Performance course & practicum Competencies Based on CSTP Domains	- Cross Matrix Standards found in <i>Special Education Advisement Guide</i>		

¹ Listserv requiring use of your USD e-mail account will inform you of submission dates each semester.

² Intern Candidates must work with their district human resources department and Intern Support Provider regarding specific process to convert intern assignment to a Level I Contract position. This will also be discussed during Saturday Practicum Seminars.

³ Review policies, procedures and timelines with your Faculty Program Advisor, USD Field Supervisor & SPED Practicum Coordinator. The Coordinator of Special Education, Dr. Ammer is always available to help you. Refer all special education electronic portfolio questions to Dr. Ammer who is the lead faculty support for TaskStream.

⁴ A traditional practicum student receives a "Certificate of Eligibility". This must be converted to a Level I Credential upon receiving a Level I contract position. If a Level I contract is not obtained in 2 years a candidate is subject to any credential changes put into place by CCTC. An intern practicum candidate receives a Level I upon completion of 6 units of practicum providing the intern district converts the contract to a Level I contract position.

Evaluation Points Special Education Degree and Credential Artifacts and Points of Submission

MASTER DEGREE SPECIAL EDUCATION

FINAL POINT – RECOMMENDATION FOR CONFERMENT MASTER DEGREE

Artifact or Form	Where to Submit	Information Handbook or Guide	Required Documentation	Supplementary Resources	Assistance & Advisement	Due Date
Master Degree Conferment Application Form	Executive Administrator Learning & Teaching Department	- <i>Special Education Advisement Guide</i>	Paper form	- <i>Graduate Handbook University of San Diego</i>	- Graduate Office & Registrar - Coordinator Special Ed, Dr. Ammer - Program Advisor ²	Semester Prior to applying for M.Ed. (summer M.ED apply in Fall) ¹
Program of Study ³	TaskStream SPED E-folio – M.ED Final Point	- <i>Special Education Advisement Guide</i> - <i>Special Education Electronic Portfolio Evaluation Policies & Procedures Guide</i>	- Level I Program of Study Advisement Form		- Dr. Ammer Lead SPED E-folio preparer - Program Advisor	Finals Week Semester Graduating ¹ Usually on “dead day” the study day prior to start of final exams.
Research Project (EDUC 500)			EDUC 500 Research Project			
Additional option: Thesis			Additional option Thesis			
<i>Self-Reflection Research Evidenced Pedagogy Practices Critique</i>			- Statement Research Grounded Philosophy of Education	- ACE & CEC Code of Ethics found in <i>Special Education Electronic Portfolio Evaluation Policies & Procedures Guide</i>		
Poster Presentation			- Research Grounded ACE Theme - Or Thesis Poster Presentation			
¹ Listserv requiring use of your USD e-mail account will inform you of submission dates and Poster Presentation dates each semester. ² Review policies, procedures and timelines with your Faculty Program Advisor each semester when planning coursework for next semester. The Coordinator of Special Education, Dr. Ammer is always available to help you. Refer all special education electronic portfolio and poster presentation questions to Dr. Ammer.						

Evaluation Points Special Education Degree and Credential Artifacts and Points of Submission

LEVEL II PROFESSIONAL EDUCATION SPECIALIST

FINAL POINT – RECOMMENDATION FOR LEVEL II CREDENTIAL

Artifact or Form	Where to Submit	Information Handbook or Guide	Required Documentation	Supplementary Resources	Assistance & Advisement	Due Date
Professional Individual Induction Plan	TaskStream SPED E-folio Level II Entry Point	- <i>Special Education Advisement Guide</i> - <i>Special Education Electronic Portfolio Evaluation Policies & Procedures Guide</i>	Self-Analysis Performance course & contract position demonstrated Competencies Based on CSTP Domains	- Summative Evidence Level II Competencies	- Coordinator Special Education, Dr. Ammer - Dr. Mantle Induction Plan Advisor	Within 120 work days of beginning Level I Ed Specialist Contract Position
Recommendation Level II Professional Education Specialist Credential Application Form	Credential Analyst	- <i>Credential Handbook Steps to Becoming a Teacher Education Specialist</i> (Credential Analyst)	Paper form		- Credential Analyst	Semester Completing Second Year of Level I Contract Position ¹
Program of Study ²	TaskStream SPED E-folio - Level II Final Point	- <i>Special Education Field Experience Guide</i> - <i>Special Education Electronic Portfolio Evaluation Policies & Procedures Guide</i>	- Level I Program of Study Advisement Form	- <i>Special Education Advisement Guide</i>	- Dr. Ammer Lead SPED E-folio preparer - Program Advisor	Finals Week Semester applying for Level II Credential ¹ Recommend preliminary review of Level II e-folio upon completion of Level II coursework. Final IIP review will take place when 2 year contract teaching has been met.
Resume			Resume including listing all placements with P-12 students and non-education P-12 experiences adding practicum & contract position site info			
<i>Self-Reflection Research Evidenced Pedagogy Practices Critique</i>			- Philosophy of Education Grounded in ACE and CEC Code of Ethics & Research Grounded Pedagogical Theories expanded based upon practicum, district process and procedures and duties and responsibilities of your contract position			
Standards & Competencies Summative Assessment			Level II Education Specialist Credentials with English Language Authorization Standards & Competencies Summative Assessment	- Cross Matrix Standards found in <i>Special Education Advisement Guide</i>		
Professional Individual Induction Plan			Self-Analysis Performance course & contract teaching position competencies based on CSTP Domains			

¹ Level II Credential must be issued by end of 5th year of Level I credential. District time as intern does not count towards 2 years of teaching with Level I credential.

² Review program of study with faculty advisor when planning enrollment in required Level II coursework. The Coordinator of Special Education, Dr. Ammer is always available to help you. Refer all special education electronic portfolio questions to Dr. Ammer who is the lead faculty support for TaskStream.

Field Experiences in Program of Study

Knowledge is not enough! At the course preparation level an education specialist candidate needs:

- Research grounded knowledge base (course directed learning & individual guided research readings)
- Practice applying knowledge at the course level (course based focused guided practice assisting understanding of emerging knowledge)

In addition a teacher candidate needs novice and apprentice level guided practice in a diversity of P-12 settings. For mild to moderate and moderate to severe teacher candidates that means a cross section of kindergarten to twelfth grade experiences. For early childhood candidates that means a diversity of home setting experiences (birth to three) and education center (three to six) opportunities to interact with infants and toddlers as well as parents. For each credential candidate this is an opportunity to see learning communities and the challenges diversity and variance in special needs brings to orderly teacher training course work.

A visual matrix of field experiences aligned with content, methods and practicum (student teaching) courses appears at the end of this section. The purpose, courses, policies and procedures for field experiences is described in depth in a supplementary guide.

- *Special Education Field Experience Guide*

TYPES OF FIELD-BASED EXPERIENCES:

Demonstration of knowledge and understanding of its application to P-12 students learning outcomes is mandated in both the Level I and Level II Education Specialist Programs of Study. It is also incorporated into the Master Degree Program of Study as a vehicle for scholarly intertwining of theory with practice. A candidate creates a series of artifacts in each field experience. In addition to demonstrating competency skills, this provides an opportunity to show one's own metacognitive ability to reflect upon scholarship, theory and action research grounding of the possible with the practical.

INITIAL LEVEL I EDUCATION SPECIALIST CREDENTIAL

The special education program builds upon three types of field exposure in the Level I Education Specialist with English Learner Authorization. These are progressively more involved in terms of assignments, engagement with P-12 students, and finally co-teaching and direct instruction.

- Course Aligned Investigations
- Methods Course Active Practice
- Practicum/Intern (student teaching)

The INITIAL Level I Preliminary Education Specialist Program with English Learner Authorization requires focused practical experience to apply standard based knowledge, skills and dispositions to setting where candidates will practice the art of teaching. This is the initial getting to know classroom settings, students and curriculum. This is a critical informative and practical preparatory entry into the journey towards becoming a “highly qualified” special educator. Field experiences provide candidates with a link between grounded research practices learned in university classrooms and the physical experience of a P-12 curriculum teaching and the learning process.

Each course syllabus and course assignment directions spell out the mandatory field experience within a particular course. The matrix at the end of this section shows the courses with specific mandatory field experiences and centerpiece artifacts.

COURSE ALIGNED FIELD EXPERIENCE

Several courses require candidates to interface with the settings where they will be employed upon completion of the INITIAL Level I Education Specialist with EL Authorization program of study. This type of field experience is specifically related to a project or assignment that an instructor integrates into a course to expand the candidates understanding of knowledge, skills and/or dispositions needing to be demonstrated in alignment with the ten CEC Standards for Beginning Special Educators.¹ Theory and methods courses that require a field component will include directions for both the activities and evidence designed to demonstrate your emerging education specialist competencies.

ACTIVITY: The amount of time spent in school, community, home, or other settings is dependent upon the required components for the project assignment and the experience level of candidates.

EVIDENCE: The evidence for participating in this type of field experience is evident in the quality and relevance of the completed project.

Specific Course Assignments: The completed project or assignment may only be formally reviewed and evaluated at the course level. However, the experiences should be noted in the Special Education E-Portfolio at the midpoint and final point as part of the commentary evidence that demonstrates your growth in knowledge, skills and understanding as a result of this field exposure. Your differential instructional and response to intervention portions of your assignments should vividly illustrate knowledge gained from these experiences. The Centerpiece Artifact Matrix Alignment with Course Assignments is a visual outline of the key centerpiece artifacts aligned with the CEC Standards for the Teaching Profession. Remember special education candidates do not complete a multiple subject TPE based portfolio embedded signature assignments. The multiple subject field experience embedded signature assignments documentation becomes part of the Centerpiece Artifacts in the SPED e-folio. This matrix is in your supplementary guide:

- *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide.*

NOTE: If an instructor does not require a specific centerpiece assignment you are still mandated to provide evidence showing the competencies developed via that assignment. If you have a course waived or transferred you must still produce each and every Centerpiece Artifact outlined in the above-mentioned matrix! See the Special Education Program Coordinator Dr. Ammer for assistance.

Special Education E-Folio Program Evaluation Documentation: In addition to submission of assignments and centerpiece artifacts for course grading, a candidate must submit elements of field experiences for program evaluation at the midpoint and final point in the degree and credential program of study.

- *Resume:* Revise and add your new field experiences including age/grade, handicapping conditions, diversity including English learners & social/economic demographics.
- *Self-Reflection Research Evidenced Pedagogy Practices Critique:* You embed reflections of your field experience into your emerging personal philosophy of education.
- *CEC Standards Centerpiece Artifacts:* You include identified artifacts in appropriate standard and embed reflection in standard ACE statement
- *Individual Induction Plan:* You draw upon your experiences, strengths and areas for future growth into the six domains of the California Standards for the Teaching Profession (CSTP) modeled IIP.

¹ While the CEC Standards are the competencies directly demonstrated by candidates, the USD Special Education Program of Study is aligned with several standards based competencies. This cross alignment is presented in the Special Education Program Professional Standards Alignment Matrix in the Special Education E-folio Evaluation Policies & Procedures Guide.

REMEMBER: Your credential qualifies you to teach across a breadth of age and/or grade levels and types of handicapping conditions and English learner performance (based on the CELDT). Your final Level I Reflective Professional Portfolio must include evidence indicating that your field-based experiences and/or employment experiences spans the age, grade, handicapping conditions and diversity found across the breadth of student enrollment across California. Recommendation to CCTC for an Education Specialist credential can only occur when a candidate shows evidence of meeting this CCTC mandate.

When appropriate and approved by the course instructor and the candidate's program advisor, an intern setting may fulfill the requirements of this field experience. However, an intern must still meet the assignment or Centerpiece Project criteria to a level of demonstrated competency that results in an acceptable or better evaluation.

PRACTICUM (STUDENT TEACHING)

The practicum² in special education (often called a student teaching experience) is a semester long field experience. Candidates must complete a minimum of 6-units of practicum experience. An intern must enroll in a minimum of 1-unit of practicum every semester under a district intern contract. Your program faculty advisor will help with appropriate registration of units.

The course numbers for practicum courses depend upon the credential area. The section number determines the number of units enrolling in any one semester.

- *EDSP 490P/590P Practicum Mild/Moderate (total 6 units)*
- *EDSP 491P/591P Practicum Early Childhood (total 6 units)*
- *EDSP 491P/591P Practicum Moderate/Severe (total 6 units)*

A University Field Supervisor and a District Master Teacher or District Intern Support Provider provides support, coaching, mentoring and coteaching relevant to practicum performance in alignment with the ten CEC Standards. A practicum Master Teacher and the University Field Supervisor jointly determine the classroom based portion of the practicum grade. *A District Intern Support Provider gives assistance to interns but does not directly evaluate an intern. Only the University Field Supervisor evaluates and assigns a letter grade to the practicum classroom experience.*

NOTE: Think carefully about where you complete your various course aligned field experiences! Your credential *experience must include evidence* of the following:

- Experience across age/grade level covered by credential
- Breath of demographics found in San Diego County districts
- Variation in special education classifications with which a candidate has experience in alignment with credential authorization
- General education subject based instructional settings where students with special needs and English learners are participating in age appropriate CA Subject Matter Content Standards instruction
- Experience across special education delivery service settings from special day to full inclusion

Your practicum sites options will be limited based on clear demonstrate of these CCTC mandated specifications.

FINAL PLACEMENT DECISION is at the discretion of the special education field placement coordinator and the Director of Field Experiences. Input from your program advisor and the special education faculty will also be weighed into practicum placement decisions. USD makes the placement. Do not make your own placement or contact district teachers or administrators. This is the role of the field placement office.

² California Commission on Teacher Credentialing refers to the supervised, semester long experience in a special education setting a "practicum". CCTC uses the term "student teaching" in the multiple and single subject 2042 requirements.

Seminar: A seminar accompanies special education practicum. This involves three mandatory Saturday mornings during practicum experience. An intern candidate is required to attend all sessions every semester enrolled in practicum as part of the intern position agreement.

Individual Induction Plan: Seminar also involves the development of the CCTC required Individual Induction Plan (IIP) completed on the USD IIP/CSTP form. One cannot receive a passing grade for practicum nor meet evaluation criteria for the IIP without seminar attendance. An intern must submit revisions to the IIP/CSTP every semester in an intern position. Formal evaluation takes place at the midpoint (usually end of first year as an intern) and final point (when all practicum candidates apply for credential).

Mandatory GPA: *Remember a B- or better is required in all credential and degree coursework to be recommended for a credential.*

Second Credential Practicum: A candidate completing a practicum in a second or third credential area must enroll in a minimum of 3 units of EDSP 490P/491P/492P or 590P/591P/592P Practicum. This practicum is a full day semester long experience and all criteria related to the first credential practicum apply in this situation. The presumption is that a 3–unit practicum occurs after a candidate successfully completes his or her 6-unit practicum in the primary area of credentialing. Seminar is also mandatory to complete the IIP/CSTP.

The major difference is that evaluation and performance is based on the General Curriculum (mild/moderate), Independence Curriculum (moderate/severe) or Early Childhood Curriculum (early childhood disabilities) standards established by CCTC & CEC. Each intern candidate is given a copy of the appropriate CEC standards. The standards are also included in the TaskStream Special Education e-Portfolio. These standards can be viewed at the CEC Professional Standard Website: http://www.cec.sped.org/ps/perf_based_stds/knowledge_standards.html

PROCESS FOR ADMISSION TO PRACTICUM EXPERIENCE

Practicum application and evaluation begins the semester prior to actual enrollment in student teaching. Watch the USD Portal site (my.sandiego.edu) and listservs for filing dates. You must use your USD E-mail/Internet Account access for this. YOU ARE RESPONSIBLE FOR ALL COMMUNICATIONS VIA “yourname”@sandiego.edu. Work with your faculty program advisor from day one! As you prepare to register for courses by contacting your advisor for release of your account review all centerpiece artifacts and dates for filing and preparation of evaluation documentation. Be prepared with specific questions and a copy of your Official Program of Study Advisement Form to facilitate the effectiveness of the advisement.

An Intern Candidate has the midpoint review when he or she is interviewed by the university and district for consideration for an intern status. The formal program midpoint review of IIP/CSTP for interns usually occurs at the end of the first year (midway in 2 year intern position).

MIDPONT REVIEW – RECOMMENDATION TO ENROLL IN PRACTICUM

The semester prior to beginning a practicum a candidate must petition for enrollment in a practicum. Note the University Undergraduate and Graduate Bulletin and the USD On-line Calendar clearly state the deadline dates when petition to enroll in student teaching (practicum) must be submitted. Both the Learning & Teaching and Special Education listserv will also keep candidates informed of this deadline. Plan accordingly. This documentation must be completed before this enrollment can take place. Pay careful attention to the Learning & Teaching Department Procedure *Policy for Preparing for Practicum (Student Teaching³)*.

MATERIALS RELATED TO REQUESTING PRACTICUM (STUDENT TEACHING):

The semester prior to planning to enrollment in practicum, a candidate must contact critical personnel for policies and procedures. They are

- Director of Field Experience, and
- Credential Analyst, Tedi Kostka

They will provide potential practicum students (student teachers) with information packets regarding prerequisites and procedures for requesting student teaching. In fact see the Credential Analyst immediately upon enrollment in a credential program to obtain the very informative Student Teaching Handbook. You must meet all state requirements before you can begin request for student teaching placement.

Date Requesting Practicum:

The call for application for student teaching always occurs in the second month of the Fall and Spring semesters. You must meet this deadline. Watch listserv announcements and check the USD, SOLES, and L&T Websites for key dates.

The required coursework, passage of examinations of competency, and verification of eligibility clearance through figure printing described in the *Learning and Teaching Graduate Manual* must be met prior to initiating a *Midpoint Reflective Professional Portfolio Evaluation. Policy for Preparing for Practicum (Student Teaching)* can be found in the supplementary guide, *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide*.

Orientation Requesting Student Teaching Placement:

When you formally request a practicum (student teaching) placement the Director of Field Experience will add your name to the listserv for student teaching. You will receive an announcement regarding a mandatory orientation to requesting student teaching meeting. This usually occurs one month after the call for petition to student teach. At this meeting the Credential Analyst reviews all prerequisites and details for procedures for filing for a credential upon successful completion of practicum with a B- or better.

Special Education Orientation Entry to Practicum:

Either at the Orientation to Student Teaching Placement meeting or shortly after the Coordinator of Special Education will meet with all potential practicum (student teachers). The coordinator will go over all the steps and procedures to follow to finalize and submit your Midpoint Special Education Electronic Portfolio. This must be completed before a final approval will be sent to the Director of Field Experiences to go forward with a placement for the next semester. The Special Education Practicum Clinical Faculty member will work with the Director of Field Experience to solidify placement and assign the University Field Supervisor. This is the same individual who coordinates and conducts the special education practicum seminars.

PREPARATION OF MIDPOINT ELECTRONIC PORTFOLIO REVIEW:

After you contact the Director of Field Experiences and the Credential Analyst (both are located in the Student Services Suite located in the Bishop Buddy Sala Entry) you begin to finalize your midpoint portfolio for faculty review.

See Part Three of this manual for documents required for midpoint review. A further description of these documents and procedures are included in two supplementary resources. Read each carefully and discuss your progress and any questions with your Faculty Program Advisor at your next semester planning advisement meeting.

- *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide*
- *Special Education Field Experience Guide*

IMPORTANT PLAN EARLY: It is recommended that a candidate inform and begin talking with his or her Program Advisor about practicum requirements and deadlines the first week of the semester prior to the intended practicum. The candidate uses his or her *Level I Reflective Professional Electronic Portfolio* to prepare the documentation to petition for enrollment in a practicum experience. The full special education faculty undertakes a comprehensive midpoint evaluation of a candidate's competency and readiness to move forward in his or her program of study. The ten CEC Standards and the California Standards for the Teaching Profession are the criteria by which readiness is evaluated.

STEPS INVOLVED IN APPROVAL FOR PRACTICUM PLACEMENT AND ENROLLMENT:

A candidate cannot enroll in EDSP 490P/491P/492P or EDSP 590P/591P/592P until all the following have been addressed:

Director of Field Experience:

1. Obtain copy of Credential Handbook for Credential Analyst, Tedi Kostka and meet all prerequisites to applying for practicum placement.
2. Complete Director of Field Experience Form Requesting Practicum (student teaching) placement.
3. Attend the Director of Field Experience Orientation Meeting

Coordinator of Special Education:

At the same time as the above requirements for all credential student teaching placements, Special Education Credential Candidates need to:

1. *As soon as possible:* Meet with Program Advisor &/or Coordinator of Special Education to go over the Special Education Program Assessment System required via TaskStream.com. Receive copy of latest *Special Education Handbook for Credential & Degree Programs* on compact disk. A version of this will also be in the USD Portal <https://my.sandiego.edu> SOLES – L&T Handbooks.
2. *Upload Centerpiece Artifacts in to Special Education E-Portfolio:* At the end of each semester remember to upload your Centerpiece Artifact into the identified CEC Standard Midpoint folio.
3. *Review Portfolio Requirements Beginning of Term Submitting Application for Practicum (student teaching):* Meet with the Coordinator of Special Education no later than the beginning of the semester in which you plan to apply for permission to register for practicum. This is the semester prior to starting a practicum. Review Special Education Electronic Portfolio Guidelines. Receive advice and mentoring on finalizing your portfolio for Midpoint Evaluation.
4. *Submit the Special Education Practicum Application* form to the Coordinator of Special Education. This must be done no later than when the Director of Field Experience form is completed. Two forms – two different submissions (Director of Field Experience & Coordinator of Special Education). This form can be found in Appendix D. A word processing copy of this form is located in the TaskStream SPED e-folio under Midterm Standards.
5. Review this manual and online instructions and guidelines for preparing portfolio. Review your self-reflective commentaries, ensure inclusion of artifacts demonstrating change in P-12 students performance based on your present level of knowledge, understanding and skills. Prepare your first version of the Individual Indication Plan. The plan identifies your perceived strengths and areas for addition practice and learning during practicum. Remember to ground this information in references to the Centerpiece artifacts in the Midpoint CEC Standards folder.
6. *Review Supplementary Guides Portfolio Assessment Process:* Submitted to Program Advisor for review of completeness of portfolio and course requirements. As of Spring 2005 all portfolios will be submitted electronically through TaskStream. For candidates using the TaskStream SPED e-folio this would involve a pre-submission review and feedback by the Program Advisor. See if your advisor or the Coordinator is establishing a time to submit pieces only of the portfolio for feedback.
 - a. *Special Education Field Experience Guide and*
 - b. *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide*

7. Submit Electronic Portfolio for Midpoint Evaluation: When announced via listserv and USD Portal submit your portfolio for formal evaluation. This must be submitted by the end of the term date specified. Formal submission and review by the full special education faculty using the Common Midpoint/Final Point Rubrics. This process is described in *Special Education Electronic Portfolio Evaluation Policies & Procedures Guide*

Final Notification Acceptance into Practicum:

When all the above steps are completed and all forms and portfolio elements have been reviewed the Special Education Faculty will review the portfolio. A candidate must receive an overall satisfactory score to pass. The Director of Field Experience will inform you of the outcome of your application for practicum placement.

Intern Ongoing Midpoint Evaluation:

An intern works with the University Intern Support Provider and the District Support Provider to review the Individual Induction Plan at the end of each practicum term. The Practicum Seminar instructor works with interns on their ongoing IIP. The Practicum Seminar instructor in consultation with the Intern Support Provider approves the IIP for the upcoming intern practicum semester.

Interns use the same Individual Induction Plan each and every semester enrolled in practicum. Start each IIP Domain with the semester date (for example: First Semester Fall 07; Second Semester Spring 07). Continue this running reflection of competencies and reference to artifacts until submitting the final IIP for recommendation for a credential.

Intern Submission of Centerpiece Artifacts: An intern puts course required Centerpiece Artifacts under the Midpoint CEC 10 Standards. These artifacts are demonstrating your knowledge and understanding of competencies. The Centerpiece Artifacts emerging from the practicum engagement with students and the University Field Supervisor go in the Final Point CEC 10 Standards. The reflective commentary via the IIP only goes in the Final Point Evaluation IIP/CSTP folder. An intern is encouraged to reference the midpoint (course based artifacts) throughout the IIP Self-Reflective Commentary.

- Course Based Centerpiece Artifacts – Put in Midpoint CEC Standard drf
- Practicum/Intern Based Centerpiece Artifacts – Put in Final Point CEC Standard drf

DOCUMENTING PERFORMANCE DURING PRACTICUM

PRACTICUM OBSERVATION:

The University Field Supervisor provides support and supervision through an ongoing series of visitations to the practicum site. The ten CEC Standards inform the observations and recommendations for building performance competency. The University Field Supervisor uses the visitation report form: *Practicum/Intern Observation Form Special Education* found in the supplementary *Special Education Field Experience Guide*. At least a midpoint and final point collaborative review conference is held by the University Field Supervisor with the candidate and his or her district Mentor Teacher or Support Provider. A University Field Supervisor observes an intern every semester enrolled in practicum. The Practicum Observation form is used as part of the process of communicating with an intern to provide ongoing supervision and support.

PRACTICUM EVALUATION:

A midpoint and final point practicum performance evaluation is conducted by the University Field Supervisor in concert with the District Master Teacher. The *CEC Standards Education Specialist Practicum Midpoint & Final Assessment Rubric* is used to document the evaluation. This form lists the ten CEC standard areas and provides space for descriptive explanation of the performance rating. The rater uses the CEC competency categories: unacceptable, acceptable and target to describe the candidate's present level of competency in the areas of knowledge, skills and dispositions. This form can be found in *Special Education Field Experience Guide*.

Candidates must keep a copy of all practicum documents in their *Level I Education Specialist Portfolio*.

EDUCATION SPECIALIST CREDENTIALING PROCESS

INITIAL LEVEL I EDUCATION SPECIALIST CREDENTIAL

INDIVIDUAL INDUCTION PLAN: The culminating document of CEC Standards–based levels of understanding related to knowledge, skills and dispositions for a traditional practicum candidate working with a District Master Teacher is the *Preliminary Individual Induction Plan* required by CCTC. An intern continually develops and revises a *Professional Individual Induction Plan* every semester enrolled in practicum while under a district intern contract. The California Commission on Teaching Credentialing requires this document. The IIP is described in Part V: Section Seven of this manual.

CERTIFICATE OF ELIGIBILITY⁴: A candidate who completes a traditional practicum experience in a District Master Teacher’s classroom receives Certification of *Eligibility*. A candidate has two years to find employment in a district position requiring the Education Specialist with English Learner Authorization credential in the areas and grade levels covered by the issued on the credential certificate. At that point a candidate applies for a Level I Education Specialist with English Learner Authorization Credential. *If a candidate does not activate the Certificate of Eligibility within the two-year time frame, he or she may be subject to changes in university and/or CCTC requirements.*

LEVEL I EDUCATION SPECIALIST CREDENTIAL: An intern candidate who successfully completes a University Field Supervise and District Support Provider practicum experience (minimum of 6-units) and meets the University and District criteria for credentialing automatically applies for a Level I Education Specialist Credential with English Learner Authorization with proof of continued employment by the appropriate District office.

LENGTH OF CREDENTIAL: A valid *Level I Education Specialist Credential* with English Learner Authorization is good for five years from the date of issue. A candidate must enroll in an approved *university Level II Professional Education Specialist Credential with English Learner Authorization Program of Study*, develop and complete all components of his or her *Professional Individual Induction Plan*, and **complete all advanced coursework and competencies requirements in a maximum of five years.**

ADVANCED LEVEL II PROFESSIONAL EDUCATION SPECIALIST CREDENTIAL

Enrollment into Level II Program of Study

A continuing USD student must complete the Level II process for adding the Level II to the present master degree and/or Level I credential program. Directions are provided in the supplementary manual *Special Education Advisement Guide*.

Unless this process is followed prior to receiving the master degree or filing for the Level I Education Specialist Credential with English Learner Authorization a completely new Graduate Admission Process will be required.

UNIVERSITY & DISTRICT PARTNERSHIP: The Advanced Level II Professional Education Specialist with English Learner Authorization program requires a tight alignment between completion of advanced

⁴ The University of San Diego Credential Analyst completes the paper work, verifies completion of all required materials and forwards a candidate’s certification application to CCTC. It is vital that a candidate work closely with the Credential Analyst throughout the program of study to ensure all tests, paperwork and university requirements have been met.

University coursework and practical experience. Practical experience is required to take place in a setting where a candidate is employed under a *Level I Education Specialist Credential with English Learner Authorization*. A candidate must work under district contract for two years with a valid *Level I Education Specialist Credential with English Learner Authorization* before applying for a *Level II Professional Education Specialist Credential with English Learner Authorization*.

ADVANCED PROGRAM OF STUDY: In addition to requiring Advanced Level II coursework describe on the chart in Section One, a candidate must show documented evidence of completing all CCTC standards as outlined in the document *Level II Education Specialist Credentials Standards & Competencies Summative Assessment on the 2006 English Learner Authorization Addendum*. This document is available in the TaskStream SPED e-folio folder and is provided as part of each Level II course.

PERFORMANCE BASED CENTERPIECE ARTIFACTS: The required artifacts delineated in this document must be generated in actual district contracted sites. The *artifacts* represent day-to-day activities completed under a *Level I Education Specialist Credential*. An Advanced Level II candidate must also provide *Centerpiece Artifacts* relevant to each of the 10 CEC Standards. These artifacts are organized in the *Reflective Professional Portfolio*. The Advanced *Level II Education Specialist Credential with English Learner Authorization* flowchart at the end of *Section One* indicates at the end of each course which of the competencies for the *Level II Education Specialist Credentials Standards & Competencies Summative Assessment* is aligned with specific advanced coursework. A candidate may however submit evidence of successful completion of a standard factor at any point of his or her program of study. The Program Advisor will review and approve all submissions. Review is made using the Professional Standards Rubric used throughout the USD credential program and degree process.

All artifacts are submitted via the TaskStream SPED e-folio. An Advanced Level II Professional Education Specialist with *English Learner Authorization* candidate self selects Centerpiece Artifacts that he or she believes best reflects the competency level of understanding related to knowledge, skills and dispositions based on the CEC Standards. The professional development plan for selecting, developing and displaying artifacts are described in a Professional Individual Induction Plan. The PIIP must be initiated within 120 days of receiving a Level I Education Specialist Credential. This document is described in Section Seven.

LENGTH OF CREDENTIAL: A valid *Level I Education Specialist Credential with English Learner Authorization* is good for five years from the date of issue. At that point a candidate must have completed all CCTC requirements for an Advanced *Level II Professional Education Specialist Credential with English Learner Authorization*. This includes completing all CTCC approved *university Level II Professional Education Specialist Credential with English Learner Authorization Program of Study*, develop and complete all components of his or her *Professional Individual Induction Plan*, and complete all advanced coursework and competencies requirements in a maximum of five years. Like all California teaching credentials, an individual who holds a *Level II Professional Education Specialist Credential* must renew the credential every five-years. A fee must accompany the renewal of the Level II credential every 5 years.

OVERVIEW FIELD EXPERIENCE PROCESS, PROCEDURES AND TIMELINES

The matrix on the next page provides a visual representation of the policies, procedures and timelines related to field experiences, practicum and Level II contract position field-based evidence. Review and use as a visual reference for your program planning. It is a good resource for planning your advisement meetings with your Special Education Faculty Program Advisor and the Coordinator of Special Education Dr. Ammer.

MATRIX FIELD EXPERIENCES IN SPECIAL EDUCATION¹

Level I Education Specialist Credential		
Courses	Individual special education courses may require field experience to complete course and/or centerpiece assignments.	Instructor will inform students of required field experiences within first sessions of the course.
Methods Courses	Multiple Subjects (mild to moderate & moderate to severe candidates) ² <ul style="list-style-type: none"> • EDUC 383/583 Methods of Teaching Reading & Language³ • EDUC 384/584 Methods of Teaching English Language & Academic Development • EDUC 375/575 Elementary Methods for Special Educators 	40 hours of field experience centerpiece artifact Reading Case (interns need to work with instructor & district program specialist to accommodate field requirements) 20 hour service learning requirement 20 hours of field experience to complete subject matter unit and lesson design and delivery.
	Special Education Methods Courses (applicable to credential) <ul style="list-style-type: none"> • EDSP 375/575 Curriculum & Instruction Mild to Moderate • EDSP 377/577 Early Intervention Curriculum & Methods • EDSP 378/578 Curriculum 7 instruction Moderate/Severe 	20 hours of field-based contact additional time if needed to complete aligned centerpiece course artifact assignments. Interns may use their own contract position if duties include responsibilities that allow demonstration of centerpiece competencies. If not arrangements for additional out of contract site duties may be necessary. Individual Instructor works with individual intern.
Practicum/Internship	<ul style="list-style-type: none"> • EDSP 490P/590P Practicum Mild/Moderate • EDSP 491P/591P Practicum Early Childhood • EDSP 492P/592P Practicum Moderate/Severe 	6-units • all day • full semester 6-units • all day • 3 units birth to 3 (home setting) • 3 units at 3 to 6 level (education setting) • full semester 6-units • all day • full semester
Level II Professional Education Specialist Credential		
Field-Based Courses	<ul style="list-style-type: none"> • EDSP 593F Field Based Induction Plan (all credentials) • EDSP 594F Field Based Behavior Analysis (mild to moderate & moderate to severe) • EDSP 595F Field Based Leadership & Management Skills (early childhood only) • EDSP 596F Field Based Assessment for Curriculum Decisions (mild/moderate only) • EDSP 597F Field Based Research in Special Education (all credentials) 	1-unit • draws from ongoing experiences in contract classroom and may include BTSA evidence
Credential Position	<ul style="list-style-type: none"> • Must hold actual Level I credential from CCTC • Teach under contract⁴ • Assignment in setting with age and special needs as authorized by Level I credential 	<ul style="list-style-type: none"> • 2 years full time contract with Level I Credential • Different districts or settings allowed if together equal 2 years • INTERN contract years do not count towards 2 years of teaching with Level I requirement

¹ Any transferred or completion coursework prior to 2000 still requires producing the aligned Centerpiece Artifact or Embedded Signature Assignment. No exceptions see Coordinator of Special Education, Dr Ammer

² Multiple Subject Candidates complete a TPE portfolio. Special education students in a EDUC course does not complete a TPE portfolio. The signature TPE assignment is part of the Special Education Centerpiece Artifacts requirements.

³ An intern must meet the reading assignment requirements. Arrangements to complete field contact hours outside of contract position will most likely have to be arranged with site administrator and coordinated with District Support Provider.

⁴ An INTERN must meet district Human Resources requirements for notification and application of change from an Intern Position to a Level I Education Specialist Position. Two years of service does not begin until this change of status has been filed via district with CCTC!

APPENDIX A: POLICIES & PROCEDURES

LEARNING & TEACHING GRADUATE POLICIES & PROCEDURES

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ACADEMIC INTEGRITY

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a *serious violation*, or, if unintentional, an *infraction* (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the **Academic Integrity Violation Preliminary Worksheet**. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee *only* when : 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred *and* the student wishes to appeal the determination of infraction.

The hearing committee will include faculty and students from the School of Leadership and Education Sciences, and may also include faculty from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

ACADEMIC PROBATION

To be in good academic standing and to be eligible to graduate, graduate students in the School of Leadership and Education Sciences must maintain a 3.00 semester and cumulative Grade Point Average (GPA) in their programs. A student who has completed at least six (6) units of course work and whose cumulative USD GPA for graduate program courses falls below a 3.00 will be placed on academic probation. At the end of each semester the Registrar notifies the School of Leadership and Education Sciences Dean's Office of students eligible for probation. The Associate Dean will send a letter to the student indicating probationary status and copies to the appropriate Department Chair or Program Director, and advisor. The student should meet with her or his faculty advisor to develop a plan for academic success. A review will take place at the end of the next term in which the probationary student has registered for six (6) units. If students have not raised the cumulative USD GPA for graduate program courses to at least 3.00 at the end of the subsequent academic term they will be disqualified from the program. Students who wish to appeal their disqualification must do so in writing to the Associate Dean within ten calendar days of receiving such notice.

ADDING AND/OR DROPPING COURSES

Students who wish to change their registration must do so on the appropriate form within the stipulated time period. Students are allowed to add and/or drop courses during the pre-registration period at the Registrar's Office. During the Fall and Spring semesters, courses may be added during the first eight days of class (advisor's signature required), dropped until the tenth week of the semester (advisor's signature not required), and withdrawn until the tenth week of the semester (advisor's signature not required). Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of "W" (not included in GPA).

After the withdrawal deadline the student will receive a grade for the course. Withdrawal after the deadline (with a “W”) is only granted when there is written documentation of a major injury, serious illness or similar factor beyond the student’s control which precludes her or his continuing in the class.

Students who discontinue class attendance and neglect to withdraw (“drop”) officially from the course are subject to failing the class. Registered students who withdraw from the University (i.e., terminate all courses in progress) must officially drop their courses by filing a **Notice of Withdrawal** form in the Graduate Records Office, Founders Hall, Room 106. The same drop policies and deadlines apply to students who withdraw from the University as for those who drop only one course.

Tuition is fully or partially refundable only when a student officially withdraws. The student must present a **Notice of Withdrawal** form to the Graduate Records Office, Founders Hall, Room 106, where it will be date stamped. The following tuition refund schedule applies to the regular academic semester:

- 100% refund for withdrawal during the first two weeks of classes;
- 90% refund for withdrawal during the third week of classes;
- 80% refund for withdrawal during the fourth week of classes;
- 70% refund for withdrawal during the fifth week of classes;
- 60% refund for withdrawal during the sixth and seventh weeks of classes;
- 50% refund for withdrawal during the eighth week of classes; and
- No refund will be made for withdrawal after the end of the eighth week of classes.

The date of withdrawal for refund purposes is considered the date the “Notice of Withdrawal” form is received and date stamped in the Graduate Records Office. Students must secure all required signatures prior to submitting the form to the Graduate Records Office.

For deadlines and tuition refund policies during Summer and Intersession, see the relevant Summer and Intersession bulletins. Condensed or abbreviated sessions (e.g. five week, one week, weekend...etc.) also require that students register by the posted deadlines in the relevant Summer or Intersession bulletin. Read semester course schedules carefully. Posted deadlines may differ for undergraduate and graduate students.

Students who receive any form of financial aid must consult with the Office of Financial Aid if their registered units drop below the required number of units for continuation of aid.

Students withdrawing from their current classes will lose eligibility for Federal financial aid, and depending on the time of their withdrawal, will be required to return either all, or part, of the Federal financial aid they received for that semester.

CHANGE OF ADVISOR

Students may change advisors by submitting the **Change of Advisor** form available from the administrative assistant of each program. After obtaining the new advisor’s signature, the student needs to return the form to the administrative assistant of her or his program. The administrative assistant will distribute completed forms to the program office, previous advisor, new advisor, and Graduate Records Office.

CHILDREN

SOLES provides a supportive environment for parents attending SOLES programs and classes. However, children of students are not permitted to attend class or course activities except in the case of a last-minute, unforeseen emergency.

SOLES offers family-oriented activities throughout the school year and encourages students to participate with children in these extra-curricular events.

CONTINUOUS ENROLLMENT/LEAVE OF ABSENCE

Upon matriculation, students are expected to register in at least one (1) unit of coursework every Fall and Spring semester until all degree requirements have been completed. Doctoral students who are in the dissertation stage must continue to enroll in at least one (1) unit of dissertation every Fall and Spring semester until the dissertation is completed. Students are not required to enroll during Intersession or Summer, although some courses may only be taught during those times.

Students who are unable to maintain continuous enrollment need to complete a **Petition for Leave of Absence** form (available from SOLES program assistants and at the Office of Graduate Records or its website). The advisor, Program Director or Department Chair, and the SOLES Associate Dean must approve the leave of absence. Failure to maintain continuous enrollment may result in suspension from the program. Students who have been dropped from the program must apply for readmission unless a **Petition for Leave of Absence** form is on file and current. A leave of absence may be granted for up to one year, and only under extreme circumstances will a student be granted a second leave of absence. Students on academic probation are not normally eligible for a leave of absence. Students in the dissertation or thesis stage are not eligible to take a leave of absence.

Because students are not registered during a leave they may not be eligible for the campus privileges for which a current ID card is necessary. Financial aid and international student visas are typically suspended for students on leave of absence. In addition, the leave may trigger the beginning of the loan repayment period for students with loan deferments.

Students should petition for leave prior to the requested leave period. Students who find it necessary to discontinue enrollment during a term may also petition for a leave, however, they must be in good standing and officially withdraw from their courses by submitting a Notice of Withdrawal form within the approved deadline.

Please see the Graduate Bulletin for further information related to international students.

GRADE GRIEVANCE PROCEDURES

Grading criteria, course content, assignments and other requirements are set by instructors and provided to students in writing. The presumption is that students have been given ample opportunity for clarification of class requirements, including assessment, at the beginning of a given course. The instructor's judgment regarding assessment and grading is presumed to be correct. Therefore, the burden of qualifying a grievance rests with the student. At every level in the grievance procedures all participants should understand this presumption.

A student has the right to question a final grade given by a faculty member.

1. Any student may at any time consult her or his instructor about a grade. The exercise of this right does not require a fixed procedure nor is it subject to procedural conditions.
2. If a student feels that she or he has been given an unjust grade, the student should first approach her or his instructor to resolve the difficulty. However, if the student believes she or he has reason not to approach the instructor, the Department Chair/Program Director (or her or his delegate) shall be the judge of the advisability or inadvisability of making this first step.
3. In cases where the Department Chair or Program Director has ruled that direct consultation with the instructor is inadvisable, the student may present her or his case, along with any graded work, to the Chair or Director. The student may request that the instructor provide the student with a copy of the work in question. The Chair or Director shall review the disputed grade in consultation with the instructor. After this review, the instructor

may decide to change the original grade or not. The Chair or Director will communicate the instructor's decision to the student.

4. If the matter is not satisfactorily settled at number "3" above, the student may present his/her case to the Associate Dean for review.
5. If the efforts described in steps "2" through "4" do not resolve the dispute, the student may formally challenge the assigned grade. The policy regarding a formal challenge of a grade in the School of Leadership and Education Sciences is as follows:
 - a) An academic grade may only be formally challenged on grounds that it reflects other than appropriate criteria as stated on the course syllabus.
 - b) Students may only challenge grades when they claim to have earned a grade at least one full letter higher than the grade assigned by the instructor (e.g., the student is assigned a grade of C+ and alleges that the actual grade should have been B+ or higher).
 - c) A written petition presenting evidence concerning step "5.a." must be submitted to the School of Leadership and Education Sciences Associate Dean no later than the end of the seventh full week of instruction in the semester following that in which the grade was given.
6. The procedure following submission of the petition by the student is as follows:
 - a) On receipt of the petition, the Associate Dean will promptly appoint a committee consisting of two faculty members and one student. The student and at least one of the faculty members will be associated with the student's program. The committee's membership is privileged information.
 - b) The committee will promptly decide whether the evidence presented by the student warrants an investigation. If it does not so find, the committee will take no further action on the case and the student will be so notified. If the committee so finds, it will conduct an investigation.
 - c) During the investigation, the committee must provide a fair proceeding for instructor and student, including information as to the character and object of the proceedings, knowledge of the allegations and evidence produced by the student in making out her or his case, and an opportunity for both parties to respond in writing and/or orally.
 - d) If, during the course of this investigation, the instructor voluntarily decides to change the original grade assigned the instructor will report this decision to the student and the Associate Dean, and the committee will take no further action.
 - e) If no agreement is reached, the committee must decide whether the grade reflected criteria other than those stated on the syllabus, and if so, the criteria that were reflected.
 - f) Their conclusions shall be made in the form of a preliminary written report, copies of which are to be sent to the Associate Dean, the instructor and the student. The instructor and the student will have the opportunity of submitting written responses to the committee within ten days of receipt of the preliminary report. The committee will review the written responses, if any, before issuing its final report to the Associate Dean.
 - g) Submission of the final written report to the Associate Dean will be the final action taken by the committee.

NOTE: All other student academic appeals in SOLES will follow a similar process.

INCOMPLETE GRADES

The grade of "Incomplete" ("I") may be recorded to indicate that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed; and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an "Incomplete" grade **prior** to the posting of final grades. The instructor should discuss with the student the conditions and deadline for completion, whenever possible, and should document the conditions and deadline using the **Petition for Grade of Incomplete**. The "Incomplete" grade is not counted in the computation of the grade point average, nor is credit earned for the semester/session for which the grade was authorized.

Students who receive a grade of "Incomplete" must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F". (Students who receive a grade of "Incomplete" in the Spring semester need to complete their work by the tenth week of the Fall semester.) A faculty

member assigning a grade of “Incomplete” will complete a **Petition for Grade of Incomplete**, indicating the reason for the “Incomplete”, and attach a copy of the form to the grade roster when turning in grades. A copy of this form will be placed in the student’s file. Disqualification or Scholastic Probation may be the result if the work is not finished within the posted deadlines and the “Incomplete” turns into an “F.”

Students receiving financial aid should be aware that taking an “Incomplete” grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year. When the work is completed, a **Removal of Incomplete or Change of Grade** form will be completed by the instructor and signed by the Assistant Dean. One copy is then placed in the student’s file and the original is sent to the Registrar.

PETITION TO GRADUATE

In order to be cleared for degree completion, students, in consultation with their advisor must file a **Petition for Graduation** form with the Graduate Records Office, Founders Hall 106, by the deadlines outlined in the *Graduate Bulletin Academic Calendar*. The following instructions have been published by the Graduate Records Office:

1. Complete Petition with the requested information.
2. Proceed to the Registrar’s Office in Founders Hall 113 and request copies of your current “Academic Record” and “on-line” USD transcript. These may be picked up in person on the same day. A valid picture ID is required. If you are out of town or unable to come in during regular office hours, you may fax a written request (please include your signature) to (619) 260-4649 to request for them. There is a minimum two (2) day turnaround to have it faxed back. Due to the Privacy and Patriots Acts, requests made without the student’s signature will not be accepted.
3. Attach these copies to your petition form.
4. Call your academic advisor and/or program director for an appointment to review your file and complete the remaining sections of the petition form.
5. Retain “Student Copy” (pink sheet) for your reference after the petition is signed by your advisor and program director.
6. Return original copy of your petition form with all the attached documents to Graduate Records Office in Founders Hall 106. These are time-sensitive; please observe submission deadlines posted in the *Graduate Bulletin*.

There are three annual graduation dates at the end of January, May, and August. The effective degree date for students who complete their program requirements by the posted deadline for the Fall semester and Intersession will be January 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the Summer will have their degree recorded in their transcript effective August 31. Deadlines for defense and submission of theses and dissertations are also listed in the *Graduate Bulletin*.

Students who fail to meet the stipulated deadlines will not be permitted to graduate, even if all other graduation requirements have been met. In order to receive permission to attend Commencement, eligible students must register and pay in full for their remaining units at USD no later than May 1. The University of San Diego holds only ONE graduation ceremony each year. All graduates during the relevant academic year are welcome to participate in this May graduation ceremony.

Graduate students scheduled to receive their degree the following August who have nine (9) units or fewer of remaining work may participate if their work falls in the category of coursework, portfolio, practicum/fieldwork/student teaching, or internship. Such August graduates must take the remaining Summer work at USD and they must register and pay for their remaining units by May 1. Students scheduled to graduate in August whose remaining program requirements include any of the following will not be allowed to participate in the preceding May Commencement: comprehensive exam; final project, or paper; master’s thesis; or doctoral dissertation.

If a candidate does not graduate at the expected time, the Registrar will automatically roll the **Petition for Graduation** over to the next graduation period if it is in the same calendar year. If the graduation period extends beyond the calendar year for which the petition was filed, a new petition must be completed.

STUDENT DISMISSAL

Students may be dismissed from the Graduate Programs in the School of Leadership and Education Sciences for the following reasons:

1. Violations of academic integrity.
2. Failure to maintain established grade point average of 3.0 for all coursework.
3. Failure to make satisfactory academic progress toward their degree.
4. Failure to complete time limits for degree.
5. Failure to make satisfactory progress in the development of academic and practitioner skills.
6. Violations of Ethics Code(s) as established by applicable field of study and program area.
7. Violations of USD policies and the Student Code of Rights and Responsibilities, including academic dishonesty and plagiarism, as listed in the Student Handbook which is published online at <http://www.sandiego.edu/archways>.
8. Failure to maintain cooperative relationships with other students and/or faculty or failure to maintain satisfactory delivery of services to clients during fieldwork, including, but not limited to: internships, student teaching, practicum or service learning.

When any of the above concerns are raised, the student will meet with her or his advisor and/or the Director/Chair to discuss the concern. The Director/Chair or her or his faculty designee(s) will provide the student with a written plan for improvement that specifies the nature of the concern(s) along with required steps for remediation for successful completion of the program (See Student Assistance Plan form in Appendix). The Director/Chair or her or his faculty designee(s) will, on an ongoing basis evaluate the student's progress and written evaluation of progress will be sent to the student and placed in the student's file. In the event that satisfactory progress is not made within the time limits set by the plan, a written notification of dismissal will be sent to the student. Students who are terminated for any reason may appeal for reinstatement in writing to the Associate Dean in the School of Leadership and Education Sciences within ten calendar days of receiving notice of termination.

STUDENT REINSTATEMENT

Students who fail to make satisfactory progress toward the required deadlines, who have dropped out of the program for any reason, or who have failed to return from an official **Leave of Absence** will be dismissed from the program. Students may apply for readmission. Depending upon the time and circumstances, the procedure for readmission may require a new personal statement of interest in the program, three (3) new letters of recommendation and a complete set of current transcripts.. In considering the readmission request, faculty will evaluate previous coursework, clinical/field/practicum/internship work, and other activities both in and out of the program. If the student is re-admitted, the faculty may recommend redoing any or all of the student's coursework and clinical/field/practicum/internship work depending on the length of the time away from the program and the circumstances for leaving the program. There is no guarantee of readmission.

TRANSFER OF GRADUATE CREDIT

It is recommended that students petition during their first semester in order to plan their academic program accurately. Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must receive approval prior to taking course work outside USD if they plan to transfer it into a degree program. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Graduate Records Office.

Students may petition the Associate Dean in the School of Leadership and Education Sciences for an exception to these regulations, but should do so only after consulting with the advisor and director/coordinator of the graduate program, whose recommendations must appear on the **Petition for Transfer of Graduate Credit**. The student must also request that an official transcript of the course be sent to the Graduate Records Office if the transcript was not included among the admissions documents. When both the petition and transcript are on file they will be reviewed in the Graduate Records Office for conformity to USD policies. Grade(s) awarded by the issuing institution will not be calculated in the student’s overall grade point average or taken into account during probationary review.

Students may petition to transfer credit from another university under the following conditions:

1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the program director/coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Credit earned more than five (5) years prior to matriculation at USD will not be accepted.
7. A grade of “B” or higher must have been earned (grade of “Pass” or “Satisfactory” ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD’s semester credit system rounded down to the nearest full or half unit (multiply the number of quarter hours by .67 and round down). For example, four (4) quarter-hours x .67 = 2.68 which will be recorded as 2.5 USD semester-hour units). It is the student’s responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.
10. Although transfer credit from other universities will be posted on the USD transcript, grades will not be posted or computed in the USD grade point average for probation/disqualification review.
11. See table below for the maximum number of non-USD credits allowed:

<i>Maximum Number of Semester Units Transferable</i>	<i>Program</i>
6	30-44 unit Master’s
9	45-53 unit Master’s
12	54-63 unit Doctorate

Exceptions to these limits require written permission of the Associate Dean.

Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Graduate Records Office. A grade of “B” or better is required in order to receive credit (units only) when transferring a course from another institution. Grade(s) awarded by the issuing institution will not be calculated in the student’s overall grade point average. After the petition and transcript are on file they will be reviewed by the Graduate Records Office for conformity to USD policies.

USD E-MAIL ACCOUNTS FOR GRADUATE STUDENTS

All USD graduate students are required to have a USD e-mail account. The University may conduct official business by sending notices or other information to the student's USD e-mail address. It is the student's responsibility to check regularly his or her account and to respond to any notices or information in a timely manner. Failure to do so will not be considered a legitimate reason for a policy exception.

WAIVER OF REQUIREMENTS

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved course work to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken. The administrative assistant for your program can provide you with a **Request for Substitution/Waiver of Graduation Requirements** form. The completed form with appropriate signatures from the Program Director or Department Chair and the SOLES Associate Dean must be submitted to the Graduate Records Office.

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
STUDENT ASSISTANCE PLAN

Student _____ ID# _____

Program _____ Date _____

Faculty/instructor: _____

Area(s) in need of improvement (describe all that apply)

Academic (e.g. writing skills, oral communication, knowledge integration): *Knowledge*

Professional: *Skills*

Interpersonal: *Dispositions*

Personal:

Action Steps:

- Student notified Date: _____
- Written feedback to student (attach copy) Date: _____
- Program Director/Department Chair notified Date: _____
- Signature: _____
- Copy to Dean's Office Date: _____

Plan for remediation (describe – use back if necessary):

APPENDIX B: GLOSSARY ABBREVIATIONS & DEFINITIONS OF TERMINOLOGY

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Acronyms

CC	Common Core (CEC/NCATE)
CBEST	California Basic Education Skills Test
CCTC	California Commission on Teacher Credentialing
CEC	Council for Exceptional Children
CELDT	California English Language Development Test
CSET	California Subject Examinations for Teachers
CSTP	California Standards for the Teaching Profession
EC	Early Childhood Disabilities
ELL	English Language Learner
GC	Individualized General Curriculum (CEC/NCATE)
IIC	Individualized Independent Curriculum (CEC Standards term)
IIP	Individual Induction Plan (Preliminary and/or Professional) (CA CCTC term)
INTASC	Interstate New Teacher Assessment and Support Consortium
L&T	Learning and Teaching
M/M	Mild/Moderate Disabilities
M/S	Moderate/Severe Disabilities
NCATE	National Council for Accreditation of Teacher Education
NCLB	No Child Left Behind
PACT	Performance Assessment for California Teachers
PARs	Performance Assessment Requirement
PRF	Professional Reflective Portfolio
RICA	Reading Instruction Competence Assessment
SOLES	School of Leadership and Education Sciences
SPED	Special Education
TPA	Teacher Performance Assessment
TPE	Teaching Performance Expectations
USD	University of San Diego

Definitions

ACE: USD School of Education Unit (PEU) overarching Unit *Candidate Outcomes* themes based on the mission and principles of USD including 1) academic excellence, critical inquiry and reflection, 2) community and service, and 3) ethics, values and diversity.

Advanced Preparation: Programs at post baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as nondegree licensure programs offered at the graduate level. (p. 29 CEC NCATE 2000 Standards).

Assessment: An evaluation measure that provide information for use in monitoring candidate performance and managing and improving unit operation and program for the preparation of professional educators. Multiple assessments inform the program about learning outcomes and competency of candidates. Assessments are either course specific or program comprehensive. A single or multiple assessment techniques might be used in a course. A **Centerpiece** is an assessment that becomes part of a candidate's **Reflective Professional Portfolio**. Course base *assessments* inform individual course instructors about a candidate's performance in relationship to course requirement. A *Centerpiece* is evaluated via a rubric process to inform the overall program about a candidate's readiness to move through the stages of credentialing and/or degree completion. A *centerpiece* is evaluated by a prescribed group of program faculty.

Assessment System: A comprehensive and integrated set of evaluation measures that provide information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators. (p. 29 CEC NCATE 2000 Standards).

Assistive Technology: Generic term that includes assistive, adaptive, and rehabilitative devices and the process used in selecting, locating and using technology to promote greater independence for people with disabilities. Enables individuals to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing, by providing enhancements to or changed methods of interacting with technology needed to accomplish such tasks.

Authentic Assessment: Credible and rigorous performance assessment that is measurable and observable. Evidence of candidates' ability to consistently perform the competencies aligned with professional standards in field and clinical related situations.

California Standards for the Teaching Profession (CSTP): The six overarching standards that delineate the areas of performance competency where all California Credentialed Teachers strive to attain higher knowledge, disposition and skills abilities throughout their professional career. They include a) making subject matter comprehensible to students, b) assessing student learning c) engaging & supporting students in learning, d) planning instruction & designing learning experiences for students, e) creating & maintaining effective environments for student learning, and f) developing as a professional educator.

Candidate Performance Data: Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays or tests demonstrating subject content mastery; employers evaluations; state licensure tests; and mentoring year "portfolios" as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies. (p. 29 CEC NCATE 2000 Standards).

Candidates: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from "**students**" in P-12 schools. (p. 30 CEC NCATE 2000 Standards).

Conceptual Framework: is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. (Section II: p. 1 CEC NCATE 2000 Standards)

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meaning through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. (Section II: p. 35, CEC NCATE 2000 Standards)

Centerpiece Artifact: A credential program identified artifact that provides opportunity for a candidate to illustrate the depth and quality of knowledge, disposition and skill attained in alignment with specific professional standards. Collectively, the series of program prescribed centerpiece artifacts and faculty rubric based assessments incorporated into a candidate's portfolio provides measurable evidence of a candidate's demonstrated readiness for credential and/or degree recommendation. The assessment of centerpieces by prescribed program faculty also informs the program about how enrichments, changes or maintenance of program elements might be considered for ensuring the ongoing quality and relevance of a program in terms of standards and the PEU mission and principles.

Disposition: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (p. 31 CEC NCATE 2000 Standards)

Embedded Signature Assignment: A term used in PACT referring to required assignments that demonstrate a candidate's performance-based competency related to a California TPE. Each PACT institution has its own embedded signature assignments. At USD a course or field experience related assignment that is evaluated in terms of ability related to understanding and application of a teaching skill. Special Education candidates at USD place multiple subject embedded signature assignments in the Special Education e-folio CEC 10 Professional Standards "centerpiece artifact" folio.

Evaluation Stages: A point in a program of study when the faculty review candidate performance and make recommendations regarding progress to the next phase of the program. The three stages are 1) prior to requesting EDSP 390 Practicum enrollment, 2) for recommendation to the USD Credential Officer for submission of credential documents to the California Commission on Teaching Credentialing, and 3) for recommendation to submit documentation to the University Registrar regarding completion of all degree requirements.

Field Based Experience: In special education this refers to an activity completed in a P-12 setting related to course learning. It may or may not be supervised. A candidate is expected to use field to build a centerpiece artifact that demonstrates performance-based competency. In multiple and single subject courses field based experience is referred to as practicum experience. The CCTC uses the term practicum in special education to refer to the supervised semester long student teaching with students with special needs.

Individual Induction Plan (IIP): Based on the California Standards for the Teaching Profession the IIP is a six domain self-analysis of areas of strength and areas for further development as a teacher. A version of the IIP is completed as part of the enrollment consideration for practicum, as part of the CCTC final requirements at the end of a practicum, and within 120 working days of beginning a district contract with a Level I Education Specialist Credential.

Initial Teacher Preparation: Programs at baccalaureate or post baccalaureate levels that prepare candidates for the first license to teach. (p. 32 CEC NCATE 2000 Standards).

Intern: Usually a two-year paid contract position with a school district. It is a teacher in training model of preparing a highly qualified education specialist. A candidate is nominated and evaluated by both the

school district and the university for consideration for an intern position. A district “support provider” and a USD Field Based Supervisor work with the intern every semester under contract.

Knowledge Bases: Empirical research, disciplined inquiry, informed theory, and the wisdom of practice. (p. 32 CEC NCATE 2000 Standards)

Paraeducator (Para): A teaching assistant or teacher’s aide in a special education setting. Paraeducator is used to stress the professional preparation and responsibilities of the teaching assistant with responsibilities to the learning setting and/or student(s) with special needs.

PACT: Performance Assessment for California Teachers. An elective alternative process to the TPA performance assessment chosen by some California universities. It is part of the process to become a single or multiple subject teachers in California. A process for validating a teacher candidate's readiness for a multiple or single subject teaching credential. Conducted in the teacher-training program, the major project is completed during student teaching. A reflective documentation of research grounded rationale for planning, delivery and assessment of learning outcomes demonstrates depth of teacher preparedness of a candidate. It also requires a video demonstration of key elements from the written commentary.

Performance Assessment: A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning. (p. 33 CEC NCATE 2000 Standards).

Performance Assessment: Any legitimate assessment of what a candidate does or can do. It is not necessarily authentic assessment (authentic assessment is always performance assessment but not vice versa). Performance assessment can include tests and other “artificial” instruments... The guiding question is ... how does the program verify that the candidates it graduates are prepared and able to teach effectively? (PowerPoint CEC/NCATE Program Report Compiler Training. Council for Exceptional Children. Vail, CO by Margaret Crutchfield Director for Program Accreditation Professional Standards & Practice. July, 2002)

Performance Assessment Requirement: A course specific requirement that demonstrates both competency in a degree based course and knowledge, disposition and skill development in terms of CEC Common Core Standards. While all *PARs* inform the overall progress of a candidate towards competency they are not always in the depth that is illustrated in an overarching **Centerpiece** artifacts incorporated into the **Reflective Professional Portfolio**.

Performance Measure Types: Written (essays, position papers, case-study analyses, lesson and unit plans, observations of events, short responses, tests), oral (presentation, micro-teaching, debates, interviews), visual (producing a video, designing a chart, creating a learning center), simulated events (PTA meeting, school board meeting), clinical and field experiences (reflective logs, teaching performance, diagnostic reports on individual students), or portfolios. (PowerPoint CEC/NCATE Program Report Compiler Training. Council for Exceptional Children. Vail, CO by Margaret Crutchfield Director for Program Accreditation Professional Standards & Practice. July, 2002)

Portfolio: An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations, and tasks used for instructional or clinical experience purposes such as projects, journal, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work. (p. 32 CEC NCATE 2000 Standards).

Practicum: Student teaching in special education in California. In multiple and single subject coursework refers to field experiences. A supervised, semester long demonstration of teaching preparedness. Both a district and university supervisor work with candidate during practicum. Requires participation in a three Saturday seminar where the Individual Induction Plan mandated by CCTC is developed. An intern must register for a minimum of 1-unit of practicum every semester under intern contract with a district. A minimum of 6-units is required.

Professional Deportment: Reflects on & evaluates the effects of choices & actions on self & others. Professional attitudes that include commitment to ethical treatment & respect for all stakeholders. Demonstrates social & emotional maturity as evidenced by punctuality, consistent attendance, responsible decision-making, appropriate attire, respectful & professional interactions, relationships with students, their families and professional colleagues. Ethical treatment, respect for colleagues & students, ability to receive constructive criticism, mutual respect, & social justice.

Reflective Professional Portfolio: A critical inquiry documentation of professional growth and performance-based competency aligned with professional standards. The centerpiece artifacts designated by the candidate's program of study faculty included in the portfolio provide evidence of the individual's emerging teaching competency. The self-reflections that introduce each section of the portfolio provide personal voice descriptions of the professional growth journey experienced by the candidate in alignment with the overarching School of Education themes (ACE). The standards based rubric assessment of the final portfolio by program faculty considers the overall qualifications of a candidate. (USD SPED)

Rubric: Written and shared for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success off a candidates assessment. (p. 35 CEC NCATE 2000 Standards)

Service: (Faculty and students) ... contributions to college or university activities, schools, communities and professional associations in ways that are consistent with the institution and unit's mission (Section II: p. 35 1 CEC NCATE 2000 Standards)

Skills: The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning. (p. 35 CEC NCATE 2000 Standards)

Unit: The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Also known as the professional education unit. (p. 37 CEC NCATE 2000 Standards).

Unit Candidate Outcomes: Overarching principles adhered to by all programs in the USD School of Education *Professional Education Unit* (PEU). See terms under *ACE*.