

California Special Education Intern Monograph 2006

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California Special Education Intern Monograph 2006

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Preface

Alternative routes to teacher certification are expanding in many states. In California, alternative teacher certification is a significant method for preparing teachers. More than one-fourth of the beginning teachers in California are prepared through District and University Intern Programs, California's version of alternative certification. In 2004, 8,880 teachers are being prepared to teach in 568 school districts in California. A total of 842 districts have signed on as partners in the intern programs. These districts include more than five million of California's six million students. Thirty-eight California universities maintain intern programs for teacher alternative certification.

The California Commission on Teacher Credentialing (CCTC) is responsible for providing support, accreditation and funding to these intern programs. Through the CCTC guidance and accreditation process, we have learned a great deal about the successes and challenges of the alternative certification form of teacher preparation. Mike McKibbin has been the CCTC program administrator since the program inception.

In 1993, legislation established the Alternative Certification Grant Program. School districts or colleges and universities could apply for funds to develop new or enhance existing intern programs. The first year budget was \$2 million. The 2006 allocation is \$24.9 million. The following table shows the growth in the California funded intern programs from 1994 to 2006.

Growth of the Intern Program – 1994 to 2006

Fiscal Year	Funded Programs	Interns Served	District Partners	Annual Growth
1994-95	29	1238	150	
1995-96	23	1471	178	16%
1996-97	23	1888	186	22%
1997-98	52	3706	271	51%
1998-99	58	4340	330	14%
1999-00	65	4827	408	11%
2000-01	75	5649	465	14.5%
2001-02	81	7098	637	20%
2002-03	79	7505	772	5.4%
2003-04	78	8880	842	16.6%
2004-05	72	8341	842	0%
2005-06	74	8429	842	0%

California faces a shortage of qualified teachers, largely driven by an ever-expanding growth in student enrollment and the growing attrition in today's teacher workforce as a large proportion of teachers reach retirement age. Additionally, the class size reduction legislation of 1996 increased the need for elementary teachers in every school in the state dramatically impacting teacher supply. This increase in teacher-student ratio caused a maldistribution of fully credentialed teachers in students' classrooms. The shortage of credentialed special education teachers has been a particularly difficult recruitment challenge in California. However, the number of special education interns more than doubled to 2484 in 2004 representing 27.8 percent of all intern credentials awarded in the state.

The new requirements under No Child Left Behind (Secondary and Elementary Education Act, 2002) mark the elimination of emergency permits in most districts; thus providing unique issues for districts employing special education teachers. In the past, the ratio of credentialed teachers to those on emergency permits and waivers has been fewer in special education than in any other credential area. Between 1997 and 1999 the number of emergency permit holders more than doubled and special education permit holders became more than 20 percent of the total of emergency permit holders. This increasing trend for emergency permits in special education continued from 1999-2001 even though the statewide trend in 2000-01 showed a decline in the overall use of emergency permits. Approximately 10 percent of California's students are in special education classrooms, but only about 20 percent of the emergency permit holders in California are special education.

An increase in the number of special education interns is anticipated in the next few years. In this monograph, Karge and McCabe provide a further review of the national trends for alternative certification including the continued questioning of program quality. This monograph provides brief summaries of quality special education California intern programs including program overview, program description, collaboration efforts and information on how the program ensures positive student outcomes.

The programs covered in this monograph emphasize the response from the CCTC to the special education teacher shortage and the willingness of those in the field to collaborate to enhance the quality of education for California's students with disabilities. The CCTC has a strong commitment to the special education workforce and is willing to work with universities and districts in response to the considerable gap between the supply and the demand for the special education teachers.

Michael D. McKibbin
Commission on Teacher Credentialing

Introduction: Alternative Certification

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Forty-six states and the District of Columbia now have alternative certification programs (Feistritzer & Chester, 2003). Basinger, (2000) reports over 250 universities around the country provide some type of alternative teacher preparation program. According to Feistritzer and Chester, approximately 18 percent of the new teacher hires in California are alternatively certified (e.g. interns). A California special education intern is a fully paid teacher simultaneously taking coursework in a teacher preparation program designed for the adult learner. Feistritzer and Chester report teachers with alternative certification tend to be older and include more men. The average age for teachers in California intern programs is 33 years old and 33.8 percent are male (compared to approximately 10 percent in the current California teaching workforce).

The alternative certification program may be university or district sponsored or a facilitated collaboration between district and university. In 1967, California law established the opportunity for universities and public school districts to form partnerships for teacher preparation. In 1983, legislation was passed to allow school districts or consortium of districts to develop intern programs for teacher preparation (McKibbin, 2002). Statutes passed in 1997 assured both types of intern programs must meet the identical performance standards required by the California Commission on Teacher Credentialing (CCTC) for all teacher preparation programs. Over 13,000 interns have been prepared in California since 1995. Eighty-three percent of the interns remain in the same school after five years of teaching (Bond & Sandy, 2001).

Of the 8,880 internships granted in California in 2003-04, 2,485 were Education Specialist Credentials. Mike McKibbin, Consultant for the California Commission on Teacher Credentialing, provided data for the following tables. Table I shows university and district internship statistics. Table II shows data by credential area – multiple subject, single subject and special education. Table III is a summary of the six Education Specialist Credential areas available through the intern programs in California.

Table I
2002-04 Intern Programs
Credential/Certificates

Year	University Intern	District Intern	Total
2002-03	5839 (77.9%)	1658 (22.1%)	7497
2003-04	7372 (83%)	1508 (17%)	8880
2004-05	7139 (86%)	1202 (14%)	8341

Table II
Intern Credential Area

Year	Multiple Subject	Single Subject	Special Education	Total
2002-03	4508 (62.5%)	1588 (22%)	1121 (15.5%)	7217
2003-04	3882 (43.4%)	2575 (28.8%)	2485 (27.8%)	8942*
2004-05	2578 (30.4%)	2817 (33.2%)	3094 (36.4%)	8489**

*62 Applicants seeking two credentials

**148 Applicants seeking two credentials

Table III
Special Education Intern Credential Specialty Areas

Year	Mild to Moderate	Mod. to Severe	Deaf and Hard of Hearing	Visually Impaired	Early Childhood Special Education	Physical and Health Impaired	Total
2003-04	2058 80.8%	435 17.1%	10 .4%	14 .6%	19 .7%	11 .4%	2547*
2004-05	2568 80.5%	526 16.5%	15 .5%	24 .7%	44 1.4%	11 .3%	3188**

*62 seeking multiple specialties

The literature in the area of alternative certification is conflicting and suggests differences between alternative certification programs and traditional teacher preparation. Some researchers suggest the differences are in the training design and the length of the training, not in program content, rigor or expected outcomes (Miller, McKenna & McKenna, 1998; Rosenberg & Rock, 1994; Smith, Nystrand, Ruch, Gideonse & Carlson, 1985). A demonstration of efficacy in comparison to traditional teacher training was completed by Rosenberg & Rock. According to external raters, data indicated both groups of teachers performed on a comparable level. However, Darling-Hammond (1998) and others in the field suggest alternative certification programs bring under-qualified teachers into the classroom.

California interns must meet prerequisite teacher preparation requirements. The California requirements include passing the California Basic Educational Skills Test (CBEST), verification of the United States Constitution requirement, subject matter competency (usually passing the California Subject Examinations for Teachers (CSET)), a bachelor's degree and a program interview. In addition to traditional prerequisite requirements, interns must meet a preservice requirement. At some universities and/or districts, the preservice is a summer intensive survival course of approximately 150 clock hours, while others require three or even four 45-hour courses prior to enrollment in the intern program. These requirements allow California interns to meet the No Child Left Behind (NCLB) highly qualified definition. "No Child Left Behind requires teachers to hold at least a bachelor's degree, be licensed by the state and demonstrate competency in

each of the academic areas they teach, whether by passing a “rigorous” state test or by completing an academic major or its equivalent” (Special Education Report, 2004, p. 2).

The national alternative certification literature states that teacher pedagogy makes a difference in student achievement, claiming alternative certification programs do not have proper depth in teaching profession (Laczko-Kerr & Berliner, 2002). Most California university intern programs require completion of the same coursework as the traditional programs, in a condensed, rigorous two years. Both district and university intern programs are based on the same competencies as traditional routes to teacher preparation, and all programs align with the California Standards for the Teaching Profession (CSTP).

A variety of special education intern program options are available in California. Dingle & Ayala (2004) describe supporting interns via on-line webCT communities. Weichel (1999) demonstrates the collaboration necessary for on-the-job support from school administrators, district support providers and university supervisors. Hertzog (2002) furthers this discussion with examples of the support mentor teachers provide. The importance of comparable pedagogy for the traditional and alternative certification programs are described by Turley & Nakai (2000). The integration of college coursework with personal classroom experiences provides a strong foundation for new teachers (Burstein & Sears, 1998).

In collaboration with the California Commission on Teacher Credentialing, funded special education intern programs received one-time monies to share their programs with other interested programs across the state. In the winter of 2003, approximately 80 people from 36 special education intern programs attended a collaborative meeting held in Sacramento. In May 2003, a follow-up meeting was held in Ontario. Participants at the follow-up meeting decided a report of the verbal sharing should be produced. This monograph is a direct result of this participant decision.

Some of the intern programs provided information concerning their programs. The information was peer reviewed and edited for this monograph. During the peer review, several common program trends stood out. All the programs provide an intensive preliminary training period, support for peer mentors, opportunities for collaboration, continual evaluation and focus on successful student outcomes. Most of the programs use a cohort format to encourage learning.

The intensive preliminary training period includes information on legislation, Individualized Education Plans (IEPs), introduction to the foundations of teaching, basic lesson planning and curriculum adaptation, behavioral strategies and ideas for implementation of standards based learning. The intern programs provide many opportunities for collaboration between the district and the university and with the general education teachers to transfer ideas for supporting children with special needs in the general education classroom.

Little (1990) described the mentor phenomenon that became part of the educational reform literature in the 1980's. The character and quality of mentoring and its influence on novices' practice has been documented by Feiman-Nemser & Parker, (1993). The type of preparation and support the mentor receives, the time they have to invest in mentoring and how they define and enact their role as mentors are critical features in the success of a new teacher (Feiman-Nemser, 2001). Every special education intern program in this monograph provides support for peer mentors (support providers).

Some have actual trainings, while others combine their support provider trainings with guest speaker and workshop days. The programs are field-based and both the support provider and an assigned university person facilitate instruction on-the-job in the intern's classroom in addition to other program requirements. The mentor relationships are based on dialogue and reflection and provide the groundwork for building professional partnerships (Fairbanks, Freedman & Kahn, 2000). An effective mentor relationship is often the key to keep an intern in special education long after the training period has ended (Boyer & Gilliespie, 2000). The mentor is the facilitator of collaboration (Lloyd, Wood & Moreno, 2000).

Darling-Hammond (2000) purports that children in classrooms taught by teachers with alternative certification do not perform on standardized tests at the same proficiency level as their peers taught by traditionally certified teachers. One of the many strengths of the programs covered in this monograph is the continual program evaluation and strong focus on outcome based learning for the students with special needs that the program serves. Interns are taught to keep and maintain data based records on individual students. In some cases programs use Action Research to support tracking student growth.

Finally, most of the programs use a cohort format or a modified cohort format to encourage learning communities. Interns form a bond with colleagues working in the same and/or other districts that share similar challenges and rigorous class schedules. All of the programs are two-year programs. Some conclude with Level I Education Specialist Credentials and three (California State University, Chico, Fullerton and San Bernardino) result in clear Education Specialist Credentials. A common element in each program submitted for this monograph is that the authors believe a primary reason the intern programs work is that they recruit and train interns to work in the hardest to teach areas. The retention rates (96 percent) show the interns are staying in these areas once credentialed.

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Azusa Pacific University, Intern Teacher Credential Special Education Programs

Nilsa J. Thorsos

Overview

Azusa Pacific University's Teacher Education Program, established in 1963, is committed to preparing K-12 classroom teachers who are:

- *competent* – able to effectively educate and lead in the cultural, socioeconomic, and linguistic diversity of today's educational environment
- *compassionate* – committed to the care and enhancement of the individuals they teach and lead
- *people of character* – able to contribute to the moral and ethical development of the students and families whom they serve

The current shortage of special education teachers creates a growing demand for educators with an intern credential. Studies indicate that employment opportunities in teaching will continue to increase for both elementary and secondary teachers, particularly in the area of special education. APU offers an intern program approved by the California Commission on Teacher Credentialing (CCTC) which authorizes service for special education classrooms. Additionally, all of the programs offered in the Department of Teacher Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE). As one of largest credential-granting private institutions in California, APU produces credentialed teachers who are professionally prepared to effectively meet the needs of students in public and private schools. APU interns are heavily recruited by school districts throughout California and other states.

Program Description

Azusa Pacific University offers a fifth-year credential in special education for the teaching of mild/moderate disabled students (K-12) and an opportunity for a second career for professionals re-entering the workplace who meet state standards. Classes are small, and the credential programs are conveniently offered at various locations throughout Southern California: High Desert Regional Center, Inland Empire Regional Center, Murrieta Regional Center, Orange County Regional Center, San Diego Regional Center, and Ventura Regional Center. APU interns have been successful in obtaining jobs in public, Christian, and other private schools. When the credential courses are combined with selected courses required for a Master of Arts in Education with an emphasis in teaching or special education, both the teaching credential and master's degree may be obtained. Master's degree and Culturally Linguistic and Diverse (CLAD) course work is usually taken following completion of credential programs.

APU candidates prepare to work in schools as teachers, and they must know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. As a result of their fulfillment of these professional standards, APU candidates are highly sought after. Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. To ensure this, students are assessed in these areas at various points in the program. Failure

to perform adequately may result in expulsion from the program. The interns receive support from university mentors from the beginning of the program through to completion culminating in eighteen weeks of clinical experience.

The program consists of six modules, four modules are offered during the nine week quarters and two are offered during six week summer terms. Each term includes seven units, comprised of two courses and one field/clinical experience. The clinical experience is required during the last eighteen weeks of the program. All intern students must have access to technology. In addition, they must participate in an assessment system, which will be specified to them upon admission (e.g., Task Stream and e-Portfolio). The modules are organized sequentially for the interns to acquire theory and practice side by side. The program also offers each course with an e-companion allowing the students to continue the dialogue and to reflect about their learning experiences while they are receiving feedback from their professors. The individual courses they take have specific learning outcomes as based on the six California standards for the teaching profession;

- Engaging and supporting all students in learning.
- Understanding and organizing subject matter knowledge for student learning.
- Planning instruction and designing learning experiences for all students.
- Creating and maintaining an effective environment for student learning.
- Developing as a professional educator.
- Assessing student learning.

Collaboration

Azusa Pacific University's Special Education intern credential program collaborates with over 170 school districts from each of the regions where our program is offered. Collaboration is defined by APU as "an interactive process that enables people with diverse expertise to generate and create solutions to mutually defined problems." As a result of the shortage of highly qualified and credentialed special education teachers, the San Gabriel Valley Consortium established collaboration between school districts and APU intern programs. The Intern Steering committee, composed of all of the participating school districts and APU, are working together to implement the program document approved by the State. The Intern Steering committee and the university meet at least three times a year to collaborate and provide feedback regarding the quality of the intern programs. The information generated from the meetings also produced external and internal feedback which provided valuable information in terms of quality and applicability. The information generated from the collaboration provides feedback to APU decision making in terms of driving and shifting university practices to ensure that the practices match the school districts' needs. The information generated from the collaboration between the school districts and the university, has served as impetus for the special education intern program to adjust to the school district's immediate needs.

In terms of the interns' competence in areas of teamwork and collaboration, the program's coursework include objectives to allow the candidates to develop competence in these areas. An emphasis of the program is to teach how to form partnerships with families and communities and to facilitate services in a multidisciplinary context. The emphasis of collaboration in areas of referral and inclusion and mainstreaming has

certainly changed under Individuals with Disabilities Education Act (IDEA 2004) and the APU special education intern program recognizes the importance of connecting the interns to the shifting practices. The changes in the re-authorization of IDEA 2004 include an emphasis in the delivery of special education services and the importance of collaboration with general education teachers regarding early intervention to establish eligibility and inclusion.

Ensuring Successful Outcomes

The interns are contracted by the school district under an intern credential authorizing the interns to serve as the teacher of record. The interns do not have the typical master teacher provided by the school districts. However, each intern is assigned a university mentor and ensured that they will be facilitated and supported by the school administrator who. Interns are mentored in the classroom throughout the credential program which could take between one and two school years. Interns also participate in prescriptive reading and math workshops provided by special education professors, which are offered four times a year. There are two types of supervisions; the fieldwork experience which last up to eighteen weeks and includes eight visits or contact with the university mentor, and the clinical experience which includes at least eight visits during eighteen weeks from the university mentor. During the visits, the university mentor observes the intern and provides feedback and formal evaluations.

The evaluations provided by the mentors include the competencies based on California Standards for the Teaching Profession, California Commission on Teacher Credentialing (CCTC) and National Council on Accreditation of Teacher Education (NCATE) standards. The agreement between the school districts and the university is to provide triangulation for the intern evaluations requiring that the school administrator, the school-site teacher mentor, and the university mentor provide a positive evaluation for the intern in order to recommend the intern for a preliminary teaching credential. A culminating teacher portfolio and a competency signature booklet documents the interns' accomplishment of the required beginning teaching competencies and completes the intern credential program process.

Sample Course Sequence

Level 1 Requirements		
Course Number	Course Name	Units
SPED 530	Introduction to Individual Differences	3
SPED 515	Clinical Experience in Teaching Reading & Writing	3
SPED 565A	Field Experience I	1
SPED 540	Mild to Moderate Disabilities in General Education	3
SPED 535	Counseling, Collaboration, & Consultation	3
SPED 565B	Field Experience II	1
SPED 505	Educational Foundations & Classroom Management, K-12	3
SPED 531	Tests, Measurements, & Instructional Planning	3
SPED 575A	Clinical Practice I (Contract Teaching, K-12)	1
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories & Intervention, Behavioral Disorders	3
SPED 575B	Clinical Practice II (Contract Teaching, K-12)	1
EDUC 504	Teaching & Cultural Diversity (meets CLAD domain 3)	3
EDUC 572	Advanced Educational Psychology	3
Additional Courses Required for the Masters		
EDUC 571	Curriculum Foundations	3
EDUC 573	History & Philosophy of Education	3
EDUC 589 A	Research for Educators, Beginning Process	2
EDUC 589 B	Research for Educators, Capstone Reporting	1

Northeastern California Partnership for Special Education California State University, Chico

Michelle Cepello, Lisa Churchill, and Mary Jensen

Overview

The Northeastern California Partnership Internship Program at CSU, Chico is a 15-year old program that has received continuous federal and state recognition through grant awards and is also a recipient of the prestigious ACRES (American Council on Rural Special Education) Award for Exemplary Teacher Preparation Programs. The Office of Innovation and Improvement of the U.S. Department of Education recently selected the internship program as a model innovative site for teacher preparation and was featured in the 2004 federal publication, "Alternative Routes to Teacher Certification". The program serves 54 school districts in 14 Northeastern California counties spanning 43,000 square miles. The program averages approximately 85 interns in the area of mild/moderate, moderate/severe, and early childhood special education populations in primarily rural areas. The program design emphasizes the application of conceptual knowledge to practice by providing a formal structured system of partnership support that places the new intern teacher at the center of the learning process.

Program Description

A candidate enrolled in the Northeastern California Partnership Internship Program is typically in the program for a period of two years. The program is a California Commission on Teacher Credentialing (CCTC) approved Integrated Level I and Level II Internship Program. There are multiple program options permitting an intern to exit with either a Level I or a Level II Education Specialist credential. An individualized program plan based on California state standards is developed for each intern. Intern teachers are individually evaluated by their potential employer and by the university. The intern teachers' backgrounds (indicating any basic credentialing, experience in classrooms, and academic courses) are evaluated using the California Standards for the Teaching Profession (CSTP) and the CCTC Education Specialist Standards represented in each of the following CSU, Chico courses. Individualized course contracts are then established. Program activities include both informal socialization time and structured interactions designed to facilitate group cohesion and support. In late summer, prior to beginning their new jobs, interns attend pre-service survival training that addresses their immediate needs. The pre-service session, fondly termed "Boot Camp," includes formal instruction in Special Education "Survival Pedagogy" such as: Individual Educational Programs (IEPs), roles of the special education specialist, daily schedules, introductory classroom and behavioral management, key elements of laws governing special education, and collaboration with professionals and parents. A critical aspect of the pre-service experience is the formation of a supportive intern cadre or cohort. Interns begin to form the professional peer relationships that will sustain their energies through their intensive program. The schedule and structure of the partnership program is also unique. Learning experiences are individually tailored, accessible, and highly relevant to interns' classroom contexts. Following their pre-service experience, interns enroll in a two-year program. Special

education faculty teach interns in remote, rural sites through weekly evening courses offered on the university's interactive online web-based distance education system. Faculty also meet with the intern cadre for a full-day class each month. The current needs of interns in their schools determine the sequence of course material. Since new interns need and want to know everything at once, university faculty find they must be constantly ready to address an unpredictable variety of issues, ranging from behavioral management to collaboration and diagnosis and instruction. Theory and research are rapidly translated to practice. Throughout the partnership program, the scope of academic content and the expectations for competency attainment are maintained at the same level of quality as found in the university's traditional special education programs. A longitudinal study comparing graduates of the partnership and graduates of the traditional program verified the equivalent high quality of both programs in producing effective teachers. (Churchill & Jensen, 1999). Electronic network connection provides regional outreach and improves communications by linking intern teachers with other cohort teachers, university course instructors, field supervisors, local support providers (teachers and administrators), and university staff (Credential's Office and project managers).

Collaboration

An Inter-institutional process is used as the University and employing school district work across historical organizational boundaries, sharing equally in decisions governing each intern's recruitment, admission, support, and certification. In the Northeastern California Partnership for Special Education collaborative structure is defined as the sharing of responsibility and fiscal and personal resources in order to recruit, select, educate, support, and certify the professional special education teacher. The collaboration within this rural partnership program is an outgrowth of the university's long-standing and active Special Education Advisory Board, a group representing each county office and major school district, and including a cross-section of professional roles, community and parent representatives, and university faculty. After examining the personnel needs of the region and multiple alternatives proposed by the university, the Board approved the design of a two-year training program for special education interns. At the same time, members formed a regional partnership to improve the quality of education in the region, to alleviate its severe shortage of qualified special educators, and to reduce teachers' professional isolation.

Ensuring Successful Program Outcomes

One of the ways the program ensures successful program outcomes is via the Intern teacher support system. Intern teacher support is specifically designed to increase teacher competence and confidence and reduce professional isolation. The regional partners, consisting of university faculty, school administrators, and trained mentor teachers or support providers, form a "safety net" around each intern teacher. Influenced by Tharp and Gallimore's (1991) "Triadic Model of Assisted Performance," mentors routinely interact with university faculty and co-participate in reflective activities with interns.

Throughout the 14 counties, each trainee is assigned a university supervisor who, in addition to providing direct on-site support and supervision, orchestrates a support team that includes site and district administrators and local mentors (support providers).

Through grant funding for this project, local support providers are identified by the university with site administrators, oriented by university supervisors, and given release time to collaborate with interns in their local regions.

A formal conference is held for every intern at his/her school site, bringing together the candidate, local support provider, university supervisor and, whenever possible, the public school administrator, to review the program structure, clarify individual responsibilities for each participant, and record the candidate's goals on an Individualized Induction Plan (IIP). This individualized induction plan (IIP), aligned to the new California State standards, outlines coursework, individual assistance, and professional development opportunities that the intern will pursue to address the established project performance goals and California Standards for the Teaching Profession (CSTP).

Recruitment. Recruitment techniques include regular meetings with county and school district directors of special education to publicize the project; widespread distribution of project information, public relations announcements to all northern California television, radio, and newspaper media; personal presentations to California State University, Chico Departments of Child Development and Professional Studies in Education. A continuous cycle of formal and informal assessment of candidate competence characterizes the Internship program. Multiple methods are used to assess performance authentically and recognize the complexity and highly variable nature of teaching responsibilities. Traditional measures of microteaching samples, written course examinations, work samples, and live classroom observations are used extensively during the university coursework component of the program. Other authentic assessment measures, including the portfolio process are also utilized. Both course assignments and artifacts from non-university activities contribute to the performance portfolio. Intern program success is also documented by the following evaluation evidence: course grades as recorded on each intern's transcript, *Summative Assessment of Competency Verification Form* completed by each intern's University Supervisor and Administrator/Employer, *Verification of Competency Form* completed by each intern's Administrator/Employer. Supported by Internship Regional funding, the development of a sound, systematic data collection and analysis process that facilitates assessment of pupil performance is incorporated into this Internship program. Interns are piloting the use of curriculum-based measurement (CBM) in the areas of Reading and Math as a systematic data collection process to assess indicators of pupil performance in both course instruction and in the field. University supervisors and faculty work with the intern in analyzing formal and informal test data to assist the intern to develop the appropriate instructional program based on specific pupil needs. The Education Specialist Internship Professional Portfolio provides evidence of the intern's teaching performance and responsibilities. The portfolio process provides multiple performance measures of candidate progress in the acquisition of the knowledge and skill base of special education teaching and the Level I & II Education Specialist standards, as well as the California Standards for the Teaching Profession (CSTP).

Sample Course Sequence

The Education Specialist Intern Program provides multiple routes towards credentialing. All interns are advised to complete the Level I Program Option. Some interns may be approved and advised to complete the integrated Level I and Level II program option after the first semester of the program. Interns are advised to check their individual course contract for program requirements and sequence.

Courses required for all education specialist intern teachers to achieve Level I:

Course Number	Course Name	Units
SPED 289C	Field Experience – General and Special Education	3
SPED 245A	Management of Learning Environments	2
SPED 229B	Curriculum and Instruction – CLAD/BCLAD Emphases for Inclusive Settings	3
EDTE 229C	Reading/Language Arts	3
SPED 229A	Methods for Teaching Math – General and Special Education	2
PSY 202 or PSY 214	Survey of Child and Adolescent Psychology of Teaching	3
SPED 284	Interns’ Orientation	1
SPED 143	Overview of Special Education	3
SPED 289A	Field Experience – General and Special Education	1
SPED 289I	Intern Field Experience	9
SPED 345	Classroom Management Exceptional Needs	3
SPED/RDGL 364	Seminar in Classroom Reading Diagnosis And Remediation	3
SPED 348C	Laws/Regulations in Special Education	1
SPED 346C	Technology for Specialized Populations	2
SPED 344C	Collaboration in Education	3
SPED 346L/S	Curriculum & Instruction - Mild/Moderate or Moderate/Severe Disabilities	3
SPED 285L/S	Student Teaching -Mild/Moderate or Moderate/Severe Disabilities	3–8
HCSV 260 or HCSV 261	Health Education for Elementary School Teachers Health Education for Secondary School Teachers	3
PSY 251	Assessment and Evaluation in General and Special Education	3

Tharp, R. G. & Gallimore, R. (1991). *Rousing Minds to Life*. Cambridge University Press.

California State University, Dominguez Hills
Special Education University Intern Program

Kelli Beard, Dawn Berlin, Kate Esposito, Pat Gallagher, Caron Mellblom, Julie Seguin,
Ann Selmi, and Carrie Ann Blackaller – Intern Program Director

Overview

The CSUDH special Education University Intern Program started in 1986, and the first collaborations were with the Los Angeles Unified School District and the Los Angeles County Office of Education. Today, the program has collaborative agreements with forty-seven (47) school districts and twelve (12) non-public schools in Los Angeles, Orange, and San Bernardino Counties. During the 2006-07 academic year two hundred fifty-six (256) interns participated in the program.

Several of the school districts with whom the CSUDH Special Education Program collaborates have continuing and acute special education teacher shortages. The majority of CSUDH interns are teaching primarily in Chapter 1 and Urban Impact schools with multi-ethnic and multilingual student populations.

Interns are enrolled in one of three programs: Preliminary Level I Education Specialist Credential for Mil/Moderate, Moderate/Severe, or Early Childhood. The CSUDH University Intern Program is a two year program and with additional classes interns can earn a M.A. in Special Education. There are programs for the intern to obtain the Clear Level II Education Specialist credential in their individual area of study. If an intern has a general education or a special education credential, he/she can progress at a faster pace through the program.

The CSUDH University Intern Program courses and fieldwork experiences follow the approved California Commission on Teacher Credentialing (CCTC) and the National Council on Accreditation of Teacher Education (NCATE) standards. CCTC and NCATE re-accredited the program in fall, 2004. The requirements of IDEA, O Child Left Behind (NCLB) Act of 2001, the California Curricular Frameworks and Standards, and the California Reading Initiative also serve as underpinnings for instructions, supervision, and evaluation. Federal and state agencies have recognized the program by grants awards.

Program Description

The CSUDH Special Education University Intern Program is a collaborative effort between the university and the school districts to provide university coursework along with continual on-the-job supervision from university faculty and school district support providers. This program is consistent with the content of the traditional teaching program, but more supervisory support is given to interns in their classrooms where they are the teacher of record.

Intern Program is characterized by a pre-service phase which is to be completed before the student becomes an intern. They are introduced to the field of Special Education, learn to develop strategies for teaching students who are culturally and linguistically diverse, and are required to observe and work with children and youth.

Intern program courses are both theoretical and practical in nature. Theory is used as a foundation for informed practice. During supervision seminars, issues related to the needs of a novice special education teacher are discussed. These seminars and coursework address professional licensing standards and the California Standards for the Teaching Profession.

Collaboration

The heart of the preparation program for interns is the collaborative effort between the school district and the university. The responsibility for assessing the fieldwork performance of participants is shared among support providers, site administrators, university supervisors, and faculty. Adjunct faculty who have extensive school district experiences are an integral part of this team effort.

The Professional Individual Induction Plan (PIIP) guides interns through their course of study and the plan is formulated at the beginning of the program. The Induction Plan is reviewed mid program and then evaluated at the completion of the program. School district support providers are chosen at the onset of the intern's program. Each intern has an experienced mentor teacher who works with the intern and university supervisor in developing, reviewing, and evaluating the Professional Individual Induction Plan. They are required to provide a minimum of twenty (20) hours of mentoring each semester of the program.

A Professional Portfolio is started in the initial fieldwork experience with a university supervisor, is reviewed mid program, and evaluated again during the final fieldwork experience. Interns submit their work electronically through TaskStream, a portfolio and program management system.

Ensuring Successful Outcomes

Evaluation. Interns are supervised in their classrooms during each semester of the program. They are evaluated both formatively and summatively in meeting the teaching competencies that are addressed in the program courses. Support providers and university supervisors provide interns with formative assessment and support during the development, review, and evaluation of the Induction Plan. Site administrators, university supervisors, and university program faculty provide both formative and summative assessments during fieldwork experiences. School District support providers assist interns in developing and improving their practice as teachers. They do not formally evaluate the intern, but are meant to be an experienced "guiding hand". Therefore, the intern has numerous opportunities to receive assistance and feedback on their teaching.

Recruitment. Several methods are used to recruit interns. CSUDH Liberal Studies graduates hired by participating school districts are informed of the program. The Los Angeles Unified School District Career Ladder Program is a partnership between LAUSD and CSUDH in which paraeducators are supported in completing a baccalaureate degree and enrolling in a CSUDH Special Education Program. The

CSUDH Grad fair is a yearly event that encourages individuals to investigate advanced degree options and we participate in regional recruitment fairs offered by local school districts. Also, university and college recruitment efforts are attended. A Special Education Intern website (www.csudh.edu/coe/seip) has been developed to provide information to current interns and potential interns. School district administrators are members of our Intern Advisory Board and take an active interest in the program.

Summary. The CSUDH Special Education Intern Program strives to prepare educators to teach culturally and linguistically diverse students in urban school settings. To this end, the CSUDH Special Education University Intern Program is designed as a collaborative effort between the university and the participating school districts. Instructional responsibilities and support in the educating and training of CSUDH special education interns is a shared effort.

California State University, Fresno Special Education Intern Program

Dana Caseau

Overview

The California State University, Fresno (CSU Fresno) Special Education Intern Program has existed as an alternative certification intern program for the past 11 years. Ninety-two school districts are served within a five county area. Currently 111 interns are enrolled, including 16 in the special education credential program. Special education interns complete the program with a Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities after two semesters.

Program Description

The Teacher Intern Program at CSU Fresno offers Final Student Teaching to qualified individuals through an alternative certification program in Multiple Subject, Single Subject, and Special Education credential areas. The program provides school districts the opportunity to employ qualified individuals to teach with a teacher internship credential while enrolled in a teacher preparation program. Interns in special education can enter the program and start taking coursework when hired. The Teacher Intern Program is administered by the Curriculum and Instruction Department of the Kremen School of Education and Human Development. A director administers the program. Interns participate in a pre-teacher assessment activity prior to the internship. The activity assesses the strengths and weaknesses of the interns across ten skill dimensions considered critical for effective teaching. The dimensions assessed are: planning and organization, leadership, sensitivity, written communication, oral communication, oral presentation, innovativeness, strategic decision making, tolerance for stress, and technology. Following the assessment, feedback is sent to the interns and their university supervisors. Interns attend two weekend preservice training sessions at the beginning of the school year covering classroom management techniques. Interns also may use four substitute days a year paid by the intern program to observe other classes or attend educationally related conferences. The intern program partially supports the cost of one conference each year.

Collaboration

The Teacher Intern Program at CSU Fresno collaborates with 92 school districts in the Central Valley of California. The collaboration involves serving on various county office of education advisory boards as well as school district advisory boards. Members of the partnerships also serve on the CSU Fresno Teacher Intern Advisory Board. Shared speaker presentations are also a part of the collaboration.

Ensuring Successful Outcomes

Support. Support of interns is an integral part of the program. A university supervisor and an onsite cooperating teacher support the intern. Additionally, interns are assigned to a grade level cluster seminar class that meets one Friday evening each month during the fall and spring semesters. Special education interns meet as a separate cluster,

but occasionally join the grade level groups for special presentations. This decision was made at the request of the special education interns to address special interests and needs of the group. A cluster leader, a retired practitioner from the public schools and a faculty member, directs each cluster. As interns continue credential classes while teaching, cluster leaders enlist the support of mentor teachers to present effective practices during the intern seminar class.

Evaluation. University Supervisors evaluate intern performance based on competencies aligned with the California Standards for the Teaching Profession.

Recruitment. Orientations are held at the university and in school districts. The program is also publicized through public service announcements, print and radio media. Recruiters are used to help find qualified candidates for the program.

Sample Course Sequence

To complete the program, interns enroll in the following course sequence:

Course Number	Course Name	Units
Preemployment Requirement		
EHD 50	Introduction to Teaching	2
SPED 120	Teaching Students with Special Needs in General Education Settings	3
Level I Requirement		
SPED 160F	Fieldwork in Special Education	3
CI 171	Understanding the Learner, Instructional Design, and Assessment	3
EHD 178	Field Study In General Education	2
LEE 173	Teaching Reading and Social Studies in Grades 4-8	3
SPED 130	Assessment in Special Education	3
SPED 125	Positive Behavioral and Social Supports	3
SPED 135	Assessment and Instruction in the Special Education Academic Curriculum	3
SPED 145	Assessment and Instruction in the Special Education Functional Curriculum	3
LEE 177	Teaching Reading and the Arts in Grades K - 3	3
SPED 155	The Professional in Special Education	3
SPED 175 or SPED 176	Level I-Mild/Moderate Practicum or Level I-Moderate/Severe Practicum.	9
		38 Total Units

California State University, Fullerton

Belinda Dunnick Karge
Barbara Glaeser
Joan Levine

Overview

The California State University, Fullerton (CSU Fullerton) Special Education Intern Program is a collaborative program with 48 school districts and 5 county Offices of Education in the Southern California area. Currently the program provides candidates the opportunity to attain a Clear Education Specialist Credential in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education. All of the interns work in a variety of special education settings as inclusion itinerants, special day class teachers and/or resource specialist program teachers.

CSU Fullerton graduates and school district employers praise the program for the demonstrated blending of theory and practice by the program teachers. Past interns applaud the immediate availability of classroom supports from the university and the ability to train in an environment with a high level of technology. Additionally, interns indicate that being a member of a cohort provided continuous support and opportunities to participate in collegial discussions that improved their teaching skills.

Program Description

Two special features distinguish the CSU Fullerton Special Education Intern Program. The first is an emphasis on effective teaching strategies in reading, mathematics and content instruction. The second is specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations.

Before receiving the credential, the intern participates in a 60-hour practicum with typical children in general education settings and practices teaching procedures in the day-to-day classroom setting. The intern completes coursework in classroom management, lesson planning and scope-and-sequence of instruction. The intern creates a draft educational philosophy statement and explores the dynamics of disabilities relating to families and parents. The intern must complete university and intern program entrance prerequisites and experiences including activities designed to create an awareness of diversity and disability and participate in 30 hours of practicum working with children with disabilities.

The CSU Fullerton Special Education Intern Program consists of three phases. The first phase, preservice, introduces the intern to the basic characteristics of typical child development and learning theory. The second phase, core-components, allows the intern to acquire knowledge of the issues and concerns related to the statistical assessment and identification of exceptional individuals. The second phase also includes courses in the legal mandates and regulations of special education law. The third phase, advanced specialization, addresses the specific issues related to the intern's specialty area (Mild/Moderate/Severe Disabilities or Early Childhood Special Education).

All candidates for the intern program must complete the preservice phase and agree to attend three preservice courses. The preservice courses include an intensive survival training course, a families course and a foundations course.

During the core-components phase, the intern learns about the variety of effective teaching models for math/reading and other core curriculum areas and is exposed to ideas for implementation of a collaborative program. The intern gains knowledge of the techniques and strategies for working with ethnically and culturally diverse students and is exposed to the techniques for positive behavior support. Finally, the intern has a practicum in both general and special education.

In advanced specialization the intern establishes specific expertise by completing characteristics and teaching methods courses relating to the specific disability area. During phase three, exploration of research and databased instruction is expanded and advanced collaboration skills are taught. In the final semester of the program, interns explore leadership skills and transitional, career, vocational and community aspects of special education. The interns participate in advanced staff development, use positive behavior supports and design and implement a formal induction plan.

While in the program, interns are allowed to take a paid substitute day to visit a Professional Development School and learn a specific strategy or assessment technique. The Professional Development School sites are award-winning schools using research based effective teaching practices to implement their programs. The chance to observe experts in action is a valuable learning opportunity.

Collaboration

The districts involved in the program have a history of collaborating with CSU Fullerton for planning and implementation of professional instruction, support, supervision and assessment of interns. Many of the districts participate in the CSU Fullerton Elementary Intern Program, sponsored by the Department of Elementary, Bilingual and Reading Education, and the Secondary Education Intern Program. A major strength of the Special Education Intern Program is the collaboration with the other two CSU Fullerton intern programs. All districts involved in the three intern programs are invited to the two combined advisory committee meetings each year. The meetings provide the districts updates and reports on all three programs.

Ensuring Successful Outcomes

Support. During the two-year program, the interns receive systematic support, guidance and feedback from the participating school districts, cohort peers and university faculty and staff. The program is known for using innovative methods of providing assistance and guidance to interns. The interns maintain support logs and create portfolios to document progress as a teacher. The program has a fulltime telephone hotline staffed by a past intern. Interns' messages are answered within 24 hours. Support seminar and classroom supervision and coaching are provided to all special education interns throughout each of the four semesters of the program.

Evaluation. An important evaluation feature is the use of classroom data to measure growth of students with disabilities. During the coursework, each intern learns how to design and conduct curriculum-based assessment and how to design behavioral assessments. Both assessments are measured at three points during the intern's first and

second years. The goal is for each child with disabilities in the intern's class/program to show at least one years growth academically. The level of student improvement should strongly correlate with the quality of instruction provided by the intern, a feature in line with the Coordinated Compliance Review (CCR) regulations to assess student achievement. Between 2000 and 2002, data shows the Kindergarten through 12 (K-12) students in intern classrooms average 17 to 20 months growth for 9 months of instruction. A collaboration with the University of Kansas Action Research Website (www.actionresearch.atec.org) is used for documentation of student outcomes.

Monthly Saturday intern seminars reinforce how to collect assessment data. At an initial seminar, interns participate in job-alike groups and share what assessments they use for their students. The interns discuss a variety of assessments, from case studies to group exams. At a later seminar, interns discuss the assessment data outcome with the faculty.

Interns are taught research based effective teaching methods including explicit instruction, direct instruction, strategic instruction and BIG idea focus. A specific strategy is covered at each intern meeting, for example, the test-taking strategies from the University of Kansas Center for Research on Learning. Support providers conduct small group workshops to teach strategies and assessment techniques. When data is taken frequently, the interns are able to quickly assess student progress and monitor and adjust instruction appropriately.

Sample Course Sequence

To complete the professional clear Education Specialist Credential – Mild/Moderate, or Moderate/Severe, interns enroll in the following course sequence:

Course Number	Course Name	Units
Preemployment Requirement		
SPED 371	Exceptional Child	3
SPED 421	Families of Children with Disabilities	3
SPED 430a	Foundations for Teaching	3
SPED 462	Practices and Procedures	3
Year One		
SPED 490	Intern Survival Seminar and Field Practicum	3
SPED 430B	Curriculum and Instruction (Math, Social Studies, Science)	2
SPED 433	Language Arts and Reading	3
SPED 599	Non-University Credit (CFFAST – OK)	3
SPED 482a/b	Curriculum and Methods – Special Education	3
SPED 529	Collaboration/Induction Seminar	3
SPED 439a	General Education Competencies	5
Year Two		
SPED 586	Intern seminar – Advanced Curriculum Issues	3
SPED 531/2	Advanced Seminar – Mild/Moderate or Moderate/Severe	3
SPED 520a/b	Assessment for Mild/Moderate or Moderate/Severe	3
SPED 522	Positive Behavior Support	3
Health 358	Health for Teachers	3
SPED 510	Research Methods – Action Research	3
SPED 489a/b	Special Education Competencies Final Sign-Off by District/University	6
SPED 533	Final Induction Sign-Off/Portfolio Verification	3
Computer	Computer Competencies/Class	

California State University, Hayward
California Special Education Intern Program

Linda Smetana

Overview

The intern program at California State University, Hayward (CSUH) is known as the Preliminary Level I Education Specialist Intern Credential Program for Mild/Moderate Disabilities or Moderate/Severe Disabilities. The program began in 2003 and trains teachers to serve students with mild/moderate and moderate/severe disabilities and is primarily coordinated by school districts in Alameda and Contra Costa Counties. Grants provide funds to serve twenty-five interns. Currently ten interns are enrolled in the program. Plans are in progress for serving additional districts.

Program Description

The program is grounded in the philosophy that all students, regardless of culture, language, socioeconomic status, abilities or disabilities, are to be afforded the highest quality of education. The program also assumes all individuals in society have the right to inclusion and successful participation in the least restrictive environment, and the purpose of education is to facilitate successful participation and assist individual students to increase their competence in these environments.

The program has several unique features with an emphasis on teaching children in inclusive settings. The program requires that on completion, the interns are equally prepared to assist in a general education setting or run a program for a particular set of students. Interns, who have achieved subject matter competency, enter the program in one of two ways. Interns with a General Education Credential complete the program as a Special Education Department (SPED) intern only, and at the conclusion of the six-quarter sequence, the intern is eligible to apply for the Preliminary Education Specialist Credential. Interns without a General Education Credential complete the program as a Teacher Education Department (TED)/SPED intern. At the conclusion of the six-quarter program, these interns are eligible to apply for both a Cross-Cultural, Language, Academic Development (CLAD) emphasis Preliminary Multiple Subject Credential and a Level I Preliminary Education Specialist Credential.

During the program, interns are thoroughly prepared in the development of instructional, interpersonal and management skills for teachers. The development directly relates to the attainment of a broad repertoire of knowledge regarding individual differences among learners and curriculum. The program identifies research based practices and strategies that enhance teacher effectiveness and student learning at elementary, secondary and transition periods. The goal of the program is to have interns become long-term instructional leaders in the school community.

Collaboration

Intern program candidates develop competence in areas of teamwork and collaboration, systematic and differentiated instruction, referenced and standards based assessments, positive behavioral supports, multi-level curriculum and curricular adaptation. The interns learn how to form partnerships with families and communities.

The interns benefit from the collaboration between Educational Psychology Department and the Teacher Education Department.

Ensuring Successful Outcomes

Support. The university and the employing school district collaboratively select the district support provider during the first quarter of an intern's employment. The district support provider is funded for release time to work with the intern. Whenever possible, the support provider is employed at the same site as the intern. The program uses the cohort model so interns have a peer group to share the learning experience. Intern class work is often completed with non-intern education specialist students. The interns are part of a larger group of students with diverse educational experiences. This academic setting enhances the transfer of knowledge through the intern to the public school setting.

Interns start teaching in public schools at the beginning of the school year. Since interns are the teachers of record and do not have master teachers, the partnership districts employ interns on 80 percent contracts. The less than full-time contract enables interns to complete the field experiences linked to coursework and to spend 20 percent of the week working with a master teacher at a different level. An intern teaching at an elementary school spends four days a week at the elementary school and one day a week at a middle or high school. Interns attend an intern seminar to meet with the university supervisor and other program interns to provide continuing support while they are teaching in the school setting. The intern program recognizes a need for the immediate support of intern teachers. Therefore, interns are assigned a university field supervisor when they enter the program. The university field supervisor brings strategies for assessment and instruction to the intern and provides feedback, guidance and assistance. Interns in the TED/SPED pathway are assigned a general education and a special education university supervisor. The university supervisor visits the candidate a minimum of four times per quarter.

For interns with employment arranged before the school year begins, CSUH offers a special jump-start class to prepare interns for the role as a teacher of record. Topics include outcome-based instruction, curriculum-based teaching, effective instruction principles, classroom management, IEP development and communication with members of the school community. The jump-start class is a crash course to get the employed intern ready to lead a classroom.

Evaluation. Interns are evaluated against predetermined competencies based on California Standards for the Teaching Profession, California Commission on Teacher Credentialing, Council for Exceptional Children and National Council on Accreditation of Teacher Education standards.

Intern progress is monitored throughout the program. University supervisors note intern progress on observation checklists. Other competencies are monitored through performance on coursework and in class assignments. At the end of the program, interns submit a professional portfolio that reflects their knowledge, skills and experiences.

Recruitment. The intern program recruits through the personnel offices of the partnership districts. Prospective interns complete an application that includes a copy of the offer of employment from the partnership school district. Other prospective interns learn of the intern program from the university web site and from former CSUH students.

Candidates not employed by a partnership school district, must first seek employment in a partnership district.

Sample Course Sequence

The Preliminary Level I Education Specialist Program at CSUH is a six- or seven-quarter program. Interns who enter the program with a Preliminary or Professional Multiple Subject or Single Subject Credential (or equivalent credential from another state) complete the Educational Psychology (EPSY) courses; those in the TED/SPED program complete both TED and EPSY courses.

Course Number	Course Name
TED 5110	Computers for Educators
TED 5038	Multicultural Education
TED 5370	Second Language Acquisition
TED 5353	Models of Teaching
EPSY 5021	Teaching Diverse Learners in the General Education Program
TED 5352	Reading A
TED 5366	Methods for Second Language Learners
EPSY 5126	Special Education Law and Program Design
EPSY 5125 or EPSY 5136	Educational Practices – Mild Moderate or Moderate Severe
TED 5359	Student Teaching II
EPSY	Internship Teaching
TED 5356	Reading B
TED 5350	Curriculum and Instruction – Math
TED 5365	Curriculum and Instruction – Social Studies
TED 5354	Student Teaching I
EPSY 6120	Communication – Collaborative Teaming and Management
TED 5360	Language Arts
TED 5357	Curriculum and Instruction – Science
EPSY 6127 or EPSY 6137	Instruction and Behavioral Support – Mild/Moderate or Moderate/Severe
EPSY 6128 or EPSY 6860	Fieldwork
EPSY	Internship Teaching

California State University, Long Beach/Long Beach Unified School District Education Specialist Intern Program

Shireen Pavri

Overview

The California State University, Long Beach and the Long Beach Unified School District Education Specialist Intern Program (ESIP) was initiated in 1998 to prepare a small group of highly committed teachers from the district to earn their Preliminary Education Specialist credential by participating in a rigorous and high quality program. While ESIP started as a partnership between CSULB and a single school district (LBUSD), since the 2001-2002 academic year we expanded our commitment to serve other neighboring school districts in Los Angeles and Orange Counties. During the 2005-2006 academic year, we are eligible to fund 55 interns from 27 school districts and one county office of education.

At the time of writing this monograph, we have intern partnerships with 27 school districts, and the Los Angeles County Office of Education. Our co-sponsoring school districts include ABC Unified, Anaheim Union, Bellflower Unified, Capistrano Unified, Compton Unified, Cypress, Downey Unified, East Whittier, El Monte City, Fountain Valley, Fullerton, Garden Grove Unified, Hacienda La-Puente Unified, Little Lake City, Long Beach Unified, Los Angeles Unified (Local districts 6, 7, & 8), Montebello Unified, Norwalk-LaMirada, Newport-Mesa, Ocean View, Paramount Unified, Redondo Beach Unified, Santa Ana Unified, Torrance Unified, Tustin Unified, Westminster, and Whittier Union High School District. The Long Beach Unified School District continues to be our largest partner and serves as the fiscal agent and co-sponsor for our CCTC intern grant.

The ESIP prepares teachers for Mild/Moderate and/or Moderate/Severe Preliminary Education Specialist credentials. These credentials qualify teachers to work with students with special needs from kindergarten to Grade 12. The typical intern takes between six to nine units of coursework each semester with 12 units of culminating fieldwork in their final semester, and completes the required 36 units of core Level I coursework within 2 calendar years or four semesters. Interns can progress at a faster pace if they are interested in taking classes during the Summer and/or Winter sessions. Please refer to the sample Course Sequence.

Program Description

Housed in the College of Education, ESIP is part of the Education Specialist Program. This program offers coursework that leads to the Level I (Preliminary) and Level II (Professional) Education Specialist credentials in Mild/Moderate and/or Moderate/Severe Disabilities, and a Master of Science degree in Special Education. The program is based upon the Standards of Quality and Effectiveness identified by California Commission for Teacher Credentialing, NCATE Standards, and the Council for Exceptional Children's standards for special education teacher preparation. The Program is accredited through CCTC as well as NCATE.

A distinguishing feature of the CSULB Education Specialist Credential program coursework is its cross-categorical focus. We prepare teachers to collaboratively develop, implement, and evaluate educational services for students with mild to severe disabilities,

who are educated in a range of settings in diverse, urban schools. The program focuses on preparing competent, caring and effective teachers who work in partnership with parents in meeting the needs of youngsters with disabilities. Candidates are grounded in the use of empirically validated practices in the assessment, behavior support, and instruction of students with special needs. Five theme areas of collaboration, diversity, literacy, transition, and technology are integrated throughout the credential program coursework.

Collaboration

Collaboration with participating school districts is a key goal of ESIP. Program faculty participate in multiple collaborative ventures with our school district partners (e.g. recruitment meetings, research and consultation projects, collaborative assessment of interns, working collaboratively with site-support coaches, district employees teaching prerequisite coursework, retired district employees supervising interns and leading fieldwork seminars, etc.)

ESIP is also served well by the Education Specialist Program Community Advisory Committee comprising of representatives from several partnering districts, faculty members from the College of Education and other allied programs in the University, community members with disabilities and their families, and selected alumni of our program. The Advisory Committee meets annually to provide suggestions to enhance our program and activities.

Ensuring Successful Outcomes

Support. A salient feature of ESIP is the level of support that our interns receive from both the University and their School Districts. As part of developing an intern agreement with CSULB, all participating school districts commit to providing their ESIP interns with varied types of support. All ESIP interns receive support from a grant-funded district coach, district special education staff, and site administrators. They also receive one day of release time per semester to visit model special education programs and participate in peer observation and peer coaching activities. So that interns may focus on their coursework, participating districts are strongly urged not to assign interns with additional job responsibilities such as coaching sports, serving as Department Chairs, and being responsible for after-school activities. The University is also committed to providing support to ensure optimal preparation and retention of ESIP interns. The University Project Director serves as program advisor for each intern, working closely with the student in developing their program of study and overseeing their ongoing progress in the program. Interns participate in support activities including intern cohort meetings, field seminars, online peer-mentoring, and social get-togethers. Interns receive regular coaching at their field sites from highly qualified University supervisors who have experience in public school teaching. Additionally, interns receive a stipend of \$500/- per semester that can be used toward tuition and books.

Evaluation. CSU exit surveys from our exiting students, graduates, and their employers indicate a high level of satisfaction with the quality of special education teacher preparation provided at CSULB. Varied performance assessment tools are consistently used to monitor the progress made by ESIP candidates in developing an up-to-date knowledge base and effective teaching skills, dispositions, and competencies.

These include candidate self-evaluations, class tests and exams, student case studies, educational assessments, intervention plans, in-class presentations, individual and group projects, development of professional development workshops, hands-on field experiences, field observations, supervised fieldwork, and a program portfolio. Candidates start developing their portfolio in their first class in the program and continue to include artifacts and reflections that demonstrate their mastery of program competencies as they progress through their program coursework.

Recruitment. A large number of our interns start out in our traditional Education Specialist Level I program and then transfer to ESIP upon securing a special education teaching position. We work closely with both the candidates and their hiring districts to facilitate a smooth and seamless transition of candidates to ESIP. Candidates can transfer from the traditional program to ESIP at any time in the semester. We also work closely with district staff in recruiting new special education hires into our intern program. In addition we recruit students from other programs at CSULB such as the paraeducator career ladder programs in the Department of Professional Studies, and from our Community College partners.

Sample Course Sequence

To complete the program, interns enroll in the following course sequence:

Course Number	Course Name	Units
Pre-requisite Coursework		9 units
EDP 301/302	Child Development or Adolescent Development	3
EDP 350	Education of Exceptional Individuals	3
EDP 454	Development of Communication Skills in Bilingual Contexts	3
Core Level I Coursework		36 units
EDP 480	Foundations of Inclusive Education	3
ETEC 444	Computer Technology in Education or CSET Educational Technology Test	3
EDP 405	Positive Strategies for Classroom Management	3
EDP 564	Assessment and Evaluation of Students with Disabilities	3
EDEL 452	Teaching Reading, K- 8	3
EDEL 462	Teaching Mathematics in Culturally and Linguistically Diverse Classrooms	3
EDP 567	Curriculum and Instruction for Students with Disabilities (1)	3
EDP 569	Curriculum and Instruction for Students with Disabilities (2)	3
EDP 587/588 A	Advanced Field Study and Seminar	6
EDP 587/588 B	Advanced Field Study and Seminar	6

California State University, Los Angeles

Andrea Zetlin

Overview

The California State University, Los Angeles (CSULA) Special Education Program has been in existence for 8 years and serves 51 school districts, 3 County Offices of Education, 2 Charter Schools, and 17 nonpublic schools. Currently, 150 interns are enrolled in the program. Interns are enrolled in the Level I Education Specialist program in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairment, Physical and Other Health Impairment, and Early Child Special Education. The Level I program requires 2 years to complete. The intern can start the Level II program during the second year, and can receive the Level II Credential after one additional year. The CSULA Special Education Intern Program prepares special educators to work in urban schools and early education programs with students from culturally and linguistically diverse backgrounds. The program stresses excellence in teaching as well as collaboration, inclusion, and differentiated instruction. A unique feature of the program is that during the first year, interns enroll in a university-based Saturday Learning Center. Teaching teams of 2 to 3 teachers work collaboratively to plan and instruct small groups of high risk and special needs students in an inclusive setting using thematic instruction and emphasizing literacy development.

Program Description

CSULA and the employing school district each provide extended guidance and supervision while the interns complete, within the 2-year period, all educational coursework and fieldwork requirements for the education specialist credential. The school district provides the intern with a full time teaching assignment, a site-based mentor, and district support for staff development, resources, and materials. University faculty maximize university-based instruction through seminars and coursework by modeling state-of-the-art teaching and providing opportunities for the intern to discuss real world teaching problems and concerns within the context of theory and practice.

Interns attend a sequence of foundational and specialization courses and complete two fieldwork practice. The coursework is developmentally arranged and meets the competency standards for teachers in the specific area of the education specialist credential. Courses include instruction on specific teaching methods and classroom management and are designed to enhance the interns' knowledge and daily teaching abilities. Assignments provide the interns with opportunities to practice strategies and skills in the classroom with ongoing support from faculty and mentors. Support for teaching is made available from both university supervisors and district support providers. The site-based mentors provide one-on-one support for the interns' teaching, planning instruction, conducting assessments, and consulting with parents or colleagues. The site based mentors also conduct demonstration lessons and share resources and materials with the intern. University supervisors observe the interns' instruction and provide feedback. The supervisors monitor progress and needs of the intern by maintaining regular contact with the principal and site-based support provider. The joint

guidance and collaborative effort of the university and district personnel help ensure that the interns grow in professional competencies.

Collaboration

CSULA Special Education Intern Program holds an annual advisory meeting with all partner school districts and nonpublic schools. Representatives from the Human Resources and Special Education offices attend this meeting. The program also sponsors quarterly workshops at the university for support providers to develop their skills as peer coaches. Workshops focus on such topics as how to develop a trusting and constructive relationship, how to match coach support with intern need, how to encourage interns to use reflection to improve teaching skills, and how to teach the skills and knowledge interns need to be an effective teacher.

Ensuring Successful Outcomes

Support. Throughout the school year, the support provider meets weekly with the interns and provides ongoing assessment and teaching support. Support providers follow a peer-coaching model and use numerous methods to interact with the intern. The support provider: (a) conducts frequent and varied observations of the interns' teaching and gives honest, positive and constructive feedback; (b) listens and tries to understand the intern's concerns; (c) assists the intern when challenges arise and helps analyze problems; and (d) provides resources, co-plans, and team-teaches with the intern. Interns document the nature and outcome of all contacts with support providers and complete, in collaboration with the support provider, an Individual Education Enrichment Plan to identify a professional goal to be achieved each quarter. The interns and support providers meet as a group at CSULA every 10 weeks and attend a professional development workshop. The workshops focus on the California Standards for Education Specialists, the IEP process, Adaptive Teaching Strategies, and Classroom Management.

Evaluation. Program evaluation focuses on the program outcomes. Quality control is maintained by reviewing both formative and summative data and providing reports to the school districts and CSULA faculty. Formative evaluation activities are ongoing throughout the program. The evaluation serves to provide program progress feedback and recommend necessary program modifications. Summative data is used to assess the overall impact of the program on special education practice and to determine the relationship between program standards and actual outcomes.

The effectiveness of the intern program is measured by the number, quality, and employment of program graduates. The quality of the program is measured by student and graduate evaluations, employer evaluations, and faculty judgments. Graduates and employers provide follow up evaluation data.

The interns create a professional portfolio to take responsibility for collecting a variety of evidence from courses and field experiences. Several portfolio checkpoints throughout the intern program require the interns to meet with the course professor and/or field supervisor to review the adequacy of progress in meeting program standards and demonstrating professional competencies. The final exit checkpoint is at the end of the final fieldwork practicum. At this time, interns meet with the university supervisor and the district support provider to review the portfolio and evaluate if the intern has adequately mastered the professional standards for beginning special education teachers.

Required portfolio components include a reflective summary, descriptions of how each standard has been met, sample lesson plans, and archival evidence of professional development.

Recruitment. A variety of recruitment strategies are employed: (1) All partner districts and nonpublic schools are provided with program brochures and intern program registration procedures to distribute to newly hired teachers. Partner districts and schools are also sent Special Education Group Advisement schedules to notify all eligible special education teachers of the scheduled sessions. At Group Advisement, attendees learn about the CSULA special education credential programs and the application process; (2) Presentations are made about the intern program in introductory education courses at CSULA; and (3) Faculty from the Division of Special Education and Counseling attend Intern Recruitment Fairs sponsored by partner districts to provide prospective applicants with information about the CSULA Intern program.

Sample Course Sequence. The course sequence depends on the education specialist credential program. Interns begin with foundational courses in the first year and then enroll in specialization courses during the second year. There is also two formal fieldwork practice where progress toward demonstration of teaching competencies is assessed by university supervisors. During the first year of the program, interns are required to spend one academic quarter (i.e., 10 weeks) developing and demonstrating teaching competencies within a university-based Saturday Learning Center. If successful in the Learning Center, the intern can complete the final practicum experience under university supervision in their own classroom during the second year.

California State University, Los Angeles
Mild/Moderate Disabilities Course of Study

Course Number	Course Name	Units
Pre-requisite Courses		
EDSP 300	Introduction to Teaching	4
EDSP 409	Assessment for Individuals with Exceptional Needs	4
Quarter 1		
EDSP 400	Foundations of Special Education	4
EDEL 415	Curriculum and Teaching of Reading	4
Quarter 2		
EDEL 413	Student Behavior and Social Interaction Skills	4
EDSP 407	Directed Teaching in Special Education	5
Quarter 3		
EDSP 408	Cognitive, Linguistic and Literacy Processes	4
EDSP 450	Teaching Students with Mild to Severe Disabilities	4
Quarter 4		
EDSP 512	Building Partnerships in Special Education	2
EDSP 552	Teaching Students with Reading and Writing Disabilities I	4
EDSP 595A	Seminar: Development of Induction Plan I	2
Quarter 5		
EDSP 553	Teaching Students with Reading and Writing Disabilities II	4
EDEL 417	Curriculum and Teaching of Math	4
Quarter 6		
EDFN 440	Schooling in a Diverse Urban Society	4
EDSP 489	Demonstration of Instructional Competences	9

California State University, Northridge Special Education Intern Program

Sue Sears and Nancy Burstein

Overview

California State University, Northridge (CSUN) has offered a special education intern program with the Los Angeles Unified School District since 1988, and as a veteran project, a state-funded program since 1994. Since its beginnings, the CSUN program has expanded, partnering with over 50 districts in communities surrounding the University. During the 2004-2005 academic years over 300 interns participated in the CSUN Special Education Intern Program. Of these 266 were earning credentials in the area of Mild-Moderate Disabilities, 43 in Moderate-Severe Disabilities and 11 in Deaf and Hard of Hearing. Upon completion of the two-year program, interns earn a Preliminary Level I Education Specialist credential in Mild-Moderate Disabilities, Moderate-Severe Disabilities or Deaf and Hard of Hearing.

Program Description

The CSUN Special Education Intern Program is a collaborative project between the University and school districts in Los Angeles, Ventura, San Bernardino, and Santa Barbara Counties. Interns enroll in credential coursework through CSUN and receive on-the-job supervision from university faculty and district support providers. The Intern Program consists of three primary components: university courses, seminars linking theory with field experiences, and practica in candidate's own classrooms. Coursework is consistent with that required of all credential candidates and includes both generic and specialization classes in the areas of mild-moderate and moderate-severe disabilities, and deaf and hard of hearing. For those without a general education credential, reading and methods courses in elementary or secondary education are also required.

The cohorted intern seminars are a unique feature of the intern program distinguishing it from conventional programs in the Department of Special Education. The seminars are designed to address the developmental needs of beginning teachers and to satisfy the induction, support, and performance assessment components of the Level II credential. Seminar content focuses on linking principles of instruction and "best practices" in special education to specific classroom experiences. Practica are completed in the schools where interns are employed. Ongoing classroom assistance is provided by the faculty supervisor and an assigned district support provider. The university supervisor also serves as the instructor for the intern seminar. Support personnel include on-site and retired special educators, full-time released district support providers, and other professionals participating in the CSUN Special Education Trained Cadre. University faculty provides ongoing credential advisement and support throughout the program, with each intern receiving a stipend to assist with the cost of university coursework.

Collaboration

The CSUN Special Education Intern Program engages in a number of collaborative activities with over 50 participating school districts and county offices of education. These activities include collaborative planning, teaching, and mentoring. First, as a part of collaborative planning, CSUN faculty participates in a regional

network, the purpose of which is to share information and discuss policy issues that influence local districts and universities. Second, for a number of years district teachers and administrators have taught and co-taught credential coursework with university faculty. And currently a number of district personnel are hired as adjunct faculty, responsible for intern supervision and the intern seminar. These collaborative teaching arrangements enhance the program by adding practitioners with expertise and knowledge to our faculty. Finally, and most importantly, the university collaborates with support providers in providing mentoring to interns.

During the 2004-2005 year the program identified a qualified district support provider for each intern, and from this pool invited all interested to become part of a Trained Cadre. With over 50 teachers participating, the Cadre met 6 times throughout the school year. Each session was organized around a professional development topic of interest to support providers. These topics included strategies for providing positive feedback and being an effective mentor, information related to the reauthorization of IDEA and differentiated instruction. In addition, the meetings were an opportunity for faculty and support providers to share information related to university and district procedures, policies, and initiatives.

Ensuring Student Outcome.

The program is designed to provide a hands-on, reality-based course of study that links theory with practice, and develops reflective practitioners prepared to serve students with disabilities. Over 40% of our interns represent diverse cultural and linguistic backgrounds and our retention rate, averaged over a 5 year period is 88%. These factors and the program features that follow support favorable K-12 student outcomes.

Student outcome measures. Interns collect and present student outcome data in their portfolios under the CSTP domain Assessing Student Learning. The emphasis is on evidenced-based instruction with artifacts documenting and evaluating student performance. In the first seminar, interns identify the assessment component of their semester plan; in the second, present levels of performance, and in the third, student progress throughout an instructional unit. The final semester's professional development project focuses on improving student outcomes.

Evidence documenting intern progress. Intern progress is documented using a number of performance based assessments. Designed to incorporate items from three different sets of professional standards, these include feedback and competency evaluation forms, completed each semester of the two-year program. Evaluations are guided by Descriptions of Practice for Special Educators, an adapted version of the California Formative Assessment and Support System for Teachers (CFASST).

Support. Cohort-based intern seminars each semester provide collegial support through the exchange of ideas, networking, and collaborative problem solving. One-to-one on-site support is provided in the intern's own classroom by an experienced special educator, the district support provider, and CSUN faculty. The CSUN supervisor also serves as the instructor in the bi-weekly intern seminar. This arrangement facilitates the integration of coursework and practica, and allows the supervisor to observe interns across both field-based and campus-based instructional settings. Finally, stipends assist with tuition costs.

Recruitment techniques. The CSUN intern program engages in a number of recruitment activities. These include, but are not limited to informational meetings at CSUN, advertising through the distribution of brochures and flyers to schools in geographical areas surrounding the campus, and ongoing advisement to prospective interns seeking employment or teaching on emergency permits.

Sample Course Sequence

Mild-Moderate Disabilities Course of Study
Introduction to Special Education

Generic		12 units
SPED 400	Introduction to Special Education	3
SPED 401C/L	Inclusive Education and Laboratory	3
SPED 402A	Behavioral Assessment and Positive Behavioral Support	3
Multicultural requirement or 496DV Equity and Diversity in Schools		3
General Education		8-9 units
EED 520	Teaching Reading in the Elementary School	3
EED 577 SED 521	Language Arts and ESL Instruction or Literacy, Language and Learning in Multiethnic Sec Schools	3
EED 565M SED 525	Mathematics Curriculum and Methods or Methods of Teaching Single Subject	2 3
Specialization		9 units
SPED 504MM	Teaching Diverse Learners with MM Disabilities	3
SPED 505MM	Curriculum and Instruction in MM Disabilities	3
SPED 509MM	Introduction to Assessment of Learners with MM Disabilities	3
Fieldwork		12 units
SPED 506MM	Special Education Internship Field Experience (4 semesters)	3
Total Units		41-42

Moderate-Severe Disabilities Course of Study

Generic		11 units
SPED 400	Introduction to Special Education	3
SPED 401C	Inclusive Education	2
SPED 402A	Behavioral Assessment and Positive Behavioral Support	3
Multicultural requirement or 496DV Equity and Diversity in Schools		3
General Education		8 units
EED 520	Teaching Reading in the Elementary School	3
EED 577	Language Arts and ESL Instruction or	3
EED 565M	Mathematics Curriculum and Methods or	2
Specialization		12 units
SPED 504MS	Teaching Diverse Learners with MM Disabilities	3
SPED 505MS	Curriculum and Instruction in MM Disabilities	3
SPED 581	Augmentative and Alternative Communication	3
Special Education Elective (check with Advisor)		3
Fieldwork		12 units
SPED 506MS	Special Education Internship Field Experience (4 semesters)	3
Total Units		43 units

Deaf and Hard of Hearing Course of Study

Generic		14 units
SPED 400	Introduction to Special Education	3
SPED 401C	Inclusive Education	2
SPED 402A	Behavioral Assessment and Positive Behavioral Support	3
SPED 535	Working with Families of Very Young Children with Disabilities	3
Multicultural requirement or 496DV Equity and Diversity in Schools		3
General Education		8 units
EED 520	Teaching Reading in the Elementary School	3
EED 565M	Mathematics Curriculum and Methods	2
SED 565Sor	Integrated Social Studies/Arts Curriculum or	3
EED 575	Methods of Teaching Single Subject	3
Specialization		19 units
SPED 504D	Teaching Diverse DHH Learners	3
SPED 560	Language Development in Deaf and Hard of Hearing Students	3
SPED 561D	Teaching Reading to Deaf and Hard of Hearing Students	3
SPED 563	Audiology and Spoken Language Development of DHH Students	3
SPED 565	Teaching English to Deaf and Hard of Hearing Students	3
SPED 566D/L	Curriculum and Instruction of DHH Students/ Lab	4
Fieldwork		12 units
SPED 506D	Special Education Internship Field Experience (4 semesters)	3
Total Units		53 units

Sample Course Sequences (Cont.)

Moderate/Severe Disabilities Course of Study

Course Number	Course Name	Units
Generic		11
SPED 400	Introduction to Special Education	3
SPED 401C	Inclusive Education	2
SPED 402A	Behavioral Assessment and Positive Behavioral Support	3
	Multicultural requirement or 496DV Equity and Diversity in Schools	3
General Education		8
EED 520	Teaching Reading in the Elementary School	3
EED 577	Language Arts and ESL Instruction	3
EED 565M	Mathematics Curriculum and Methods	2
Specialization		12
SPED 504MS	Teaching Diverse Learners with Moderate/Severe Disabilities	3
SPED 505MS	Curriculum and Instruction in Moderate/Severe Disabilities	3
SPED 581	Augmentative and Alternative Communication	3
	Special Education Elective	3
Fieldwork		12
SPED 506MS	Special Education Internship Field Experience (4 semesters)	3

Sample Course Sequences (Cont.)

Deaf and Hard of Hearing Course of Study

Course Number	Course Name	Units
Generic		14
SPED 400	Introduction to Special Education	3
SPED 401C	Inclusive Education	2
SPED 402A	Behavioral Assessment and Positive Behavioral Support	3
SPED 535	Working with Families of Very Young Children with Disabilities	3
	Multicultural requirement or 496DV Equity and Diversity in Schools	3
General Education		8
EED 520	Teaching Reading in the Elementary School	3
EED 565M	Mathematics Curriculum and Methods	2
SED 565S or EED 575	Integrated Social Studies/Arts Curriculum or Methods of Teaching Single Subject	3
Specialization		19
SPED 504D	Teaching Diverse Deaf and Hard of Hearing Learners	3
SPED 560	Language Development in Deaf and Hard of Hearing Students	3
SPED 561D	Teaching Reading to Deaf and Hard of Hearing Students	3
SPED 563	Audiology and Spoken Language Development of Deaf and Hard of Hearing Students	3
SPED 565	Teaching English to Deaf and Hard of Hearing Students	3
SPED 566D/L	Curriculum and Instruction of Deaf and Hard of Hearing Students and Lab	4
Fieldwork		12
SPED 506D	Special Education Internship Field Experience (4 semesters)	3

California State University, San Bernardino Mild/Moderate Disabilities Intern Program

Marjorie McCabe

Overview

The Mild/Moderate Disabilities Intern Program at California State University, San Bernardino (CSUSB) began in 1992 and has received continuous federal and state grants and contracts. The program has partnerships with forty school districts across San Bernardino and Riverside Counties. The school districts include urban, suburban, and rural settings. The program increased in size from approximately fifty interns per to about one-hundred interns for the last couple of years. All candidates earn a professional clear Educational Specialist Mild/Moderate Disabilities Credential and approximately ninety percent of the interns also earn the optional CLAD certificate. The interns need only four additional courses and a culminating project for the Master's Degree in Education, special education option. A major emphasis of the program is on intern support from the intern program office, university supervisor, site administrator, and district support provider. Also emphasized is specialized training in working with English language learners.

Program Description

The program is approved by the California Commission on Teacher Credentialing as an integrated Level I and Level II intern program. Three years ago, the Program changed from a once-a-year admission format in August to year-round admissions. Interns are now accepted every quarter and often have completed some credential coursework before they enter the Intern Program. Although course histories are quite varied, interns do take coursework in cohort format as much as possible. Every effort is made to integrate all interns into a cohort in order that they benefit from the group support and being part of a consistent learning community. The same course sequence is followed by all interns. This is coordinated and monitored by the program coordinator and assistant. Most interns complete two courses per quarter, including the two summer sessions. Interns' registration is coordinated by the Intern Office and is registered each quarter with traditional (non-intern) credential candidates. On-line course format is utilized, but most courses are offered one evening per week. Some coursework is taken at CSUSB's Palm Desert campus; courses are occasionally offered in a weekend intensive format.

All candidates are interviewed individually by a panel of intern university supervisors and the coordinator using the Haberman Interview Scale. The intern panel either accepts the intern conditionally or does not accept the candidate into the program. If accepted, the candidate is given a conditional acceptance letter. The prospective intern then seeks jobs in districts of his/her choice, using the conditional acceptance letter as proof of eligibility for an intern credential. Most districts do not interview applicants unless they are fully credentialed or are eligible for an intern credential.

Districts support interns by contributing six substitute days per year to attend workshops, conferences, trainings, complete required observation/participation hours, and observe in model classes. Interns also attend one or two seminars quarterly with the

program coordinator and assistant. During the seminars, the interns complete registration for the following quarter, discuss teaching challenges and brainstorm solutions to practical issues.

Collaboration

The Mild/Moderate Disabilities Intern Advisory Board is comprised of the program coordinators and assistants from CSUSB, directors of special education and human resource personnel from participating school districts and/or county offices of education, a past and present intern, faculty from CSUSB and other individuals interested in contributing to the on-going development and evaluation of the program. The CSUSB program coordinator facilitates the advisory board meetings in fall and spring.

There is ongoing collaboration between the University and participating districts. University supervisors confer with site evaluators regularly regarding intern progress in the Program and in the classroom. A meeting is held each quarter to complete the required written progress and grade reports.

Ensuring Successful Outcomes

Support. A university supervisor and a district support provider are assigned to each intern during the first quarter of the program. The university supervisor assigns a grade each quarter and acts as a major source of support and guidance for the entire program. The supervisor visits or observes the intern approximately every two weeks or five times each quarter. The supervisor models and observes lessons, reviews lesson plans, gives input on assessments/IEPs and helps with implementing inclusion with general education students. Written and oral feedback is given to the intern after each observation/visit.

Typically the district special education coordinator or director assigns the district support provider to the intern. The district support provider works with the intern three times during the first quarter and once or more often, if needed, for subsequent quarters. The support provider addresses district-specific issues, such as assessments, IEP guidelines, curricula issues as well as special education policies and procedures. All interns receive support from their site evaluators and special education departments.

Evaluation. Several different methods are utilized to support interns and determine their skill level throughout the program. The university supervisors and site evaluators for each intern complete evaluation documents each quarter. The evaluation addresses the California Standards for the Teaching Profession and research-based best practices. A program evaluation is sent to each intern and each site evaluator when the intern has completed the first and the third year of teaching after completing the program. The survey is mailed to each evaluator, completed anonymously and returned to the CSUSB program coordinator. The surveys are analyzed to determine program areas that might need adjustment or modification, and to identify the areas of strength.

Sample Course Sequence

The complete two-year course sequence in quarter units is as follows:

Course Number	Course Name	Units
Preemployment Requirement		
ESPE 529	Introductory Methods for Special Education – Interns	4
Year One		
ESPE 656	Curriculum and Methods in Special Education – Core Subjects	4
ESPE 680A	Intern Fieldwork and Seminar – Mild/Moderate	8
ESPE 530	Psychology and Education of Individuals with Disabilities	4
ESPE 624	Managing Learning and Social Communities	4
ESPE 680A	Intern Fieldwork and Seminar – Mild/Moderate	8
EELB/ESEC 321**	Culture and Schooling	4
EELB 445**	Reading/Language Arts Curriculum & Methods in the Elementary School	3
ESPE 680A	Intern Fieldwork and Seminar – Mild/Moderate	8
ESPE 637	Assessment and Evaluation of Students with Disabilities	4
ESPE 660	Instructional Planning for Culturally and Ethnically Diverse Students with Disabilities.	4
Year Two		
ESPE 655	Curriculum and Methods in Special Education – Language Arts	4
ESPE 685	Advanced Behavior Management	4
ESPE 680A	Intern Fieldwork and Seminar – Mild/Moderate	8
ESPE 635	Effective Communication with Professionals and Families	4
EELB/ESEC 511**	Theory & Practice for English Language Development (ELD)	4
ESPE 680A	Intern Fieldwork and Seminar – Mild/Moderate	8
ESPE 649	Curriculum and Methods in Special Education – Secondary Transition-Career/Vocational Prep.	4
EELB 441	Mathematics Curriculum and Methods in the Elementary School	4
ESPE 680A	Intern Fieldwork and Seminar – Mild/Moderate	8
EELB/ESEC 605*	Curriculum Develop/Specially Designed Academic Instruction English (SDAIE)	4
EELB/ESEC 680*	Practicum in Teaching English as a Second Language	2
	Computer Education	8
	Health Science	4

*CLAD certificate only course requirement

**Not required for interns with a General Education/CLAD Credential

California State University, San Bernardino
Early Childhood Education Specialist Intern Program

Judy Sylva

Overview

The Early Childhood Special Education (ECSE) Intern Program at California State University, San Bernardino (CSUSB) is a collaboration among the Special Education Program, the Department of Psychology and Child Development, the Early Childhood Education (ECE) Programs at community colleges, and local school districts and county offices in the San Bernardino, and Riverside areas. This program provides early intervention and preschool training to students from professionals in a variety of disciplines.

The services provided by early interventionists and preschool teachers include supporting the social and emotional needs of parents and families, enhancing parent-child interactions, providing developmentally appropriate practices to enhance child learning and development, utilizing research-based practices that are sensitive to the diversity of children and families served, and coordinating community agencies and services.

Program Description

The ECSE Intern Program at CSUSB is a California Commission on Teacher Credentialing (CCTC) approved level I Education Specialist Credential program that students typically complete in four to five quarters or just over one calendar year. Students are accepted to the program when they meet the following requirements: (a) acceptance to both the university and the College of Education Special Education Program; (b) completion of subject matter coursework (18-20 quarter units) in child development and Early Childhood Education (ECE); (c) verification of passing CBEST; (d) completion of English Language Authorization minimum requirements; (d) interview with Program Coordinator; and (e) verification of U.S. Constitution requirement. An individualized program plan is developed for each intern. Throughout the program, students are evaluated by a University Supervisor and a district supervisor. Students are evaluated on competencies that reflect both the CCTC standards for Early Childhood Special Educators as well as the standards for beginning teachers in ECSE established by the Council for Exceptional Children (CEC).

The first class that all interns take in the first quarter of the program is a class that covers a variety of issues germane to the experience of new teachers in the classroom. The class covers topics from classroom design and management to record keeping to the legal aspects of special education including assessment, IEP development, and IEP implementation. Each quarter of the program students take classes with their peers in the ECSE program as well as their peers in the multiple subject, mild to moderate, and moderate to severe credential programs. The diversity of perspectives experienced in the university classroom setting is intended to acclimatize the intern to conditions in the public school settings where they work. Each quarter, interns also take classes specific to the ECSE program to promote a collaborative community of ECSE teachers. These relationships typically sustain the interns while they are in the program and last beyond the years spent at CSUSB.

The ECSE Intern program is structurally the same as the traditional Level I credential program. Students in both programs attend classes together and benefit from the varied experiences of their classmates. The rigor of both programs is equivalent with a focus on teaching and learning activities that are based on sound theory and are relevant to the needs of the districts that are served by the ECSE programs. Faculty with expertise in the course objectives for each class provides instruction. Quality is monitored based on faculty classroom visitations and evaluations of teaching faculty effectiveness as well as evaluations made by the students in the class. Student outcomes relative to the CCTC and CEC standards of ECSE teachers are monitored to ensure the quality of the program.

Blackboard and other communication technologies are utilized in the intern program to promote reflective teaching practices and provide ongoing support to interns by University field supervisors, program faculty, and district support providers. The geographical area served by the CSUSB Intern Program is vast and University field supervisors are recruited from the regions where they live and work in order to address the unique needs of the diverse communities served. District Support Providers, University Supervisors, faculty, and interns are all provided with the same program handbook to facilitate continuity and quality in intern evaluation.

Collaboration

The Early Childhood Special Education Intern Advisory Board is comprised of the program coordinators and assistants from CSUSB, directors of special education and human resource personnel from participating school districts and/or county offices of education, a past and present intern, faculty from CSUSB and other individuals interested in contributing to the on-going development and evaluation of the program. The CSUSB program coordinator facilitates the advisory board meetings in fall and spring.

Ensuring Successful Program Outcomes

The ECSE Intern Program provides multiple methods of support to their interns in an attempt to ensure successful program outcomes. Program support is offered at the following three levels: (1) university, (2) district, and (3) student-to-student. At the university level, each student is visited by the university supervisor four times during the quarter, or 12 times during the academic year. The university supervisor works with each district support provider ensuring that all supervision assignments and recommendations are well-coordinated. All interns and their support providers are also invited to quarterly intern seminars that address professional expectations and requirements for interns as well as areas of concern and current issues in ECSE. Each district is also supported through interactions with the ECSE Intern Program Coordinator and the Intern Administrative Support Coordinator. District support providers participate in orientation and training in their role of providing support to new teachers. These district representatives become stakeholders in the success of the interns in the program and have opportunities to communicate and collaborate with their counterparts from other districts as well as with University field supervisors and faculty. In the intern seminars and the class offered each quarter just for ECSE students, interns are provided with opportunities to support each other. In addition to face-to-face meetings with peers, interns are required to participate in reflective practice via the on-line Blackboard platform.

In addition to support provided for interns, the evaluation of intern performance is expected to reflect both the quality of the program as well as the success of interns as teachers in the participating districts. Each intern is assigned a University Field Supervisor each quarter of the program. Interns and/or the district supervisor are encouraged to identify a District Support Provider who has a credential in ECSE and experience as a teacher in the district. The ECSE program at CSUSB is competency based. The competencies will be evaluated by the intern, University Supervisor and the District Support Provider on an ongoing basis during each quarter of the program to ensure that all competencies are addressed. In the final quarter, the intern will be evaluated by the University Supervisor in collaboration with the intern and Support Provider to ensure that all competencies have been applied by the intern. The intern will be expected to keep evidence of their competencies via work samples, observation notes, correspondences, training materials, reflections, etc. in a portfolio to be considered vital documentation in the evaluation process. A notebook is provided to each intern to document the mastery and application of competencies. Observation forms are completed by the University Supervisor and the District Support Provider to document support and feedback provided to the intern. These forms are completed in triplicate with one copy given to the intern, one for the Supervisor/District Support Provider, and one for the ECSE Intern Program Director to evaluate the needs of the interns and the quality of program support. The director of the ECSE Intern Program meets with the Supervisors for a total of 8 hours per quarter to provide training in candidate evaluation and the use of forms to document candidate progress and performance.

Course Sequence

The ECSE Intern Program results in a Level I Education Specialist Credential. The course sequence that follows is required for all intern Level I credential students to meet the criteria for the Level I credential approved by the CCTC.

ESPE 529	Introductory Methods for Special Education (4 units)
HD 240	Introduction to Child Development (4 units)
EELB 317	Educational Psychology for Diverse Societies (4 units)
ESPE 530	Psychology and Education of Exceptional Individuals (4 units)
PSYC 305	Psycholinguistics of Language (4 units)
ESPE 542D	Literacy for Early Childhood Special Education (4 units)
ESPE 637	Assessment and Evaluation (4 units)
ESPE 650	Development and Assessment of Young Children with Disabilities (4 units)
ESPE 651	Curricular Strategies for Students with Moderate/Severe Disabilities (4 units)
ESPE 660	Instructional Planning for Culturally and Ethnically Diverse Students with Special Needs (4 units)
ESPE 665	Curriculum and Methods in Special Education: Early Childhood Special Education (4 units)
ESPE 680C	Intern Fieldwork: Early Childhood Special Education (8 units) (taken each quarter of the program)

California State University San Bernardino Moderate/Severe Disabilities Intern Program

Kathie Phillips

Overview

The California State University, San Bernardino (CSUSB) Moderate/Severe Disabilities Intern Program began in 2001 as a collaborative partnership with Riverside County Office of Education. The program currently collaborates with 22 school districts, the county offices of education in San Bernardino, Riverside and Los Angeles counties, and 2 nonpublic schools.

Program Description

The candidate enrolled in the California State University, San Bernardino Moderate/Severe Disabilities Intern Program is a graduate student, participating in a 5-quarter program, leading to a Preliminary Level I Education Specialist Credential: Moderate/Severe Disabilities, EL Authorization. The intern program plan is based on the standards from the California Commission on Teacher Credentialing (CCTC) and the California Standards for the Teaching Profession (CSTP). Although candidates may apply concurrently to the university and the intern program, applicants are considered for the Special Education M/S Disabilities Intern Program once they have been accepted to the CSUSB and the College of Education. Each qualified candidate is then interviewed individually using the Haberman Interview Scale. The 5-quarter course sequence is arranged so students are registered in and attend classes with the same cohort of students throughout the duration of the program. Although students may enter the intern program at the beginning of any quarter, every effort is made to ensure that they are an integral part of the cohort. University supervisors visit interns in their classrooms at least biweekly each fall, winter, and spring quarters. The university supervisor, intern and district support provider meet quarterly with the site principal to evaluate the intern's progress toward meeting competencies. Program activities are structured to provide group unanimity and support. Students take courses in a cohort format that provides strong collaboration and peer support. They attend quarterly seminars that clarify questions, provide new curriculum ideas, develop rapport between faculty and students, offer exposure to relevant research and provide opportunities for sharing ideas between students.

Collaboration

The success of the California State University, San Bernardino Moderate/Severe Disabilities Intern Program is based on fostering a successful collaborative relationship between the university and our school district partners. This partnership includes active attendance at the Special Education Advisory committee meetings where we communicate with districts to assess the availability of interns and potential vacancies. We maintain on-going communications with liaison programs and also meet with participating district administrators regarding their employees' potential involvement in the intern program.

Ensuring Successful Program Outcomes

Support: One of the ways the program ensures successful outcomes for interns is the individual feedback provided by the university supervisor. During the biweekly visits from the university supervisor, feedback forms are written and discussed with the intern. at least once per quarter a collective meeting between the site evaluator, intern and university supervisor is scheduled to review the intern's progress toward university competencies. The quarterly intern seminars provide a direct avenue for communication between interns and the director of the program as well as opportunities for interaction and sharing between interns. The seminars are designed to answer questions, provide curriculum ideas, update legislative changes, and clarify policies. Quarterly meetings are held with university supervisors to maintain consistency of supports and assignments as well as to provide information regarding student development and course content. Graduates of the intern program who are currently teaching in a specific district are also available to provide district specific support to current interns before and after the school day and/or on Saturdays.

Evaluation: Intern program success is also documented by the following outcome measures:

- (a) Intern input on online program survey
- (b) Input of information on evaluation surveys completed by current students and graduates of the intern program during annual evaluation retreats
- (c) the number of students who obtain a preliminary credential after the 5 quarters
- (d) the number of students who require longer than 5 quarters to complete the program and the reason (e.g., illness, failed a course the last quarter, failed the RICA, etc.)
- (e) RICA passage rate and the number of times students took the test before passing
- (f) retention rates that are tracked for every intern for 5 years

Course Sequence

To achieve the Preliminary Level I Education Specialist Credential: Moderate/Severe Disabilities, EL Authorization, students enroll in the following course sequence:

Course Number	Course Name	Quarter Units
Fall (1)		
ESPE 529	Introductory Methods in Special Education	4
DSPE 651	Curricular Strategies for Student with Moderate/Severe Disabilities	4
ESPE 680	Intern Supervision	4
Winter		
EELB 315	Reading/Language Arts Curriculum and Methods	4
ESPE 637	Assessment and Evaluation	4
ESPE 680	Intern Supervision	4
Spring		
EELB 423	Mathematics Curriculum and Methods in Elementary School	4
ESPE 624	Managing Learning and Social Communities	4
ESPE 680	Intern Supervision	4
Summer		
ESPE 530	Psychology and Education of Exceptional Individuals	4
EELB 301	Growth and Development in Socio-Educational Contexts	4
Fall (2)		
ESPE 660	Instructional Planning for Culturally and Ethnically Diverse Students Special Needs	4
EELB 317	Educational Psychology for a Diverse Society	4
ESPE 680	Intern Supervision	4

Chapman University
Education Specialist Intern Program

Mike Stuckhardt

Dawn Hunter

Ellen Curtis-Pierce

Overview

The Chapman University Education Specialist Intern Program started in the fall of 2002. The program serves school districts throughout California by offering programs in the School of Education on the Orange campus and in the Chapman University College and the network of fourteen regional campuses. From 2002 to 2004, 75 credential candidates have served as interns and 114 local education agencies have participated in the program. Chapman University offers internship students numerous options in pursuing an Education Specialist Preliminary Level I Credential. Internship candidates can earn a Master of Arts in Special Education degree by completing additional graduate coursework after completing the credential program.

Program Description

The Chapman University Education Specialist Intern Program is based on the California Standards for the Teaching Profession and the Preliminary Level I Education Specialist Standards from California Commission on Teacher Credentialing standards. Interns are required to be continuously enrolled in specified program coursework throughout the duration of the internship. The intern program courses are designed to provide a strong focus on curriculum development and a range of instructional approaches, as well as on the strategies for meeting the academic needs of diverse populations. Constructivist theory and pedagogy are integral to every aspect of the intern program and is the imperative of reflective teaching. The major focus of the intern programs is to develop competencies and skills necessary for the interns to effectively address a full range of individual differences in students.

Each intern works under the direct and continuing supervision of a Chapman University supervisor. A district or school support provider maintains general support at the classroom level for at least one year. The Chapman University College offers candidates the opportunity for admission to the intern program and start working as education specialist interns five different times during the academic year. Interns in the University College attend classes on a ten-week term basis and are provided ongoing advisory support. The Orange campus School of Education, Education Specialist Intern Program offers candidates the opportunity to enter the intern program on a more traditional fall, spring and summer semester schedule.

Collaboration

Students attend intern seminars tailored to the specific needs of each intern and the characteristics of the partner district. The individual support plans developed for each intern are collaboratively prepared by Chapman faculty and representatives from the partner districts to assure the appropriateness of the support plan. In addition, university faculty, and the university supervisors meet regularly with representatives from the local

school districts to discuss the progress and needs of the Chapman University interns and to assess further areas for collaboration.

Ensuring Successful Outcomes

Support. The special education faculty at each Chapman University campus work collaboratively with local school districts to provide consistently high quality programs and superior professional support for each of its interns. The collaborative focus on excellent preparation is accomplished through the university faculty, instructors and field support provider supervision and the involvement from the education community. Candidates move through the program as a cohort group, – a major characteristic of the support network provided by the collaborative leadership model. Support providers are assigned to students by internship partner districts.

Evaluation. Performance assessment in the intern program involves preservice and in-service evaluation and includes both formative and summative components. Intern progress is jointly monitored by district and university personnel and begins with the development of an individual support plan. Both university and school district personnel complete intern competence assessments to monitor the continuing progress of each intern throughout the program. The final determination of intern competence is through the program exit interview. During the interview, interns make a portfolio presentation to demonstrate acceptable competency on the California Professional Teaching Standards.

Recruitment. Recruitment for the intern program includes advertising the program in the university catalog and brochures, Intern Recruitment Fairs held periodically at both school district and teacher recruitment centers and through word-of-mouth by current interns. Information regarding the intern program is sent to local school districts. School districts are invited to collaborate with the university in offering the intern program. Information on the intern program is also included in initial intake interviews and advisement sessions with potential special education student candidates.

Sample Course Sequence

To complete the Level I (Preliminary) and Level II (Professional) Education Specialist Credential in Mild/Moderate and/or Moderate/Severe Disabilities, interns enroll in the following course sequence:

Course Number	Course Name	Units
Preemployment Requirement		
EDUC 495	Field experience	1-3
EDUC 551	Educational Applications of Computers	3
Program Requirements		
EDUC 590 or EDUC 591	Supportive Teaching – Special Education	3
EDUC 500/500	Literacy and Learning in the 21 st Century	4
EDUC 517	Collaboration for Inclusive Schooling	3
	Intern Seminar on Teaching Strategies	3
	Intern Seminar on Lesson Planning	0
EDUC 601	Assessment and IEP Development	3
EDUC 519 or EDUC 560	Strategies for Teaching Students with Mild/Moderate Disabilities or Moderate/Severe Disabilities	3
EDUC 501/501P	Language, Literacy and Learning in the 21 st Century	4
EDUC 401	Foundation of Education	3
	Intern Seminar on Differentiated Language Instruction	3
EDUC 603	Communication, Language and Literacy	3
EDUC 602	Positive Behavior Supports	3
	Intern Seminar on Public Policy and Trends in Education	0

Los Angeles Unified School District

Mary Lewis

Overview

The Los Angeles Unified School District Intern Program, Education Specialist, Mild/Moderate Disabilities, is offered through the Teacher Certification Unit of the Human Resources Division. The intern program is an accredited teacher preparation program leading to the California Professional Clear Education Specialist Credential, Mild/Moderate Disabilities. Currently approximately 80 interns participate in the Education Specialist Intern Program and the program is growing.

The Mild/Moderate Disabilities Credential authorizes the individual to serve students experiencing mild to moderate mental retardation, emotional disturbance, specific learning disabilities and other health impairments. The individual may also serve any student with other eligibilities if the student's individual educational program places the child in a mild/moderate program. The holder of the California Professional Clear Credential may serve as a special day class teacher for students with mild/moderate disabilities and a resource specialist teacher to teach all core subjects to students with special needs in grades K-12. The LAUSD intern program requires participants to complete a three-year internship in a special day class for students with mild/moderate disabilities.

Program Description

The Education Specialist Mild/Moderate District Intern Program began as a pilot program in 1994. The program is consistent with the requirements of the authorizing legislation and the California Commission on Teacher Credentialing standards.

To earn the California Professional Clear Education Specialist Mild/Moderate Disabilities Credential certification, all candidates are required to complete the 240 hours of preservice training before entering the classroom. Subsequent courses are conducted one evening a week and selected Saturdays. Coursework required for the CLAD certificate is part of the professional development plan. However, interns must pass the CLAD exam to add the certificate to their credential.

Level I of the Education Specialist Program is a two-year sequence of courses. At the end of the first year, interns take a 120-hour summer practicum focusing on general education fieldwork. Education Specialist District Interns complete all requirements of the two-year Level I phase before matriculating to Level II. Interns must take the RICA exam by the end of the Level I program. Interns are recommended for the California Professional Clear Credential after completing the third-year Level II program.

Collaboration

The LAUSD is a Special Education Local Planning Area and is divided into eleven local districts. The district intern program serves all eleven local districts within the LAUSD. The intern program collaborates with local university intern programs through monthly regional network meetings and the District Intern Steering Committee. University consultants have been involved in program advisement and development since the program inception.

Ensuring Successful Outcomes

Support. The District Intern Education Specialist Program supports interns in numerous ways. Each intern completes the program in a cohort group. The same group of interns works together throughout the program. Each intern is provided a coach and a mentor. The mentor is an experienced special educator provided by the local school site where the intern is teaching. The coach is a recently retired LAUSD high performing special education teacher who travels to the intern's school site to provide assistance and guidance. Coaches are also available by phone or e-mail. The coach is hired by the District Intern Education Specialist Program. The mentor may change from year to year; however, the district intern coach remains consistent throughout the three-year program.

Evaluation. A unique component of the district intern program is the use of a formative portfolio assessment. Approximately every six weeks throughout the program, cohort groups meet with the portfolio construction and reflection facilitator. The facilitator guides the interns through the development and completion of each portfolio task. The portfolio facilitator also provides feedback to the interns regarding the portfolio tasks. Tasks are designed to apply knowledge learned in courses to classroom practice. Evidence is collected and analyzed and the overall task is followed by a written reflection. During the third year, interns connect tasks together and incorporate the tasks into an individual induction plan.

As part of the Level II program, interns develop and complete an individual induction plan to focus on an area of emphasis. In the area of emphasis, the intern attends conferences and additional courses or seminars, observes in settings related to the area of emphasis, completes a literature review and designs and implements an action research project within the classroom. The individual induction plan helps the intern reach an advanced level in the area of emphasis and facilitates the ability to know how to self-direct their future professional development to promote lifelong professional learning. Interns take two support courses to assist in the development and implementation of the individual induction plan. Additionally, during the third year, the portfolio construction and reflection course provides added support and feedback as interns develop and complete individual induction plans.

At the end of the Level II program, interns complete a portfolio exit review and make a presentation in response to designated questions. The interns use tasks from the completed portfolio support responses. The portfolio exit review panel assesses the intern and determines the final summative portfolio grade.

Recruitment.

The Human Resources Division of the Los Angeles Unified School District recruits qualified candidates from all over the United States. Recruiters participate in professional conferences held by associations such as the Council for Exceptional Children and conduct collaborative intern fairs sponsored by the LAUSD. Local university intern programs are invited to participate in the intern fairs. The LAUSD has contracts with the Los Angeles Teaching Fellows to recruit beginning teachers for the district. Los Angeles Teaching Fellows also works with partner universities and the district intern program to streamline the process of getting candidates into an intern credential program. Every effort is made to attract dedicated, bright and dynamic individuals who hold high expectations for all students and are committed to serving in

highly diverse urban schools. Often, graduate district interns become leaders in the district and continue to be affiliated with the program by participating in recruitment efforts. Graduates share experiences, show program advantages and emphasize how the program helped them to become effective teachers.

Sample Course Sequence

All courses and portfolio tasks for the three-year program are designed according to the California Commission on Teacher Credentialing standards and the Council for Exceptional Children Standards for the Mild/Moderate Credential.

Course Number	Course Name	Hours	Points
Year One – Level 1			
ESEd 400	Preservice Orientation: Foundations for Special Education	240	8
ESEd 401	Educational Foundations and Characteristics of Individuals with Mild/Moderate Disabilities, Implications for Classroom Management and Instruction	32	2
ESEd402a	Assessment and Instruction for Mild/Moderate Disabilities	16	1
ESEd 303a/b	Curriculum and Methods of Teaching Reading/Language Arts in General Education	32	2
Ed 220	Educational Foundations – Policies, Ethics and Professional Practices (On-line Class)	32	2
ESEd 306.11g	English Language Development	16	1
ESEd 318s	Curriculum and Methods of Teaching History/Social Science in General Education	16	1
ESEd 404	Methods of Teaching Physical Education, Health and Life Skills	16	1
ESEd 405	Methods of Positive Behavior Support	16	1
ESEd 301.1as	Practice in Teaching ~ Community Connection	32	1
ESEd301.1b	Practice in Teaching ~ My Life as a Teacher	32	1
ESEd 402.1a	Portfolio Construction and Reflection	96	3

Sample Course Sequence (Cont.)

Course Number	Course Name	Hours	Points
Year Two – Level I			
ESEd 408	Collaboration, Consultation and Co-Teaching in a General Education Setting	120	6
ESEd402b	Teaching Reading to Students with Special Needs	32	2
ESEd 406	Collaboration and Communication skills for Special Education	16	1
ESEd 407s	Multicultural Aspects of Special Education	16	1
ESEd 403	Methods of Teaching Art, Music and Language Arts	32	2
ESEd 304a/b	Curriculum and Methods of Teaching Mathematics/Science in General Education	32	2
Ed 420g	CLAD/BCLAD Methodology	32	2
Ed421g	CLAD/BCLAD Cultural Diversity	16	1
ESEd 401.1c	Practice in Teaching ~ My Life as a Teacher	32	1
ESEd 401.1d	Practice in Teaching ~ My Life as a Teacher	32	1
ESEd 402.1b	Portfolio Construction and Reflection	96	3
Year Three – Level II			
ESEd 515	Advanced Seminar in Special Education	16	1
ESEd 511	Advanced Language and Literacy in Special Education	32	1
ESEd 514	Advanced Assessment, Curriculum, Instruction and Program Evaluation	32	2
ESEd 512	Technology in Special Education	16	1
ESEd 509	Collaborative Teaching and Communication	16	1
ESEd 513	Advanced Behavior Evaluation and Guidance	16	1
ESEd 516	Professional Development and Relationships	16	1
ESEd 510	Transition, Vocational and Career Development	16	1
ESEd 508	Methods of Teaching Social Studies, Mathematics, Science and Content Literacy	16	1
ESEd 501.1e	Practice in Teaching ~ My Life as a Teacher	32	1
ESEd 501.1f	Practice in Teaching ~ My Life as a Teacher or A Picture Is Worth a Thousand Words	32	1
ESEd 502.1c	Portfolio Construction and Reflection	96	3

Teaching for Social Justice
The Loyola Marymount/LAUSD/Lennox Intern Program
The Mild/Moderate Education Intern Specialist Program

Victoria Graf

Overview

The Education Specialist Intern Program at Loyola Marymount University (LMU) started in 2002. The program document was approved in January of 2003 and the Committee on Accreditation accredited the program after a team visit in March 2003.

The funded intern program serves interns in the LAUSD; however the LMU intern program supports other interns on intern credentials or individual intern certificates from a variety of school districts. Funding is also available for education specialist interns in the Lennox School District even though no interns are currently in the program.

This year 40 interns are funded in the program. The interns are either corps members from Teach for America or are Los Angeles Teaching Fellows. The Los Angeles Teaching Fellows program has been recently discontinued; however, the interns are staying together as a cohort, similar to the Teach for America cohort, but only with university and district support. The majority of the interns work in some of the most challenging schools in the Southern California area. Candidates are employed as either special day class teachers or resource specialists.

Program Description

The 42-unit program takes two years to complete and interns receive a Level I Mild/Moderate Education Specialist Credential and a Master's Degree in Special Education with a Cross-Cultural Emphasis. The cohorts receive six credit units for participation in an institute and for completing projects related to their work experience prior to receiving assignments. The interns continue to take courses throughout the two academic years and during one summer session. The first group of interns will receive Level I Credentials and Master's Degree in May 2005.

Loyola Marymount University has a strong commitment to social justice. Social justice is integral to the university mission because of the university's relationship to the founding orders of the Society of Jesus, the Religious of the Sacred Heart of Mary and the Sisters of St. Joseph of Orange. The mission statement and conceptual framework of the School of Education includes the commitment to social justice.

Another unique feature of the LMU Education Specialist Intern Program is the relationship between LMU and Teach for America. The mission of Teach For America is, "to build a movement to eliminate educational inequity in this country." Intern members of the Teach for America corps make a two-year commitment to teach in an under resourced school. Currently 16 first year interns are corps members in addition to 6 interns who entered the program in the last two years. The unique feature of the education specialist interns in the intern program in comparison to many other Teach for America candidates, is the commitment to a professional teaching career rather than a two-year obligation. This dedication is due to the candidate's decision to work with students with exceptional needs and to the support provided by the university. The

candidates receive intensive and ongoing personal and professional support in order to assure continuing success in serving students with exceptional needs.

Collaboration

The LMU intern program collaborates with the individual interns and the LAUSD. An Intern Advisory Board provides the primary means collaboration support between the university and the district. Although the Intern Advisory Board represents all the intern programs at LMU, the Education Specialist Intern Program is a major board constituent. Representatives from all the districts served by all the interns in the LMU School of Education serve on the board, including several from the LAUSD. Issues related to providing mentors and other forms of support for the interns are major topics for board consideration. It is important to LMU, the LAUSD and to the interns that the intern program be as collaborative as possible so the voices of all stakeholders are heard and respected.

Ensuring Successful Outcomes

Support. Intern support from both the university and the district is essential to intern success. The program recruits retired teachers to serve as university supervisors. The university supervisors have over 20 years of teaching experience with the LAUSD and are extremely qualified to help candidates navigate the challenges of teaching in a large school district and establish effective classroom environments that minimize challenging behaviors. The program also utilizes administrators, teachers or school psychologists to teach the initial courses in the program. These individuals and the district support providers play a key role in supporting interns by answering questions and addressing immediate concerns. The faculty also holds weekend workshops to address in depth the concerns of the interns.

Evaluation. The program is developing initial evaluation procedures for interns and teaches evaluation and ongoing evaluation techniques to the supervisors and district support providers. The California Commission on Teacher Credentialing standards for the Mild/Moderate Education Specialist Credential are currently used as the baseline for evaluating the interns and will be the benchmark for ongoing assessment and feedback for the interns.

At LMU the induction component of the Level II Credential is infused into the Level I program. Interns complete an induction plan and receive support from a qualified support provider. The interns also complete a portfolio as one of the outcome measures for completion of the credential.

Recruitment. Loyola Marymount University recognizes the significance of successful recruitment. Recruitment strategies include establishing websites and advertising in the newspaper.

Sample Course Sequence

To complete the Level I Mild/Moderate Education Specialist Credential and a Master's Degree in Special Education with a Cross-Cultural Emphasis, interns enroll in the following course sequence:

Course Number	Course Name	Units
Preemployment Requirement		
EDUC 530	Managing Learning Environments	3
EDUC 529	Introduction to Teaching and Learning in General and Special Education	3
Year One		
EDUC 643	Informal Assessment and Individual Education Program Development	3
EDUC 629	Psychology and Education of Culturally and Linguistically Diverse Students with Exceptional Needs	3
EDUC 698	Fieldwork and Seminar	2
EDUC 605	Professional Induction Planning Seminar	3
EDUC 500	Education in a Diverse Society	3
EDUC 624/628	Foundations of Literacy Instruction	3
EDUC 698	Fieldwork and Seminar	1
Year Two		
EDUC 603	First and Second Language Acquisition	3
EDUC 627	Creating Effective Classrooms in Diverse Settings	2
EDUC 636	Creating Collaborative Partnerships	2
EDUC 635	Context of Schooling	3
EDUC 634 or EDUC 584, 585, 586, 587, 588, 589	Elementary Methods or Secondary Methods	3
EDUC 698	Fieldwork and Seminar	3
EDUC 675	Teaching and Assessing Students with Mild/Moderate Disabilities	4
EDUC 698	Fieldwork Assessment and Seminar	2
	Professional Educator Evaluation Seminar	1

National University Internship in Special Education

Joan Sebastian
Jane Duckett

Overview

In the fall of 2001, National University established a partnership with San Diego Unified School District designed to improve the achievement of students with disabilities in schools throughout the district. The goal of the partnership is to support the development of beginning special education teachers in the process of obtaining the Level I Education Specialist Credential. New approaches for the recruitment, retention, preparation and professional development were designed to support National University students serving as special education interns in the San Diego Unified School District. Recently, National University has expanded the intern program other districts throughout the state of California.

During the 2001 and 2002 academic year eighteen candidates completed the intern program and applied for their Level I Credential. Currently forty-nine candidates are involved in the San Diego School District Internship. An additional six interns have begun a program offered in the San Jose area and four more interns are working with National University and local school districts in San Bernardino. Internship agreements have been signed with over thirty school districts and more are in the process of negotiation. All of the National University regional centers are initiating meetings with local school districts, regional centers, private and non-public school programs to explore the possibility of offering additional intern programs.

Program Description

The National University Special Education Internship Credential Program prepares interns with the knowledge and skills to implement a variety of research-validated methods and strategies. The intern program focuses on instructional programs for a diverse population of K-12 students with disabilities. Candidates selected for the intern program earn full time salaries and receive benefits as teachers in special education classrooms while pursuing the Level I Education Specialist Credential. The National University credential program has over eighteen months of course and fieldwork. Interns typically require about two years to complete the program. Courses are offered in a unique one-course-per-month format to address the needs of busy adult learners. Classes are held two evenings a week throughout the month and conclude with a half-day Saturday session. Several of the credential courses are offered on-line to further address the need for an accessible, flexible and convenient preparation program.

The university credential program is divided into three phases: early fieldwork, generic core courses and advanced specialization. The early field experience includes two courses to provide interns the opportunity to visit several classrooms and programs in order to develop an understanding of the range of opportunities for K-12 students with disabilities. Additionally, students observe and interview special and general educators and reflect on the experiences during a seminar.

During participation in the early field experiences, the interns start the generic core coursework and attend an induction seminar. The core courses and experiences

provide an overview of a variety of disabling conditions, cultural and linguistic variables, educational psychology, application of research, behavior and classroom management approaches, assessment and language development, basic reading strategies and collaboration skills. Prior to starting advanced specialization, interns must successfully complete a generic core examination.

The advanced specialization phase provides a broad survey and synthesis of the techniques, methods, materials and management skills required for teaching students with mild/moderate or moderate/severe disabilities. Interns acquire specific skills in the teaching of reading for students with disabilities and the use of adaptive technologies. Each specialization course involves a field experience requiring interns to demonstrate the skills and knowledge acquired in the corresponding course.

After finishing the coursework, interns complete a supervised teaching experience in their own classrooms. University supervisors and designated site supervisors observe the interns to verify competencies developed during the credential program.

Throughout the credential program, interns receive ongoing support from a district designated support provider. Interns also receive targeted professional development through the local school district to provide the interns with basic information about the district's programs and services.

Collaboration

Several collaborative strategies are in place to help coordinate the intern program between the university and San Diego Unified School District. Joint interviews are held several times throughout the school year to select candidates for the program. Monthly planning and coordinating meetings are held with the district program coordinator, intern support providers and university intern program coordinators from all of San Diego County universities involved in an intern program with the San Diego Unified School District. The meetings allow for information sharing and discussion of specific issues related to the program and intern needs, for example, creation of a checklist for identifying qualified intern candidates. The checklist helps ensure candidates selected for an interview have completed all prerequisites for the internship. In addition to the large group meetings, individual university program coordinators and district personnel meet to resolve specific issues and concerns. During the supervised teaching component of the credential program (student teaching), the university supervisor and the intern support provider meet to exchange information and suggestions to help the intern. The intern support provider does not participate in intern evaluation, but attends the observation/debriefing sequence to support the intern and provide additional assistance/remediation if necessary.

Ensuring Successful Outcomes

Support. A key component of the intern program is the regular support provided by a district intern support provider. During the first year of the intern program, interns receive six hours of assistance in the classroom each week from the support provider. The assistance varies and depends on the needs of the each intern. Support may include help finding specific curriculum, modeling of specific teaching or assessment strategies, help with the preparation of IEPs and team meetings. The support provider also supplies

moral support and encouragement. During the second year of the intern program, interns receive four hours of weekly support from the district support provider.

During the two-year program, interns also receive support from the university. Early in the program, interns complete an induction seminar. The induction seminar provides students with program advising, portfolio development and an introduction to action research. Interns maintain contact with the internship coordinator throughout the program to receive assistance and support. Interns also receive content specific support during courses as they integrate new knowledge and skill into teaching practices.

Evaluation. All programs at National University are evaluated annually. In addition to general numeric data, such as number of program graduates, the Department of Special Education collects information specific to targeted outcomes. Several exams are completed by all students participating in the program including the generic core exam, the exit exam and, for most students the RICA. Exams scores are evaluated and compared across programs to identify areas needing improvement. Students complete evaluations of each course and a final program exit evaluation. The student evaluations are used for program assessment.

Currently a comprehensive evaluation of the on-line program in special education is underway. Data from intern evaluations are being compiled to determine the relationship between completing courses on-line and specific competencies observed during supervised teaching experiences. Students, faculty and supervisors have been surveyed and interviewed to determine their perceptions of the effectiveness of the credential program offered on-line.

Interns are evaluated throughout the credential program. Interns must maintain a B average in coursework and must successfully pass the generic core exam before proceeding to the advanced specialization coursework. Interns must pass the program exit exam and receive acceptable evaluations of their teaching performances. An intern program specific evaluation is also underway. In the future, intern program graduates will be surveyed and interviewed to determine program strengths and areas needing improvement. In addition, district intern support providers and the program manager with the San Diego Unified School District are asked to assess the program.

Evaluation data from the first two years of the intern program in the San Diego Unified School District are being analyzed at this time. Program modifications will be made based upon the data collected from the various evaluation instruments, survey data and intern interviews.

Recruitment. Program recruitment strategies are employed by both the school districts and National University. Individuals applying to the National University Special Education Program are informed of the intern program and told about the local school districts participating in partnerships with National University. Brochures describing the Special Education Intern program are disseminated throughout the state by local education agencies. Local school districts and regions hold recruitment fairs to attract candidates to the intern program. Candidates for the intern program must verify subject matter competency and complete the two early field courses and an introductory special education course before the intern program interview. Intern candidates are interviewed jointly by university and school district personnel. Once selected for the intern program, interns are placed in special education classrooms on contract with the school district.

Sample Course Sequence

To complete the Level I Education Specialist Credential, interns enroll in the following course sequence:

Course Number	Course Name	Units
Preemployment Requirement		
EXC 602A	Field Experience – Special Education	3
EXC 602B	Field Experience – Inclusive Settings	3
EXC 604	Exceptionality and Diversity in the Classroom	4.5
Year One		
EXC 655A	Professional Induction Seminar	4.5
TED 615	Foundations of Education	4.5
TED 611	Educational Psychology	4.5
HED 502	Health Education Across the Curriculum	4.5
EDT 608	Computer Based Technology in the Classroom	4.5
EXC 620	Positive Behavior Support	4.5
EXC 630	Assessment and Instructional Planning for Special Needs Students	4.5
TED 621A or TED623	Language Development Methods for the Elementary School or Language Development Methods for secondary and Middle Schools	4.5
TED621B	Reading and language Arts Methods for the Elementary School	4.5
EXC 650	Consultation and Collaboration for Special Education	4.5
Advanced Specialization Requirements		
EXC 644	Reading and language Arts Methods for Special Education	4.5
EXC 644A	Field Study – Reading and Language Arts Methods for Special Education	1.5
EXC 660	Instruction of Learners with Mild/Moderate Disabilities	4.5
EXC 660A	Field Study – Instruction of Learners with Mild/Moderate Disabilities	1.5
EXC 665	Instruction of Learners with Moderate/Severe Disabilities	4.5
EXC 665A	Field Study – Instruction of Learners with Moderate/Severe Disabilities	1.5
EXC 615	Technology for the Disabled	4.5
EXC 615A	Field Study – Technology for the Disabled	1.5



**Orange County Department of Education
Institute for Teaching Excellence
Orange County Consortium District Intern Program**



Patricia K. Sheehan

Overview

The Orange County Department of Education (OCDE) Instructional Services Division established an alternative Multiple Subject credentialing program serving school districts in Orange County in the fall of 1999. In response to the need for Education Specialists, the Orange County Department of Education submitted a plan to the CCTC for the approval of an Education Specialist: Mild to Moderate credentialing program. The Commission on Teacher Credentialing provided two program options for institutional discretion in the design of new internship programs. OCDE's District Intern Program is designed according to Option Two, and addresses the standards for Level I and Level II as an integrated two-year program. "Under Option Two all Preliminary Level I and Professional Level II requirements are included in the design of a single, continuous program." The curriculum of the internship program joins theory and practice by combining coursework with on-the-job consultations and supervision over a two-year period.

Program Description

Utilizing the cohort model, Education Specialist intern teachers are admitted into the program after meeting basic requirements to become the teacher of record for an appropriate position in a public school. The cohort of intern teachers take coursework together for two years to complete program requirements. OCDE intern teachers are instructed and supported by a community of professional educators, district and school administrators, classroom practitioners, and faculty of institutions and prior supervisors. These professionals serve as course instructors, practicum supervisors, academic cohort advisors, and school-based peer coaches. The program serves clientele from traditionally underrepresented groups in the teaching profession such as Latinos and males. Induction means "installed" as a special education teacher of record. Throughout the program, interns apply in their classroom the theory and research based best practices presented in the coursework. The interns' classroom teaching practice is supervised for a minimum of three semesters. As practitioners in the field of Special Education, instructors and practicum supervisors are available to discuss with interns the success and/or needed adjustments to more appropriately meet the needs of every individual student. Integral to each Practicum Course is the Induction Plan. Special education teacher interns must establish an Induction Plan during the first semester under the guidance of their practicum supervisor and site administrator. The Induction Plan will link the theory and research based coursework to application in the classroom. During the second and third semesters of practicum field experiences, the special education intern teacher reviews his/her Induction Plan and reflects on growth as a teacher. After discussing strengths and areas of growth with their practicum supervisor, interns decide if adjustments need to be made in the Induction Plan. If so, the Induction Plan is adjusted. The adjustments are noted in the Practicum Notebook. Interns also decide which course

assignments/applications would best document growth as a teacher. Artifacts documenting growth are collated in a professional portfolio. Special education teacher interns present their professional portfolio as part of the final review. To address the need for all teachers to be prepared to work with English language learners, AB 1059 (Ducheny) became effective on July 1, 2002 and requires that all Commission-accredited Multiple and Single Subject teacher preparation programs implement a new standard for the preparation of teachers to assist K-12 students to maintain academic progress across the curriculum while continuing to develop English language skills. Orange County Consortium District Intern Program uses the standards driven by AB 1059 as a guide for embedding coursework and field experiences throughout the two-year program to prepare the special education interns to teach English language learners effectively.

Collaboration

Twenty-eight (28) districts are being served by the Orange County Consortium District Intern Program including non-public schools. Participating districts sign the Co-Sponsor Sheet and a Memorandum of Understanding (MOU) with the Orange County Department of Education District Intern Program. Included in the Memorandum of Understanding are the district's agreements to invest in the intern's growth as a teacher by assigning and compensating, according to district policy, a peer coach to the intern for duration of the program. Additionally, each district provides two release days for the intern to observe exemplary teaching. District and site administrators are kept informed about the professional and academic progress of their employees enrolled in the program.

The Orange County Consortium District Intern Program is an active participant of The Orange County Teacher Preparation/Induction Collaborative (OCTPIC). This county-wide group, comprised of University deans and directors of education (both public and private IHEs), assistant superintendents of human resources, District Intern and BTSA/Induction directors, and county office management staff, joined together to break down communication barriers, to improve articulation focused on teacher retention, and to foster common problem solving.

Ensuring Successful Outcomes

Support During the two year program interns receive ongoing support from an advisor, practicum supervisor and peer coach. The peer coach meets with the intern weekly to reflect on best practices. The intern maintains a collaborative log of the suggestions and reflections. The Peer Coach orients the intern teacher to the classroom and to the school; introduces the intern teacher to other faculty and resource staff, as appropriate; provides the intern teacher with a brief survey of work usually covered at the grade level and provides textbooks and other materials; acquaints the intern teacher with school rules and regulations, department policies, support staff, etc; suggests opportunities to attend school and district staff development opportunities and board meetings; when appropriate, has the intern observe the teaching of a lesson by the coach and consults with the intern on the development of a portfolio. Cohort advisors orient the candidates to the district Intern Program and OCDE Support Services; plan and facilitate an advisement meeting, per semester, for the intern cohort; visit each intern's classroom when appropriate; monitor each intern's academic and professional progress throughout the program; provide program information and advisement 30-45 minutes before class

session; and are available to the intern for any additional advisement as needed and as appropriate. The practicum supervisor meets with each intern to set goals at the beginning of each semester using a form; provides a detailed syllabus to the intern at the first classroom visit; visits the intern teacher to observe teaching practice and document observations (a minimum of 5 visits per semester); provides pre-observation conferencing; confers with the intern and assists in assessing his/her teaching practice and classroom organization according to guidelines provide by CCTC; is available to the intern for any additional consultations as needed; assists the intern to link his/her teaching experiences to previous academic training and current professional preparation and practice; provides feedback on lesson plans; ensures that there is adequate communication among the support team most directly involved in the intern's experience, the peer coach, principal and practicum supervisor; explains and reconciles differences between philosophy and methods of the peer coach and those presented in the program; encourages self-reflection by the intern and reviews the intern's weekly reflection journal maintaining confidentiality about the entries; holds a mid-semester conference for the intern's self-evaluation and a final evaluation conference with the intern, indicating the evaluation he/she has received for the semester's work reviews the completed evaluation with the intern; and has the intern sign all evaluation forms and classroom visitation reports; assigns the grade of "credit," "no credit" or "incomplete" for the "practicum Observation Project;" completes an "Intern Update for Site Administrator" and gives it to the principal after each visit.

Evaluation .Currently intern performance and skill levels are assessed by instructors and practicum supervisors. Each instructor is responsible for evaluating the coursework and assigning a course grade. The practicum supervisors evaluate the teaching performance using the Teacher Performance Expectations. Additionally, interns demonstrate their best practice through the development and presentation of a professional portfolio.

Recruitment The coordinator of the District Intern Program meets with district human resource and special education personnel to seek their input on how to best assist them with our pipeline of programs preparing highly qualified teachers, and to address the questions about our program, Our recruitment strategies have assisted many intern candidates to move easily into the District Intern Program. Currently, we are working with the ITE Paraprofessional Teacher Training Program and the CSET preparation program.

Sample Course Sequence

The Education Specialist District Intern Program offers a course of study and schedule designed for employed teachers. Interns need to complete pre-services course which include a three part Orientation and Advisement meeting, Introduction to Teaching and Learning, and Classroom Management I. Courses required for all education specialist intern teachers to earn a Professional Clear Education Specialist Credential (Mild to Moderate Disabilities) include:

<i>Course Number</i>	<i>Title</i>	<i>Semester Units</i>
ITE 200	Introduction to Special Education for Special Education Teachers	3
ITE 205	Basic Assessment for Special Education Teachers	1
ITE 206	Practicum / Induction I For Special Education Teachers	2
ITE 209	Curriculum Strategies & Content Standards For Students with Mild to Moderate Disabilities	3
ITE 210	Characteristics and Education: Mild to Moderate Disabilities	3
ITE 211	Assessment and Measurement	1
ITE 212	Practicum / Induction II for Special Education Teachers	2
ITE 213	Technology in the Special Education Classroom	2
ITE 214	Special Education in a Diverse Society	2
ITE 215	Collaboration, Communication and Consultation Skills for Special Education Teachers	2
ITE 216	English Language Development Methodology	3
ITE 217	Practicum / Induction III For Special Education Teachers	2
ITE 218	Managing Exceptional Behaviors	3
ITE 219	Critical Health Concerns	2
ITE 220	Transition Planning, Including Vocational Education	2
ITE 222	Professional Portfolio Including Induction Plan	2

**San Diego City Schools
Special Education Intern Programs
District “In-house” Special Education Credential Program
in Mild/Moderate Disabilities**

Geri Brown
Bridget M. de la Garza
J.D. Dyas

Overview

San Diego City Schools (SDCS) offers a district-based “in-house” credentialing program that culminates in the Professional Clear Education Specialist Credential in Mild/Moderate Disabilities. This is an integrated Level I and Level II teacher preparation program that takes approximately three years to complete. In May 2004, the California Commission on Teacher Credentialing (CCTC) granted accreditation for the Level I component of the program. It is expected that the Level II component will be approved by CCTC in summer 2006. Interns are placed in special education positions throughout the district and participate in coursework leading to a credential in the evenings and/or on weekends. Interns are paid according to the SDCS teacher's salary schedule and receive the same health and dental benefits as fully credentialed teachers. A major emphasis of the program is the extensive, ongoing coaching and support interns receive from full-time district special education support providers trained in teacher preparation and support. First-year interns receive a minimum of 6.5 hours of support per week; second and third-year interns receive a minimum of 4.0 hours of support per week. Support focuses on meeting the California Standards for the Teaching Profession (CSTP) within the context of a special education teaching assignment.

Program Description

San Diego City Schools has offered university-based special education internships (described in a separate document within this monograph series) since the mid-1990's; however, the District “In-house” Special Education Credential Program (DSEICP) was recently developed to further address the need for credentialed special education teachers and to uniquely prepare special education teachers for assignments in a large urban district. Interns who complete the program are recommended to CCTC for a Professional Clear Education Specialist Credential in Mild/Moderate Disabilities.

Requirements include: bachelor's degree from an accredited college or university, CBEST, evidence of subject matter competence (usually the CSET Multiple Subjects or Single Subject), and having met the U.S. Constitution requirement. Applications are accepted in December of each year for internships beginning in fall of the following year. Applicants are individually interviewed by a panel of representatives from Human Resources and the SDCS Special Education Intern Programs. Upon conditional acceptance into the program, DSEICP candidates must successfully complete 180-210 hours of pre-service coursework. If the candidates possesses a California Multiple Subjects credential only 180 hours of pre-service are required. Pre-service begins in spring and continues into summer and is specifically designed to provide foundational learning for the credential program and prepare intern candidates for the start of their

teaching assignment. Candidates who successfully complete the pre-service component are offered a district contract and placed in teaching assignments. Interns are immediately assigned a support provider. Support providers are experienced special education teachers who receive ongoing training in the coaching and support of teachers.

Collaboration

DSEICP support providers actively collaborate with site administrators by participating in observations and conferences and following up with interns to implement recommendations into the intern's teaching practice. The Program Manager of the Special Education Intern Programs and the assigned support provider regularly collaborate with site administrators to promote success of each intern. After each visit from the support provider, administrators receive detailed contact sheets. Interns are evaluated yearly during their participation in the 3-year program. Interns must receive a performance evaluation of "effective" from the site administrator in order to continue as an intern.

SDCS Special Education Intern Programs collaborates with district departments, e.g. Literacy, Mathematics, English Language Learners, to prepare relevant professional development for interns, including the intensive summer training completed prior to the start of an internship. Support providers and interns often attend professional development sessions together so learning can be immediately applied in the context of the intern's teaching practice.

Ensuring Successful Outcomes

Support. A unique feature of SDCS Special Education Intern Programs is that support providers are experienced special education teachers released full-time to work with their assigned interns. As such, the support provider receives on-going training in coaching and teacher preparation. The interns receive support prior to the start of the school year with the support provider actively rendering on-site assistance while setting up the intern's classroom. Support providers are knowledgeable of research-based practices in special education as well as district special education policies and procedures. An integral part of their job is to actively collaborate with the intern, site administration, and the course instructors to advance the intern's teaching practice. Interns also receive support from one another. DSEICP interns are part of an intern cohort and form collegial relationships to support one another through the rigorous three-year internship.

Evaluation. At the site level, Special Education Intern Programs regularly collaborates with administrators to promote success of each intern. Interns are evaluated by their site administrators according to the Collective Negotiations Contract. Interns must receive a performance evaluation of "effective" from the site administrator in order to continue as an intern as well as maintain a grade point average of 3.0 or higher in credential coursework. Ongoing communication between site administration, support provider, university supervisor, course instructors, and the Special Education Intern Program Manager is critical in responding effectively to any concerns with an intern's performance. Upon successful completion of the special education internship, interns are individually recognized in a formal culmination ceremony. At the site level, Special Education Intern Programs regularly collaborates with administrators to promote success

of each intern. Interns are evaluated by their site administrators according to the Collective Negotiations Contract. Interns must receive an “effective” performance evaluation from their site administrator as well as maintain a grade point average of 3.0 or higher in the prescribed district-offered credential coursework. Ongoing communication between site administration, support provider, course instructors, and the Special Education Intern Program Managers is critical in responding effectively to any concerns with an intern’s performance. Upon successful completion of the special education internship, interns are individually recognized in a formal culmination ceremony.

Recruitment. Interested individuals are invited to attend a monthly informational meeting to learn about the district “in-house” credential program and application process. Meetings are listed online with ED-JOIN at www.edjoin.org. The program regularly responds to telephone and e-mail inquiries. Program information is also disseminated via targeted presentations to university classes, at local, state, and out-of-state Teacher Job Fairs, and for identified audiences throughout the district, e.g. classified employees and general education teachers in the district.

Course Sequence

To complete the San Diego City Schools District Integrated Level I and Level II credential program for the Professional Clear Education Specialist credential in Mild/Moderate Disabilities, interns must successfully complete the following course sequence.

Course Number	Course Name	Semester Units
Spring Pre-service Requirement		
ED 99*	Teachers as Readers and Writers	1
ED 101*	Educational Psychology & Child/Adolescent Development	3
SE 103	Characteristics & Needs of Students with Mild/Moderate Disabilities	2
Summer Pre-service Requirement		
SE 100a* or SE 100b	Field Experience in General and Special Education	4
	Field Experience in Special Education	2
SE 101	Introduction to Literacy	2
SE 102	Introductory Seminar in Special Education	2
Year One		
SE 104	Practicum and Seminar in Special Education I (Fall)	2
SE 106	Behavior Management and Positive Classroom Supports	2
SE 107	Practicum and Seminar in Special Education II (Spring)	2
ED 103	Theory and Methods of Beginning Reading Instruction	2
SE 108	Assessment and Evaluation of Learning	2
ED 106*	Theory and Methods of Reading and Language Arts Instruction	2
SE 109	Law and Ethics in Special Education	2
Year Two		
SE 200	Practicum and Seminar in Mild/Moderate Disabilities III (Fall)	1
SE 105	Curriculum and Instruction of Students with Mild/Moderate Disabilities	3
SE 201	Communication, Collaboration, and Networking	2
SE 203	Practicum and Seminar in Mild/Moderate Disabilities IV (Spring)	1
SE 202	Typical and Atypical Language Development	2
SE 204	Theory and Methods of Content Area Instruction	2
Year Three**		
SE 300	Induction, Inquiry, and Practicum (Fall)	
SE 301	Advanced Behavior Management and Positive Classroom Supports	2
SE 302	Transition and Transition Planning	2
SE 303	Induction, Inquiry and Practicum (Spring)	
SE 304	Advanced Assessment, Curriculum, and Instruction	2
SE 305	Advanced Collaboration, Consultation, and Co-teaching	2

*This course is not required for interns who possess a California Multiple Subjects credential.

**Year Three courses pending approval from CCTC.

**San Diego City Schools
Special Education Intern Programs
University Partner Internships**

Geri Brown
Bridget M. de la Garza
J.D. Dyas

Overview

San Diego City Schools (SDCS) offers internships as an alternative route to earning an Education Specialist credential from the California Commission on Teacher Credentialing. SDCS offers two pathways to obtaining a special education intern credential: 1) through one of seven partner universities; or 2) through the district's "in-house" Special Education Credentialing program in Mild/Moderate Disabilities (described in a separate document within this monograph series). Interns teach in a special education position at a district school and take university classes in the evenings and/or on weekends. Interns are paid according to the SDCS teacher's salary schedule and receive the same health and dental benefits as fully credentialed teachers. A major emphasis of the program is the extensive, ongoing coaching and support interns receive from full-time district special education support providers trained in teacher preparation and support. First-year interns receive a minimum of 6.5 hours of support per week; second-year interns receive a minimum of 4.0 hours of support per week. Support focuses on meeting the California Standards for the Teaching Profession (CSTP) within the context of a special education teaching assignment.

Program Description

SDCS Special Education Intern Programs partners with seven universities: Azusa Pacific University, Chapman College University, California State University at San Marcos, California State University at Los Angeles (visual impairment program only), National University, San Diego State University, and University of San Diego. University interns culminate with a Preliminary Level I Education Specialist Credential with an emphasis in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education.

Requirements for a special education internship include: bachelor's degree from an accredited college or university, CBEST, subject matter competence (usually the CSET Multiple Subjects or Single Subject), and the U.S. Constitution requirement. In addition, candidates must complete prerequisite special education coursework required by their university credential program. Qualified applicants recommended by the university submit an application and are scheduled to participate in a joint interview that includes representatives from Human Resources, the Special Education Intern Programs, and the partner university.

Selected candidates are required to complete an intensive, 80-hour summer training specifically designed to prepare special education interns for the start of their teaching assignment. Candidates who successfully complete the summer training are offered a district contract and placed in teaching assignments based on credential emphasis and district need. Interns are immediately assigned a support provider.

Support providers are experienced special education teachers who receive ongoing training in the coaching and support of teachers.

Collaboration

SDCS Special Education Intern Programs collaborates extensively with university partners to recruit, select, prepare, and support interns. District and university representatives meet at monthly “University Dialogues” to exchange information and ideas important to the success of interns. Support providers visit university classes to share information about the Special Education Intern Programs.

On an individual basis, support providers actively collaborate with university supervisors by participating in observations and conferences and following up with interns to implement recommendations into the intern’s teaching practice. The Program Manager of the Special Education Intern Programs and the support provider regularly collaborate with site administrators to promote success of each intern. After each visit from the support provider, administrators receive detailed documentation of the support provided.

SDCS Special Education Intern Programs collaborates with district departments, e.g. Literacy, Mathematics, English Language Learners, to prepare relevant professional development for interns, including the intensive summer training completed prior to the start of an internship and Saturday workshops throughout the year. Support providers and interns often attend professional development sessions together so learning can be implemented in the intern’s teaching practice.

Ensuring Successful Outcomes

Support. A unique feature of SDCS Special Education Intern Programs is that support providers are experienced special education teachers dedicated full-time to intern support. As such, the support provider receives ongoing training in coaching and teacher preparation. Support providers are knowledgeable of research-based practices in special education as well as district special education policies and procedures. An integral part of their job is to actively collaborate with the intern, site administration, and the university to advance the intern’s teaching practice. Interns also receive support from one another. Interns are grouped in informal cohorts and peers participate in meetings to exchange ideas and information.

Evaluation of Participants. At the site level, the Special Education Intern Programs regularly collaborates with administrators to promote success of each intern. Interns are evaluated by their site administrators according to the Collective Negotiations Contract. Interns must receive a performance evaluation of “effective” from the site administrator in order to continue as an intern as well as maintain a grade point average of 2.0 or higher in university credential coursework. Ongoing communication between site administration, support provider, university supervisor, and the Special Education Intern Program Managers is critical in responding effectively to any concerns with an intern’s performance. Upon successful completion of the special education internship, interns are individually recognized in a formal culmination ceremony.

Recruitment. Interested individuals are invited to attend a monthly informational meeting to learn about the special education internships and the application process. Meetings are listed online with ED-JOIN at www.edjoin.org. The program regularly

responds to telephone and e-mail inquiries. Program information is also disseminated via presentations to university classes, at local, state, and out-of-state Teacher Job Fairs, and district employment listings.

Course Sequence

To be eligible for an internship, candidates must complete the prerequisite coursework identified by their university. Prerequisite coursework varies with each university. Interns follow the course sequence prescribed by their university special education credential program. Most interns take two years to complete the Preliminary Level I Education Specialist credential program and internship.

San Francisco Unified School District
Special Education Intern Program
In partnership with San Francisco State University,
University of San Francisco and Dominican University

Overview

The San Francisco Unified School District (SFUSD) Teaching Intern Credential Program prepares teachers for the culturally and linguistically diverse classrooms in this world-class city. This program offers qualified program candidates an opportunity to earn a special education credential while employed full time as the teacher of record. Special Education teacher candidates recruited from the credential candidate pool of our partner universities, our pool of Special Education paraprofessionals and fully certificated regular education teachers interested in teaching Special Education. SFUSD Intern Program works in partnership with San Francisco State University (SFSU), the University of San Francisco (USF) and Dominican University (DU). We provide two-year special education credential programs to qualified applicants. Special Education programs include: Mild to Moderate Disabilities, Moderate to Severe Disabilities, Deaf and Hard of Hearing, Physical and Health Impairments and Early Childhood Special Education. Our university programs offer options including Masters of Arts in Special Education or dual Multiple Subjects credentials with CLAD/ BCLAD programs embedded.

Program Description

The SFUSD Special Education Intern Program require candidates to teach full time and attend specially designed cohort classes taught by university professors. Seminars are offered after-school, evenings and Saturdays. Two seminars per summer are offered to as help for Year 1 or Year 2 participants reducing course loads during the school year. Candidates can choose a University partner for their internship, supporting choice in cost, program options, and coursework locations of San Francisco, San Rafael, or Oakland. Interns receive regular support from a district Special Education content specialist, their site administrator and a university supervisor. Many are also supported by an experienced site supervisor.

Collaboration

SFUSD internships collaborate with San Francisco State University (SFSU), the University of San Francisco (USF) and Dominican University (DU) to recruit participants, address rolling enrollment and provide evening, Saturday and summer course seminars. The SFUSD Human Resources Department extends health benefits to Special Education interns over the summer break and count two internship years as a Probationary Year One status. Our Chief Academic Offices provide regular content-based professional development opportunities, along with support from district assigned Special Education content specialists. Level one credential graduates have the option of a trained BTSA support provider using Santa Cruz New Teacher Project Formative Assessment Systems.

Ensuring Successful Outcomes

Support

The SFUSD Intern Program provides Special Education interns a district orientation and resource guide, ongoing professional development opportunities, classroom release time to observe other effective teachers along with university supervision of student teaching.

Evaluation

Interns are presented many opportunities to reflect on and improve their teaching using a Formative Assessment System. Interns conduct self-assessments, write an Individualized Learning Plan and set professional goals as aligned to the California Standards of the Teaching Profession (CSTP). They also receive a CSTP based summative job evaluation from their site administrator. Their university supervisor and seminar instructors are their course and program evaluators.

To meet the needs of our interns, the SFUSD Intern Program collects multiple sources of data, analyzes current feedback and reviews retention data. Each intern completes an end of the year Commission on Teacher Credentialing (CTC) survey conducted online. The CTC disaggregated data indicates the responses of Special Education intern teachers. This data is shared with our university partners. SFUSD also conducted a round table discussion with interns and intern graduates to evaluate candidate support and professional development opportunities. Annually, SFUSD and University partners submit to the CTC program reflections of challenges, successes and designs for next steps. Our collective goal is to provide the best internship program available encouraging each SFUSD student increased academic achievement.

**Two Course Sequences:
San Francisco State University**

Mild Moderate Disabilities Internship Program Course Sequence¹ (Must be completed in two years; C-CTC Requirement)

Year 1	Year 2
<p style="text-align: center;">Fall/Semester 1</p> <ul style="list-style-type: none"> ➤ EED 684: Curric. & Instruc. in Mathematics ➤ EED 882: The Teaching of Reading/Language Arts <p><i>Spring/Semester 2</i></p> <ul style="list-style-type: none"> ➤ SPED 772: Assessment, Curriculum & Instruction ➤ SPED 774: Positive Behavior Supports ➤ One-day orientation ➤ Release days <p style="text-align: center;">Summer/Semester 3</p> <ul style="list-style-type: none"> ➤ SPED 702: Professional, Legal & Ethical Practices ➤ SPED 803: Comm. Diversity, & Exceptionality ➤ Release days 	<p style="text-align: center;">Fall/Semester 4</p> <ul style="list-style-type: none"> ➤ SPED 770: Intro. to Mild/Moderate Disabilities ➤ SPED 775: Advanced Methods ➤ Release days <p style="text-align: center;">Spring/Semester 5</p> <ul style="list-style-type: none"> ➤ SPED 726: Student Teaching Workshop ➤ SPED 730: Student Teaching Field Hours <p>*Some courses may be waived if the applicant has earned a related credential. *Sequence is recommended only, courses may be taken in a different order; students are encouraged to take classes during summer session</p>

Moderate to Severe Internship Program Course Sequence² (Must be completed in two years; C-CTC Requirement)

Year 1	Year 2
<p style="text-align: center;">Fall/Semester 1</p> <p>SPED 702: Professional, Legal & Ethical Practices SPED 803: Comm. Diversity, & Exceptionality One-day orientation Release days</p> <p style="text-align: center;">Spring/Semester 2</p> <p>EED 684: Curric. & Instruc. in Mathematics SPED 745: Environmental Design for M/S SPED 773: Methods, Assessment, & Program Planning with SD Students SPED 821: Fieldwork in Moderate/Severe Disabilities Release days</p> <p style="text-align: center;">Summer/Semester 3</p> <p>EED 882: The Teaching of Reading/Language Arts SPED 774: Positive Behavior Supports SPED 772: Assessment, Curriculum, & Instruction Release days</p>	<p style="text-align: center;">Fall/Semester 4</p> <p>SPED 787: Advanced Assessment/Instruction for Severely Disabled Students SPED 789: Advanced Environmental Design for Severely Disabled Students SPED 821: Fieldwork in Moderate/Severe Disabilities Release days</p> <p style="text-align: center;">Spring/Semester 5</p> <p>SPED 723: Student Teaching Workshop SPED 730: Student Teaching Field Hours</p> <p>*Some courses may be waived if the applicant has earned a related credential. *Sequence is recommended only, courses may be taken in a different order; students are encouraged to take classes during summer session</p>

Other two-year programs include, Early Childhood Special Education SFSU Internship Program, Physical & Health Impaired Disabilities SFSU Internship Program, Deaf and Hard of Hearing SFSU Internship Program.

¹ This is a recommended sequence. Courses can be taken in a different order, if necessary with advisor approval. Completion of this five-semester sequence within two academic years requires students to take classes during at least one summer term.

² This is a recommended sequence. Courses can be taken in a different order, if necessary with advisor approval. Completion of this five-semester sequence within two academic years requires students to take classes during at least one summer term.

San Joaquin County Office of Education
Project IMPACT

Catherine Kearney
Bob Loux

Overview

The San Joaquin County Office of Education intern program is called PROJECT IMPACT. It consists of intern programs for single subject, multiple subject, and special education. Special Education interns earn their Level I and Level II credentials in three years. The special education program offers credentials in both mild/moderate, and moderate/severe. Course work is offered at several locations, including: Los Angeles County, Tulare County, Merced County, San Joaquin County, Yolo County, and Yuba County.

Tuition includes all books and materials needed to complete the program, and is usually paid through automatic payroll deduction. Classes are held two days a week from 4:30 P.M. to 7:30 P.M. Course instructors are predominantly current classroom teachers that are sympathetic to the intern's workload, and make sure that the instruction is practical.

Program Description

The IMPACT Program applies the concept of the district internship to a county- wide consortium model, with the county office providing coordinated development and geographically convenient delivery of a comprehensive teacher- training program to interns throughout the county. Funding to operate the IMPACT program is from three sources: grant funds, intern fees, and district in-kind support.

Interns are organized into cohorts and take all their coursework together, which is taught in blocks. Cohorts meet two evenings per week. Each course meets one night per week, for three to twelve weeks, depending on the course. Interns take two courses concurrently and know their schedules two years in advance. Each intern is supported by a veteran teacher, (Peer Coach), which is identified by the district. The Peer Coach and the intern have approximately one hour a week of coaching/support. Usually the Peer Coach is on site, so the intern always feels that there is someone there to turn to when in need. All Peer Coaches are provided with training specific to the requirements of the program and the needs of the interns. Site administrators of interns are also invited to attend a program orientation session and participate in a minimum of two semester meetings with the IMPACT Program Practicum Supervisor, where information and feedback regarding the intern's support is discussed.

A Practicum Supervisor is also assigned to each intern. The Practicum Supervisors are responsible for the observation and assessment of each intern. This includes at least thirty observations and post-conferences of each intern over the course of the program. Practicum Supervisors also conduct semester Reflection Conferences for each intern for the purpose of deeper reflection of teaching practice and goal setting. The Practicum Supervisor issues grades, which reflect each intern's progress and performance as a classroom teacher.

Project IMPACT is also unique by the fact that they have Visiting Educators. These are classroom teachers on loan from school districts within the county. They have the

duties of a Practicum Supervisor and teach courses. They are also called to help when an intern is struggling or just needs more help. Another advantage of Visiting Educators is that when they are not out at school sites accommodating the learning needs of the intern, they are available to consult with interns.

Collaboration

Project IMPACT has a steering committee that includes representatives from participating districts; Los Angeles County Office of Education, Tulare Office of Education, and San Joaquin County Office of Education, including the Director of Teacher Development. Additionally, local universities and bargaining units are invited to participate on an advisory level.

Ensuring Successful Outcomes for:

Support. Every intern is given enough support to ensure that they are successful. They have the assistance of their cohort and Peer Coach, the direction of their Practicum Supervisor, the counseling of the Visiting Educators, and the support of the Director and the entire Teacher Development staff. There is also a fulltime credential analyst assigned to the intern program, who provides an essential link between the IMPACT Program, the districts, and the CCTC.

Evaluation. Interns are continually evaluated and informed of their progress. Program Instructors assign grades based on attendance, class participation, and assigned course work. Practicum Supervisors observe every new intern at least twice a month, which is followed by a post- observation conference where the Supervisor can review strengths, suggest alternatives, and the intern can reflect on their teaching. Every semester the Practicum Supervisor and the intern meet and discuss the intern's progress. While working on the Level II phase of the credential, every intern is required to assemble a portfolio that is a showcase of what he/she has taken from the program.

Recruitment. Due to the unique nature of Project IMPACT it has been extremely attractive to non-traditional candidates, including a higher proportion of under-represented minorities. We have benefited from news articles in local papers describing our program, from hosting information nights, and attending recruitment fairs. Our best recruitment strategy has been giving our districts what they need. We have developed the reputation of delivering qualified teachers with a high retention rate,(93% after five years), so we are constantly fielding calls from administrators seeking information about our program and potential candidates We are developing a website that will also be very beneficial to our recruitment efforts.

San Joaquin County Office of Education – Teacher Development

Education Specialist District Intern Credential program

MILD/MODERATE COURSE SEQUENCE

(C & I = Curriculum & Instruction)

Semester One

<i>Typical and Atypical Development</i>	<i>27 hours</i>	<i>9 meetings</i>
<i>Exceptional Learners I</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Special Education Law</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Positive Behavior Management</i>	<i>21 hours</i>	<i>7 meetings</i>
<i>Practicum</i>	<i>8-10 observations</i>	

Semester Two

<i>Cultural and Linguistic Diversity</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Collaboration Skills</i>	<i>30 hours</i>	<i>10 meetings</i>
<i>C & I Beginning Reading</i>	<i>27 hours</i>	<i>9 meetings</i>
<i>C & I Physical Education</i>	<i>9 hours</i>	<i>3 meetings</i>
<i>Practicum</i>	<i>8-10 observations</i>	

Semester Three

<i>English Language Learners</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Assessment of Learning & Teaching</i>	<i>30 hours</i>	<i>10</i>
<i>meetings C & I Language Arts and Writing</i>	<i>18 hours</i>	<i>6</i>
<i>meetings</i>		
<i>C & I Math</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Practicum</i>	<i>4-5 observations</i>	

Semester Four

<i>C & I Art</i>	<i>12 hours</i>	<i>3 meetings</i>
<i>Academic Language</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Health & Specialized Populations</i>	<i>18 hours</i>	<i>6 meetings</i>

<i>C & I Social Science</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Practicum</i>	<i>4-5 observations</i>	

Semester Five

<i>Historical and Philosophical Foundations</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>C & I Science</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Seminar: Interpersonal & Social Skills for the Inclusive Classroom</i>	<i>10.5 hours</i>	<i>6 mini- meetings</i>

Level II

Level II Seminar
Advanced Behavior Management & Collaboration Skills
Advanced Curriculum & Instruction
Advanced Assessment
Practicum

San Joaquin County Office of Education – Teacher Development
Education Specialist District Intern Credential program

MODERATE/ SEVERE COURSE SEQUENCE

LEVEL ONE

Semester One

<i>Typical and Atypical Development</i>	<i>27 hours</i>	<i>10 meetings</i>
<i>Exceptional Learners</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Assessment of Learning & Teaching meetings</i>	<i>30 hours</i>	<i>10</i>
<i>Practicum</i>	<i>8-10 observations</i>	

Semester Two

<i>Special Education Law</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Positive Behavior Management</i>	<i>21 hours</i>	<i>7 meetings</i>
<i>Collaboration Skills</i>	<i>30 hours</i>	<i>10 meetings</i>
<i>C & I for Students w/ Mod/Sev. Disabilities Practicum</i>	<i>30 hours 8-10 observations</i>	<i>10 meetings</i>

Semester Three

<i>Cultural and Linguistic Diversity</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Specialized Health, Mvmt, Mblty, Sens. Dev.</i>	<i>30 hours</i>	<i>10 meetings</i>
<i>C & I Beginning Reading</i>	<i>27 hours</i>	<i>9 meetings</i>
<i>C & I Art Practicum</i>	<i>12 hours 4-5 observations</i>	<i>4 meetings</i>

Semester Four

<i>C & I Language Arts and Writing</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Academic Language</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>English Language Learners</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Historical and Philosophical Foundations</i>	<i>18 hours</i>	<i>6 meetings</i>
<i>Practicum</i>	<i>4-5 observations</i>	

Semester Five (Transition to LEVEL TWO)

<i>Seminar: Interpersonal & Social Skills for the Inclusive Classroom</i>	<i>12 hours</i>	<i>6 mini- meetings</i>
<i>Practicum</i>	<i>2-3 consultations</i>	

**San Jose State University Mild/Moderate/Severe Credential Intern Program
The Collaborative Intern Program in Mild/Moderate/Severe Disabilities
San Jose State University/Santa Clara Unified School District**

Chris Hagie
Mary Male
Michele Burchfiel

Overview

The San Jose State University (SJSU) Collaborative Mild/Moderate and Moderate/Severe Disabilities Level I Intern Credential Program in the Department of Special Education concluded the first year in May 2003. The intern program is a joint venture between two Department of Special Education credential programs and school districts in three Northern California counties. The fiscal agent is the Santa Clara Unified School District. Thirty-five interns completed the first year of the two-year program.

Program Description

Individuals applying to the intern program first obtain employment in one of the 16 participating school districts and complete the application process for SJSU and the Department of Special Education. The SJSU intern program co-coordinator interviews the intern candidate for the intern's teaching assignment. During the first semester of the program, the school district assigns a support provider to the intern, and the intern meets with the SJSU advisor to develop a course sequence plan for the next two years. Typically, an intern completes two courses each semester and in the summer session over the two years for the Level I Credential.

During the first year, the cohort of interns develops a strong learning community in a release day class each semester, fulfilling the requirements of two of the core classes for both credentials. In the release day classes, the lectures, in-class group activities and assignments are designed to be relevant to the intern's teaching job and to meet the California Commission on Teacher Credentialing core education specialist standards and the California Standards for the Teaching Profession. Many of the in-class group activities require interns to present case studies and/or strategies used in their classes for discussion and reflection.

Interns complete the remainder of the courses in: (a) an on-line format (videos, readings, classroom observations, interviews, classroom implementation, and asynchronous discussion groups); (b) a weekend format (the class meets for a full Saturday or Sunday six times over the semester); and (c) a traditional format (one late afternoon or evening each week over the fifteen week semester).

After the first year, the intern cohort divides into the Mild/Moderate Disabilities cohort and the Moderate/Severe Disabilities cohort. The smaller cohorts complete the specialized courses in the associated area to complete the Level I Credential program. Throughout the two-year program, individuals in the large cohort, and then in the smaller cohorts, learn about each other's classrooms and instructional programs, participate in small problem-solving groups focusing on actual classroom situations and educational methods. The interns provide support to each other, and they become reflective educators.

Unique features of the SJSU intern program are the collaborative nature of the program by working as a joint venture with local school districts and county offices. The program offers flexibility in program scheduling through multiple options. The unique cohort links interns across disability areas in the first year and then separates the larger cohort into specialization areas during the second year. Intern performance during the intern program is evaluated in portfolio exhibitions that form a significant portion of the intern's teaching performance evaluation. Other program evaluation tools and processes are used to assure the program evolves to meet changing needs.

Collaboration

The Intern Credential Program Advisory Board is comprised of the two program SJSU co-coordinators, directors of special education and human resource personnel from participating school districts and/or county offices of education and any other individual interested in contributing to the on-going development and evaluation of the Intern Credential Program. This advisory board meets at the beginning and end of each semester. The participating school districts rotate hosting the advisory board meeting. The SJSU co-coordinators guide facilitation for the advisory board meetings.

Ensuring Successful Outcomes

Support. In consultation with the intern, the school district assigns a support provider. The support provider holds an educational specialist credential with teaching experience in the intern's respective area of special education. The support provider is typically considered the master teacher. The support provider has a written job description and is accompanied by a Memo of Understanding signed by the support provider, the intern and the university supervisor. The signed Memo of Understanding indicates all are in agreement with the support provider job description. An orientation training seminar for support providers is held at SJSU in the first semester of the intern program. Information about mentoring new teachers and descriptions of expected activities for the support provider role are provided. Various types of new teacher support are discussed in the seminar.

In the first semester of the program, each intern in the Moderate/Severe cohort develops a draft induction plan and completes a self-assessment. The assessment identifies the areas of greatest concern in the new job, teaching strengths and the greatest challenges. The intern identifies the most helpful type of support from the support provider and the SJSU supervisor. Interns in the Mild/Moderate Disabilities cohort complete a self-assessment on the California Commission on Teacher Credentialing standards and the California Standards for the Teaching Profession. The program co-coordinator meets with each intern and support provider in the classroom to discuss the self-assessment, current successes and challenges in the job. During the meeting, resources to assist the intern are identified. The program co-coordinator, support provider and intern create an action plan to address challenges and to get additional support as needed.

Evaluation. Several different types of assessment methods are utilized to determine the success of the interns in the program. First, each intern develops a

portfolio to reflect upon their work as a new teacher. The intern includes evidence of their work that addresses the California Standards for the Teaching Profession and California Commission on Teacher Credentialing education specialist standards. Second, university supervisors and school district supervisors for each intern complete evaluation surveys that address the CSTP and research-based best practices. Third, an anonymous evaluation of the Intern Credential Program is solicited by mail from the interns, directors of special education and school district supervisors. Program co-coordinators, the SJSU department chairperson, participating faculty and supervisors examine the surveys to determine areas of Intern Credential Program that need adjustment or modification and the areas of strength. The Intern Credential Program Advisory Board tracks interns after program completion to determine employment retention rates and to evaluate the program after the intern has several years of experience as a Level I teacher.

Sample Course Sequence

To complete the Level I Mild/Moderate or Moderate/Severe Education Specialist Credential, interns enroll in the following course sequence:

Course Number	Course Name	Units
Year One		
EDSE 179	Managing Behavior and Emotional Problems of Exceptional Individuals (Release Day Class)	3
EDSE 192	Mainstreaming the Exceptional Pupil (On-line Class)	3
EDSE 105	Supervision and Induction Plan Evaluation (Moderate/Severe Intern Support Seminar)	3
EDSE 102	Language and Speech for Typical and Exceptional Individual (Release Day Class)	3
EDSE 107	Educating Students with Mild/Moderate/Severe Disabilities (On-line Class)	3
EDEL 108A	Reading/Language Arts	6
EDEL 143A		2
Year Two		
EDSE 215 or EDSE 214 and EDSE 106	Assessment (Mild/Moderate Release Day Class) or Augmentative and Alternative Strategies for Persons With Severe Disabilities (Moderate/Severe Saturday Class) and Assessment, Curriculum and Instructional Strategies for Students with Moderate/Severe Disabilities	3
EDSE 224	Methods of Teaching English Language Learners (On-line Class)	3
EDSE 216 or EDSE 113	Teaching Reading to Students with Mild/Moderate Disabilities or Curricular and Instructional Adaptations for Teaching Students with Moderate/Severe Disabilities	3
EDSE 120	Characteristics, Implications and Adaptations for Students with Multiple Disabilities	3
EDSE 154	Student Teaching Seminar	5
EDEL 108D	Mathematics	3

San Jose State University
Distance Learning for Deaf Education
Meeting Challenges of Low Incidence in Rural and Remote California

Lou Larwood

Overview

For the past five years, San Jose State University has offered the Education Specialist Credential Program to individuals who live in rural Northern California and other outlying northern regions teaching deaf children full time. Presently, the SJSU Deaf Education Program is proposing a formal Level I Intern Program for on campus and distance learning students. The Education Specialist Credential Program has grown over 400 percent since 2001. In 2002-03, 58 graduate students were enrolled in Level I and 28 in Level II. The anticipated enrollment for the 2003-04 academic year is over 100 students.

The SJSU program presently has 21 Educational Program Partnerships throughout Northern California from Monterey County to the Oregon border in the Siskiyou Mountains. The largest partnerships include the California State School for the Deaf in Fremont where 40 percent of the current teachers are SJSU graduates. A second large partnership is with Santa Clara County Office of Education Deaf Program where 70 percent of the current teachers are SJSU graduates.

The program currently has a \$1.2 million five-year federal grant. A primary goal of the grant is to aggressively recruit undergraduates at San Jose State University and ten local community colleges in the South Bay of Northern California. Another goal is to develop and institutionalize long-term collaborative partnerships at six Northern California state universities not yet offering the Deaf/Hard of Hearing Credential. These partnerships include California State Universities Chico and Sacramento.

Program Description

The San Jose State University Deaf Education Credential and Master's Degree Program is a comprehensive program to prepares teachers for work with deaf and hard of hearing students. Graduates of the program are expected to function as effective decision makers in an educational setting with a diverse and increasingly technological society. Professionals wishing to work with deaf and hard of hearing students must respect the student diversity and strive for excellence in the chosen profession. Graduate students are required to receptively know American Sign Language (ASL), Pigeon Signed English (PSE) and Signing Exact English (SEE) at an intermediate level or higher prior to exiting the Level I program. Fluency in ASL and/or SEE is required for all interns prior to completing the student teaching requirement in the Level I portion of the program.

Teachers completing the Education Specialist Deaf/Hard of Hearing Credential are qualified to teach special day classes for deaf and hard of hearing students from birth to 22 years of age. The age range of children served requires the Level I and II program cover principles of instruction from infancy through the transition process of young adults into the post-secondary system. Teachers also serve deaf-blind students and deaf students with multiple disabilities. Teachers with the Education Specialist Deaf/Hard of Hearing Credential may teach students who attend class full time in general education,

act as a resource teacher for deaf students and/or be employed by the California State Schools for the Deaf. Some teachers work as itinerant teachers of the deaf, traveling to multiple school sites on a weekly basis.

Interns who live more than three hours away from SJSU are able to complete the program at the same rate as on campus students. The uniqueness of the distance-learning program is the flexibility of the program and the partnerships with neighboring CSUs. This partnership allows interns to complete some required classes at a CSU campus closer to the intern's home. Program requirements are set up in three cores: elementary education, special education and deaf education. The elementary and special education core classes may be taken at CSU Chico and Sacramento State University.

The option of going to two California State Universities while completing the SJSU Deaf Education Program results from the coordination and communication initiated by the SJSU Deaf Education Program director. Interns complete the Level I program in three to five semesters depending on the interns' sign language competency. Interns complete Level II in two to three semesters.

Collaboration

The SJSU program director meets with any educational program administrator who has hired an intern teacher of the deaf. The SJSU director provides the administrator with the credential program requirements and how the requirements will impact the teacher's work schedule. The director schedules the release time needed for the intern to complete the program. Presently, every school administrator has supported releasing teachers to take classes and complete needed credential requirements. The personal contact with each educational administrator has been crucial, as many are not clear about all the Level I and II requirements. These ongoing contacts allow the SJSU program director to become familiar with the school programs, services, unique needs and demands the intern will face, and the school administrators learn the program requirements and skills the interns will be mastering. These partnerships ensure the SJSU student feels a strong sense of support throughout the course of study.

The SJSU program director regularly attends regional SELPA meetings, county office of education meetings and conferences with school superintendents and program specialists. This consistent communication is a key to the success of the program. As a result of the ongoing coordination provided to educational agencies, program administrators now contact the SJSU Deaf Education Program to recruit a new teacher or to support to a newly hired teacher. The SJSU program director also meets with teachers and staff at school sites for regular weekly meetings to keep the program visible and in the minds of professionals who may hire a teacher of the deaf.

Community Advisory Board meetings are held each fall and spring along with three other SJSU Education Specialist Credential programs. Included at these meetings are local Bay Area administrators and potential teacher mentors who will be supporting new teachers completing the program. Administrators share concerns and feedback from the field and release mentor teachers to attend these meetings for formal training as a support provider with new Level I teachers. The mentorships are crucial components for distance learning interns, as professional isolation is the common cause of teacher attrition in deaf education. Mentors are within driving distance of new Level I teachers

working in both rural areas and urban areas. Electronic communication is also used to keep in touch and problem-solve issues.

San Jose State University Deaf Education Credential Program has the largest geographical service area in California. SJSU maintains a high level of personal contact between program director, intern, school site/program administrator and mentors. This labor-intensive aspect of the program has had a significant impact on reducing teacher burnout and attrition during a teacher's first five years in the teaching profession.

Individuals wanting to complete the program leading to the SJSU Deaf and Hard of Hearing Credential Program, but reside outside the San Francisco Bay Area Region, meet with the program director to review transcripts and develop a program plan. During this meeting the program director and intern determine the courses to be taken at SJSU and the courses that can be taken on-line or at a CSU closer to the applicant's home or work. All courses taken at other universities must be comparable to courses required in the SJSU program and approved by the SJSU program director. The program director works closely with the CSU to ensure the intern enrolls without difficulty.

When distance students register for required deaf education courses at SJSU, they are required to attend the first class meeting and one class a month thereafter. If work is less than satisfactory, the course instructor may require more frequent class attendance.

Ensuring Successful Outcomes

Support. The Deaf Education Program provides mentors for any intern who applies to the program and is employed as a teacher of the deaf. The program director works closely with the intern's employers to assign a mentor already working in the same program or a person working in an adjacent county. If a mentor cannot be found locally, a cyber-mentor is assigned. Mentors are teachers who are graduates of the Deaf Education Program and have taught more than five years.

Evaluation. At the conclusion of the Level I intern experience, every intern completes an evaluative survey of the Level I program, mentors and university faculty. Interns provide suggestions and feedback to enhance the program. At the conclusion of the Level I and Level II program, the intern is required to submit a professional portfolio for evaluation.

The Level I portfolio includes examples of the intern's best work and evidence of meeting all the California Commission on Teacher Credentialing Level I Core Special Education and Education Specialist Level I Standards. The Level II professional portfolio includes a site visit by the program director to interview principals, program specialists and mentors on the skills and competencies of the intern. The feedback obtained from the visit is used to evaluate the Level II intern and also to provide evaluative feedback about the credential program. The Level II portfolio includes sections on each of the California Commission on Teacher Credentialing standards.

At the conclusion of the Level I program, a Professional Induction Plan is developed with the SJSU program director, the employer and the intern. The Professional Induction Plan outlines what the Level I teacher must do to complete the requirements for the Professional Clear Credential and identify how the Level I teacher will be supported. During the Professional Induction Plan meeting, a mentor is assigned to work with the Level I teacher for the first year of teaching on the Preliminary Level I Credential. The SJSU Deaf Education Program provides mentor training and stipends as

an incentive to maintain a high caliber of mentors for new students. Professional compatibility is important in matching a mentor with a new teacher.

Recruitment. Interns are rigorously recruited from local school districts, the California State School for the Deaf, Special Education Local Planning Agency Directors and from rural Northern California such as Redding, Shasta and the Yosemite area. Interns must have a BA or BS degree to be eligible to apply to the credential program. The SJSU program also offers an undergraduate minor in Deaf Education. An aggressive recruitment program of undergraduates at SJSU and ten local community colleges in the South Bay of Northern California takes place annually. Students who are considering entering the teaching profession as a career choice, but are still at the community college level, are informed about the Deaf Education Minor Program.

Course instructors who teach ASL at local and Northern California community colleges and CSUs offering ASL (e.g. Hayward State University and American River College in Sacramento) now invite the SJSU program director to recruit for the credential program on a bi-annual basis. Other methods of recruitment require bi-annual contacts with undergraduate programs that matriculate well into the graduate program at SJSU, such as Liberal Studies and Child Development. The last form of recruitment is annual contact with school district personnel filling a teacher of the deaf position with an individual on an emergency permit status.

Sample Course Sequence

To complete the Deaf Education Credential, interns enroll in the following course sequence:

Course Number	Course Name
Year One	
EDSE 178	Observation/Practicum*
EDSE 102	Normal Speech and Language Development*
EDSE 119	Introduction to Deaf Education
EDEL 108A	Reading Methods*
EDSE 192	Mainstreaming*
EDSE 276C	Audiology/Speech for the Deaf Child
EDEL 108D	Math Methods*
Year Two	
EDEL 143A	Orientation to Student Teaching*
EDSE 179	Classroom Management*
EDSE 276A	Language Development for the Deaf Child
EDSE 276B	Language and Literacy for the Deaf Child
EDSE 115	Deaf Culture*
EDSE 277	Principles of Curriculum/Instruction for the Deaf Child
Year Three	
EDSE 281	Internship (14 Weeks)

*Courses can be taken at another CSU with an elementary and special education credential program.

**Stanislaus County Office of Education
Mild/Moderate District Intern Credential Program**

Susan Rich
Cathy Spriggs

Overview

In the fall of 2003, Stanislaus County Office of Education and a consortium of local school districts established a partnership to sponsor an internship program designed for teachers interested in completing their Clear Mild/Moderate Specialist Credential while teaching full time. The program was created by a team of educators from schools within Stanislaus County and is staffed by experienced special education instructors from throughout the county.

The intern program goals are: (a) to provide support for interns who are simultaneously teaching and earning the credential required by their teaching assignment; (b) to sequence courses to meet the most critical needs of classroom teachers and their students first; (c) to provide a comprehensive education as specified by the program standards of the California Commission on Teacher Credentialing; (d) to develop reflective educators who demonstrate a commitment to career-long professional development.

Program Description

The three-year program combines academic coursework with a teaching practicum. Interns who successfully meet the admission criteria and are hired by a partnering school district are enrolled in a three-year program focused on gaining expertise in teaching through coursework and field experience. Interns are employed in special education classrooms during the day and attend credential classes two evenings a week for the first two years and one evening a week during year three. Courses are five to ten weeks in duration. The coursework design reflects the interns' pressing and immediate need for foundational information and sequenced courses to reinforce those concepts. The content of early courses, while providing critical information as soon as possible in the interns' education, deserve more in-depth study; therefore the sequence of courses is also by design, structured to spiral back to those issues for more sophisticated, deeper study.

Prior to advancing to the internship, candidates must demonstrate competency in the essential themes of child development, classroom management, pedagogy and methods and special education foundations. During the initial two years of course work, interns develop a deep understanding of diverse learners, assessment, the IEP process, collaboration skills, curriculum and instruction, special education law, historical foundations of education and classroom management. The final year of the internship coursework focuses on advanced learning in the area student behavior, transitions and curriculum and instruction. Throughout the program, the Practicum or field experience is linked directly to coursework. Interns have support in the day-to-day performance of their tasks from both a Practicum Supervisor and Peer Coach who are supportive of classroom practice.

The California Standards for the Teaching Profession (CSTP) play an important part in the design of the program. The CSTP are used to: (a) organize the exit portfolio for completion of the Tier I credential; (b) structure evaluation of the interns and course instructors; and (c) structure the observation forms used by the Peer Coach, Practicum Supervisor and Site Administrator. Throughout the program interns will be asked to be reflective practitioners and examine their teaching through the lens of the CSTP. Interns are expected to develop and maintain a professional portfolio documenting their growth as a special education instructor throughout the internship. The portfolio for year one and two focuses on the CSTP and the year three portfolio focuses on the competencies of data-based decision making, research application, collaboration and consultation, transition and transition planning, student assessment and curriculum and instruction.

Ensuring Successful Outcomes

Support. The program design provides a support system that utilizes Practicum Supervisors, Peer Coaches, and Site Administrators to ensure that interns have the assistance they need to successfully teach students while they themselves continue as students in the program. The Practicum Supervisor observes interns in the classroom teaching, and the Peer Coach observes and coaches interns, providing both support and guidance for developing as special education instructors. Both the Practicum Supervisor and the Peer Coach assist the interns in linking theory of coursework to practical application. The Site Administrator observes and evaluates the interns' progress based on the CSTP and communicates the results of observations with the Practicum Supervisor. In addition, interns are assigned to a cohort group that meets regularly over three years. The goal of the cohort groups is to build a collegial relationship of trust, learning, and reflection among interns. The SCOE Mild/Moderate Specialist Credential Program Coordinator is available to advise interns about their academic, professional and personal development as the need arises.

Evaluation. Program participants, graduates and local practitioners are regularly involved with a comprehensive evaluation of the quality of courses and field experiences. Program participants are asked to provide feedback at the end of every course. They also have the opportunity to provide feedback to practicum supervisors about the quality and effectiveness of their services. An exit interview with graduates is used to gather information about the program. Graduates are asked to respond to a series of questions that provoke reflections about the whole program from the perspective of having completed it. Local practitioners, participating in the program as peer coaches and site administrators, have an opportunity to offer feedback about the implementation of the skills and knowledge taught in the courses. The CSTP are used as the framework for all evaluations of both interns and faculty. Faculty instructors, practicum supervisors and site administrators use the CSTP competencies to monitor intern progress throughout the program. The program retains only those candidates who successfully: (a) complete the prescribed coursework with a minimum GPA of B; (b) demonstrate teaching proficiency in the classroom field experience; and (c) maintain employment with a partnering district.

Recruitment. This is a partnership with a consortium of districts that wish to provide a supportive program culminating in a credential for teachers who are already employees of the district. These teachers have been selected as the best from an available pool of

interested candidates. The program strives to establish inclusive admission policies so that the district employees who meet the criteria established by California law may participate. The districts have already chosen these candidates to teach their students, and the program will work to admit as many who qualify according to the specific criteria for intern candidates.

Sample Course Sequence

To complete the program, interns enroll in the following course sequence:

Tier I Coursework

Sem	Course Number and Title	Units
1	411 Practicum	1.0
1	311 Positive Classroom Environment	1.0
1	312 Teaching Learning Strategies	1.0
1	313 IEP Process	1.0
1	314 Spectrum of Student Behavior	2.0
1	315 Collaboration	1.0
2	421 Practicum	1.0
2	321 Diverse Learners with Disabilities	1.0
2	322 Linguistically & Culturally Diverse Learners	1.0
2	323 Assessment I	1.0
2	324 Special Ed Law	1.0
2	325 Seminar I Collaboration/Sp. Ed Law/Behavior	1.0
3	331 C & I Teaching Reading	2.0
3	332 Assessment II	1.0
3	333 Developing as a Professional Special Educator	2.0
3	334 Historical Foundations	1.0
4	441 Practicum	1.0
4	341 English learners and Special Ed	1.0

4	342 C & I Language Arts, Fine Arts, Visual/Performing	2.0
4	<i>343 C & I Teaching Content To All</i>	2.0
5	451 Practicum	1.0
5	351 Instruction of EL's and IEP Development	1.0
5	352 C & I Math & Science	2.0
5	353 C & I Physical Education	1.0
5	354 C & I Social Skills	1.0
5	355 Seminar II Curriculum & Instruction	1.0

Tier II Coursework

Sem	Course Number and Title	Units
6	461 Practicum	1.0
6	361 Seminar III (instruction delivered throughout the year)	
6	362 Advanced Behavior	2.0
6	363 Transitions	1.0
7	471 Practicum	1.0
7	361 Seminar III (instruction delivered throughout the year)	1.0
7	364 Advanced C & I	3.0

**University of California, Berkeley Urban Partnership Intern Program
California Professional Clear Education Specialist – Mild/Moderate Credential**

Rasjidah Franklin

Overview

The University of California, Berkeley Urban Partnership Intern Program is an urban intern credential program offered by UC Berkeley Extension and leads to a California Professional Clear Education Specialist – Mild/Moderate Teaching Credential with a CLAD emphasis.

The program was created by a team of educators from UC Berkeley Extension and the Albany, Oakland and West Contra Costa Unified School Districts. These districts are the partnering employers along with the Hayward, Mt. Diablo, Pittsburg and Vallejo School Districts, who hire the teacher interns. The program received approval to begin in the fall of 2003.

The intern program goals are: (a) to increase the retention rate of new teachers in urban special education positions; (b) to recruit, train and support urban elementary teachers from diverse ethnic and disability groups; (c) to increase student learning, motivation and self-advocacy; and (d) to prepare teachers who demonstrate a commitment to career-long professional development, school leadership and community involvement.

Program Description

Applicants who successfully complete the initial interview with UC Berkeley Extension must then be interviewed and hired by one of the partnering school districts. Once hired and accepted into the program, interns spend two years earning their credential by participating in six semesters of carefully designed coursework while serving as full-time classroom teachers. The program starts with three prerequisite courses and continues with two school years of supervised fieldwork in the interns' classrooms. Additionally the intern completes fieldwork seminars and continuing coursework during the evenings and on weekends. The University of California, Berkeley Urban Partnership Intern Program is an integrated Level I and Level II program. Interns can finish after two years with a professional clear Education Specialist Credential.

A lifelong learning approach to teacher education is the center of UC Berkeley's mission for education.

Ensuring Successful Outcomes

Support. Students admitted to the program may receive some financial support, depending on availability of state funding for intern credential programs. Interns also receive ongoing support and coaching from both a UC Berkeley Extension supervisor and a mentor/coach in the school district. Release time is available for interns to observe the classrooms of outstanding teachers.

Recruitment. Interns are recruited from the partnership districts. The program is advertised at job fairs, in the newspaper, and in the University Extension catalog and website.

Sample Courses Sequence

Some program coursework is open to public enrollment and intern candidates can enroll in the courses at any time prior to admission. Other coursework is not published in the catalogue and is restricted to intern program participants only.

Course Number	Course Name	Units
Preemployment Requirement		
Educ x370.4	Mainstreaming Students with Special Needs in Regular Classes	3
Educ x378.1	Developmentally Appropriate Instruction and Classroom Management in Diverse Settings	3
Educ x378.2	Assessment and Lesson Design	3
Generic Core		
Educ x370.4	Mainstreaming	2
Educ x378.1	Developmentally Appropriate Instruction and Classroom Management	2
Educ x378.2	Assessment and Lesson Design	2
Educ x362.9	Psychology of Human Learning	2
Educ x362.5	Learning Differences and Disabilities	2
Educ x378.5A	Introduction to Fieldwork Seminar I	1
Educ x378.5B	Introduction to Fieldwork I	2
Educ x330.3	Classroom Tested Reading	3
Educ x378.4	Second Language Acquisition and Instruction	3
Educ x378.6AB	Introduction to Fieldwork Seminar I	3
Educ x354	Introduction to Computers	2
Advanced Core		
Educ x345.4	Fostering Wellness	4
Educ x378.3	Curriculum and Instruction	3
Educ x376.1	Making Math Real SE	2
Educ x378.7A	Advanced Fieldwork Seminar I	1
Educ x378.7B	Advanced Fieldwork I	
Educ x378.9	Applied Reading Techniques	2
Educ x378.8A	Advanced Fieldwork Seminar II	2
Educ x378.8A	Advanced Fieldwork II	4
	Two Elective Courses	

University of La Verne Educational Specialist Intern Program

Overview

The University of La Verne Special Education Intern Program seeks and accepts the highest quality of new teachers. The goal of the special education department is to accept qualified intern candidates and assist and support them in becoming outstanding practitioners in the teaching profession. The goal and purpose of the ULV Education Specialist Internship program is to provide ongoing and continuous support to intern teachers who are currently assuming comprehensive and complex responsibility of classes with special needs learners. Intern candidates* must present themselves and their prior educational history and experience in a way that allows special education faculty to reach a positive decision regarding entrance into the program with confidence that they will develop into high quality teachers.

The requirements of admittance into the educational specialist intern program (for both the University requirements and state requirements) include: Passage of CBEST, subject matter competence or passage of CSET, valid certificate of clearance, completion of a baccalaureate degree at an accredited university, completion of the U.S. Constitution/American Government requirement, speech course verification, writing competency sample, Completion of SPED 457 completion of an appropriate application form for entrance into the program, letter documenting at least 120 hours of experience with special needs learners in a classroom, district letter of intent to hire or a contract, interview with a SPED faculty member.

Program Description

The course requirement to enter the SPED Internship Program is the successful completion of SPED 457, Introduction to Exceptional Individuals and Their Families. This is a comprehensive course into the world of special education that all teacher candidates at ULV are required to complete; however, it is the Intern candidate who is required to complete this course prior to admittance into the program

Intern candidates are required to demonstrate or document significant experiences teaching in a special education class. Significant experience is identified as at least 120 hours or more of previous teaching experience with special needs learners. This can be demonstrated in a number of ways such as: as a para-professional educator (instructional assistant), as a special education teacher on an emergency permit, as a long-term substitute teacher in the same special education position with the same students, or volunteering in a special education classroom. Those Intern candidates who hold an out of state specialist credential and have taught in an inclusive or special setting for at least one (1) year, and/or those candidates who hold a multiple subject or single subject California credential and have taught for at least one (1) year with included special needs students will also be considered as having completed their teaching experience to enter the Intern program.

The intent of the internship program is to assist in developing successful, innovative and well-versed teachers in theory and practice. Admittance to the program

will depend on those items delineated above including references, transcripts, a completed application form, as well as a personal interview with a member of the special education faculty, either the Department Chair or the Coordinator of Fieldwork Experience. This interview will be a dual purposed one: a) to establish a relationship with the new intern candidate, understand his/her desires related to professional development in the field of special education, and relate them to the standards and expectations of the ULV SPED Intern program, and b) to identify the intern's current teaching status, past knowledge and experience, skills and talents as related to teaching special needs learners

Collaboration

Final admission into the internship program occurs when all of the requirements noted above have been successfully complete and the Intern candidate files with the University an "intent to hire" form or documents of employment with the school district or county office. At that time Intern candidates will receive congratulatory letters welcoming them into the program and delineating their duties and responsibilities

Ensuring Successful Outcomes

Support. The ULV Education Specialist Intern receives support in a number of ways during the internship program. The intern will be provided with a University and School-site Supervisor who will visit, observe and evaluate the intern a number of times during the semester, and provide both oral and written feedback. In addition, each intern will participate in monthly seminars at the ULV campus to discuss current classroom issues such as classroom management, curriculum design, instructional strategies, etc.

Sample Course Sequence

Once admitted into the Intern Program, the courses the Intern will need to complete to apply for the Level I, Education Specialist Preliminary Credential are as follows:

Course Number	Course Name
Pre-requisite course	
SPED 457	Introduction to Special Needs Learners and their Families
Year One	
SPED 406/406P	Assessment of Special Needs Learners/Practicum
EDUC 470	Theories and Methods of Education for Linguistically Diverse Students
SPED 405	Diversity in Special Education
SPED 405P	Diversity in Special Education, Practicum
EDUC 462	Literacy Methodology Part I
EDUC 472	Teaching Strategies
EDUC 468	Supervised Teaching in general education
Year Two	
SPED 408P	(1) Directed Teaching in Special Education Content Area
EDUC 464	Literacy Methodology Part II (3 units)
SPED 407/407P	: (4) Classroom and Caseload Management, Practicum
SPED 409	(6) Directed Student Teaching

:

Matrix of California Special Education Programs

<p><i>Fairfield-Suisun Unified School District</i> Rosemary Ingram, Director Fairfield-Suisun USD 1975 Pennsylvania Ave. Fairfield, CA 94533 703 399-5084 rosemary@fsusd.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>	<p><i>North Coast Beginning Teacher Program</i> Corinne Muelrath, Director Sonoma County Office of Education 5340 Skylane Boulevard Santa Rosa, CA 95403 707 524-2818 cmuelrath@scoe.org Focus: mild/moderate, moderate/severe disabilities</p>
<p><i>North/East Bay Intern Project</i> Jane Robb, Director Vallejo City Unified School District 211 Valle Vista Avenue Vallejo, CA 94590 707 556-8921 ext. 50035 Jrobb@vallejo.k12.ca.us Focus: mild /moderate disabilities</p>	<p><i>Northeastern California Partnership for Special Education</i> Lisa Churchill, Director California Sate University Chico/Special Education Office First and Normal Streets Chico, CA 95929-0465 530 898-6146/5167 lchurchill@csuchico.edu Focus: mild/moderate, moderate/severe disabilities</p>
<p><i>Project Pipeline</i> Margaret Fortune, Director Project Pipeline 2035 Hurley Way, Suite 200 Sacramento, CA 95825 916 924-8633 msfortune@projectpipeline.org Focus: mild/moderate disabilities</p>	<p><i>San Joaquin County Office of Special Education</i> Catherine Kearney, Director San Joaquin County Office of Education 2901 Arch-Airport Road Stockton, CA 95213-9030 209 468-9116 ckearney@sjcoe.net Focus: mild/moderate, moderate/severe disabilities</p>
<p><i>Bakersfield City School District Intern Program</i> Carol Sherrill, Director Curriculum, Instruction and Professional Development 1300 Baker Street Bakersfield, CA 93305 661 631-4824 sherrille@bcsd.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>	<p><i>California State University Fresno Alternative Certification</i> Don Beauregard, Director CSU Fresno School of Education 5005 N. Maple Ave-MSED2 Fresno, CA 93740-8025 559 278-0232/0204 donald_beauregard@csufresno.edu Focus: mild/moderate disabilities</p>

<i>California State University, Monterey Bay CBay Consortium</i>	<i>California State Univ./Stanislaus/Merced Consortium</i>
Mark Oshea, Director CSU Monterey Bay/Dept. of Education 100 Campus Center, Blg. 3 Seaside, CA 95382 831 582-3039 mark_oshea@CSUMB.edu Focus: mild/moderate disabilities	Juan Flores, Director CSU Stanislaus/Department of Education 801 W. Monte Vista Avenue Turlock, CA 95382 209 667-3600/3357 flores@toto.edu Focus: mild/moderate, moderate/severe disabilities
<i>California State University/Stanislaus/San Joaquin Consortium</i>	<i>Kern County Superintendent of Schools Consortium</i>
Juan Flores, Director CSU Stanislaus/Department of Education 801 W. Monte Vista Avenue Turlock, CA 95382 209 667-3600/3357 flores@toto.edu Focus: mild/moderate, moderate/severe disabilities	Ann Georgian, Director Kern County Superintendent of Schools Intern Consortium 1300 17 th Street Bakersfield, CA 93301 661 636-4311 angeorgian@kern.org Focus: mild/moderate disabilities
<i>Kern High School District Intern Program</i>	<i>Sonoma State Univ. West Contra Costa Unified School District</i>
Katie Kleier, Director Kern High School District Intern Program 5801 Sundale Avenue Bakersfield, CA 93309 661 827-3283 katie_kleier@khsd.k12.ca.us Focus: mild/moderate disabilities	Emiliano Ayala, Director Sonoma State University/Dept. of Special Education 1801 East Cotati Ave. Rohnert Park, CA 94928 707 664-3490 emiliano.ayala@sonoma.edu Focus: mild/moderate disabilities
<i>Stanislaus County Office of Education</i>	<i>California State University Hayward</i>
Susan Rich, Director Stanislaus County Office of Education 100 H Street Modesto, CA 95354 209 525-4996 srich@stan_co.k12.ca.us Focus: mild/moderate disabilities	Virginia Rogers, Director CSU Hayward/Special Education 25800 Carlos Bee Boulevard Hayward, CA 94542-3076 510 885-7429 vrogers@csuhayward.edu Focus: mild/moderate, moderate/severe disabilities

<p><i>Notre Dame de Namur University</i> Barbara Kammerlohr, Director Notre Dane de Namur University 1500 Ralston Ave. Belmont, CA 94002-1997 650 593-1601 bkammerlohr@msn.com Focus: mild/moderate disabilities</p>	<p><i>Oakland Intern Partnership Program</i> William Winston Oakland Unified School District 4919 Mountain Boulevard Oakland, CA 94619 510 879-8900 wwinston@ousd.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>
<p><i>Peninsula New Teacher Project</i> Nancy Doyel, Director C/O Fox School, Room 6 3100 St. James Road Belmont, CA 94002-2956 650 610-6990 ndoyel@belmont.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>	<p><i>San Francisco Unified School District Intern Program</i> Debra Eslava-Burton, Intern Program Adminstrator San Francisco Unified School District 555 Franklin Street San Francisco, CA 94102 415 355-7648 marydriscoll@speakeasy.net Focus: mild/moderate, moderate/severe disabilities</p>
<p><i>San Jose State University/Santa Clara Unified School District</i> Michele Burchfiel, Director Santa Clara Unified School District 1889 Lawrence Rd. Santa Clara, CA 95052 408 423-2000 mburchfi@scu.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>	<p><i>Santa Clara County Office of Education (Silicon Valley Intern Program)</i> Ellen Welt, Director Santa Clara County Office of Education 1290 Ridder Park Drive/ MC 221 San Jose, CA 95131-2398 408 453-4322 Ellen_Welt@sccoe.org Focus: mild/moderate, moderate/severe disabilities</p>
<p><i>University of California Berkeley Extension – Cal Urban Partnership Project</i> Karin Silet, Director UC Berkeley / Berkeley Extension 1995 University Avenue Berkeley, CA 94720-7009 510 643-3902 kxs@unx.berkeley.edu Focus: mild/moderate disabilities</p>	<p><i>Alhambra/California State University Los Angeles, Los Angeles Unified School District</i> Andrea Zetlin, Director California State Univ. Los Angeles 5151 State University Drive Los Angeles, CA 90032 323 343-4410 azetlin@calstatela.edu Focus: mild/moderate, moderate/severe disabilities, visual impairment, physical disabilities</p>

<i>California Lutheran University/Ventura County</i>	<i>California State University, Los Angeles</i>
Silva Karayan, Director California Lutheran University 60 West Olsen Road Thousand Oaks, CA 91360 805 493-3419 karayan@clunet.edu Focus: mild/moderate, moderate/severe disabilities	Nancy Hunt CSU Los Angeles/ Division of Special Education 5151 State University Drive Los Angeles, CA 90032-8144 323 343-4400 nhunt@calstatela.edu Focus: early childhood disabilities
<i>California State University, Northridge Special Education</i>	<i>Los Angeles Unified School District (LISTOS)</i>
Sue Sears, Director California State University Northridge 18111 Nordhoff Street Northridge, CA 91330-8265 818 677-2552/3189 sue.sears@csun.edu Focus: mild/moderate, moderate/severe disabilities, deaf and hard of hearing	Mary Lewis, Director Los Angeles Unified School District 4201 Wilshire Boulevard Los Angeles, CA 90010-3605 323 932-2055 mlewis03@lausd.k12.ca.us Focus: mild/moderate disabilities
<i>Loyola Marymount University</i>	<i>Ventura County Intern Program Partnership</i>
Maureen Schaukowitch, Director Loyola Marymount University One LMU Dr. Ste. 2624 Los Angeles, CA 90045 310 338-1859 mschauko@imu.edu Focus: mild/moderate disabilities	Paula Lovo, Director Superintendent of Schools 5189 Verdugo Way Camarillo, CA 93012 805 383-1927 plovo@vcss.k12.ca.us Focus: mild/moderate disabilities
<i>California State University, San Bernardino</i>	<i>California State University, San Bernardino</i>
Kathie Phillips, Director CSU San Bernardino, College of Education 5500 University Parkway San Bernardino, CA 92407 909 537-7679 Kathiep@csusb.edu Focus: moderate/severe disabilities	Judy Sylva, Director CSU San Bernardino, College of Education 5500 University Parkway San Bernardino, CA 92407 909 537-7244 jsylva@csusb.edu Focus: early childhood special education

<i>California State University, San Bernardino Education Specialist Special Education, CLAD Program</i>	<i>Fontana Unified School District</i>
Marjorie McCabe, Director CSU San Bernardino/College of Education 5500 University Parkway San Bernardino, CA 92407 909 537-5656 or 7220 mmccabe@csusb.edu Focus: mild/moderate disabilities	Teresa Barnett, Director Fontana Unified School District 9680 Citrus Avenue Fontana, CA 92336 909 357-5000 ext. 7234 barntm@fusd.net Focus: mild/moderate disabilities
<i>National University</i>	<i>San Gabriel Valley Consortium</i>
Lynne Anderson, Director National University 804 East Brier Drive San Bernardino, CA 92408 858 642-8330 landerso@ny.edu Focus: mild/moderate disabilities	Judith Hetzel, Director Azusa Pacific University/Department of Education 901 E. Alostia Azusa, CA 912702-7000 626 815 5438 jhetzel@apu.edu Focus: mild/moderate disabilities
<i>Win Win Internship Consortium Cal Poly Pomona</i>	<i>University of La Verne</i>
Gary Kinsey, Director Cal Poly Pomona/Department of Education 3801 West Temple Ave, Blg 5-256 Pomona, CA 91768 909 869-2319 gwkinsey@csupomona.edu Focus: mild/moderate disabilities	Robert Wakeling, Director University of La Verne 1950 3 rd Street La Verne, CA 91750 909 593-3511 ext. 4622 wakeling@ulv.edu Focus: mild/moderate disabilities
<i>California State University Dominguez Hills</i>	<i>California State University Fullerton-Special Education</i>
Carrie Ann Blackaller, Director CSU Dominguez Hills/Department of Education 1000 East Victoria St. Carson, CA 90747-0005 310 243-3900 cblackaller@csudh.edu Focus: mild/moderate, moderate/severe disabilities	Belinda Karge/Barbara Glaeser, Codirectors CSU Fullerton/Department of Special Education 800 N. State College Fullerton, CA 92834-6868 714 278-3760 bkarge@fullerton.edu Focus: mild/moderate, moderate/severe disabilities, early childhood special education

<p><i>California State University Long Beach/ I-15 Intern Consortium Program</i></p>	<p><i>Long Beach USD Education Specialist</i></p>
<p>Shireen Pavri, Director CSU Long Beach/College of Education 1250 Bellflower Long Beach, CA 90840-2201 562 985-5646 spavri@csulb.edu Focus: mild/moderate, moderate/severe disabilities</p>	<p>G.E. Stuve', Director Lake Ellsinore School District 545 Chaney Street Lake Ellsinore, CA 92530 760 749-6704 gstuve@chelixcorp.com Focus: mild/moderate disabilities</p>
<p><i>Imperial County SELPA Alternative Certification</i></p>	<p><i>Orange County Department of Education Intern Program</i></p>
<p>Glenn Sarot, Director Imperial County Office of Education 1398 Sperber Road El Centro, CA 92243 760 312- 6419 gsarot@icoe.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>	<p>Pat Sheehan, Director Orange County. Department of Education/Teaching Institute 200 Kalmus Drive/P.O. Box 9050 Costa Mesa, CA 92628-9050 714 966-4357 Pat_Sheehan@ocde.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>
<p><i>San Diego City USD/Education Specialist</i></p>	<p><i>Sweetwater Union High School/San Diego State University</i></p>
<p>Geri Brown, Director San Diego Unified School District 2441 Cardinal Lane IMC, Blg A San Diego, CA 92123 858 496-1896 gbrown1@mail.sandi.net Focus: mild/moderate, moderate/severe disabilities</p>	<p>Ana Badillo, Director Sweetwater Union High School 1130 Fifth Avenue Chula Vista, CA 91911 619 691-5530 ana.badillo@suhsd.k12.ca.us Focus: mild/moderate, moderate/severe disabilities</p>

Glossary

ASL	American Sign Language
BCLAD	Bilingual Cross-cultural, Language, Academic Development
BTSA	Beginning Teacher Support and Assessment
CBEST	California Basic Educational Skills Test
CCR	Coordinated Compliance Review
CCTC	California Commission on Teacher Credentialing
CFFAST	California Formative Assessment Support System
CLAD	Cross-cultural, Language, Academic Development
CSET	California Subject Examinations for Teachers
CSTP	California Standards for the Teaching Profession
CSU	California State University
CSUC	California State University, Chico
CSUDH	California State University, Dominguez Hills
CSUH	California State University, Hayward
CSULA	California State University, Los Angeles
CSULB	California State University, Long Beach
CSUN	California State University, Northridge
CSUSB	California State University, San Bernardino
ELD	English Language Development
IEP	Individualized Education Plan
IIP	Individualized Induction Plan
LAUSD	Los Angeles Unified School District
LBUSD	Long Beach Unified School District
LMU	Loyola Marymount University
NCATE	National Council on Accreditation of Teacher Education
NCLB	No Child Left Behind
PSE	Pigeon Signed English
RICA	Reading Instruction Competence Assessment
SDAIE	Specially Designed Academic Instruction English
SEE	Signing Exact English
SELPA	Special Education Local Planning Area
SFUSD	San Francisco Unified School District
SJSU	San Jose State University
SPED	Special Education Department
TED	Teacher Education Department
UC	University of California