

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Alliant International University	Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.	
Antioch University Los Angeles	TEP 601 B Teaching and Accommodating Students with Disabilities, which is required of all Multiple Subject teacher candidates, include detailed information on all special education related laws, including historical context, as well as practical application on how to write present levels of performance and goals in keeping with legal requirements. The IEP, section 504, SST and RTI roles of general education teachers, special education teachers and administrators are covered. In addition, all teacher candidates complete a detailed case study on a student with special needs from identification, through the IEP process, including lesson plans and accommodations necessary to make it possible for the case study student to access the lessons within the general education curriculum. Within these classes, all IDEA eligibility categories are covered, including their characteristics, common academic issues and viable accommodations. ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 458, Language Development and Acquisition, is required of all candidates and combines the study of cognitive, personal and social development with the study of first and second language acquisition, language structure and its use and the developmental and socio-cultural factors that affect language learning and use. Candidates review current theory and research on how the variables of development, class, culture and ethnicity impact language learning. Relevant federal laws, policies and legal requirements governing the education of second language learners are studied.	TESE 601B Individualized Education Design and Policy Implementation and TESE 509 Assessment in Special Education - In addition to extensive coverage of all laws related to special education, teacher candidates are required to observe a case study student, perform assessments and conduct interviews regarding the student, create an assessment report and perform a mock IEP for the student. TESE 538 Comprehensive Behavior Assessment and Positive Behavior Support- Students are required to perform a behavioral analysis and create a behavior plan for a case study student, TESE 517 Understanding and Teaching of Students with Mild and Moderate Disabilities II and TESE 516 Understanding and Teaching of Students with Mild and Moderate Disabilities- Students accumulate and learn interventions and teaching strategies for students from all IDEA eligibility categories. They create lesson and unit plans for case study students, as well as design accommodations and teaching interventions. For TESE 517, they video tape and analyze two lessons taught to classes with students with special needs. TESE 518 Family Dynamics and Communication for Special Education Services- Students investigate community resources and create family service plans for a case study student, in addition to investigating transition services that are available to students leaving HS. ELL instruction is included in all methods courses and candidates are required to complete their novice teaching in schools with significant populations of second language learners. TEP 458, Language Development and Acquisition,

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		is required of all candidates and combines the study of cognitive, personal and social development with the study of first and second language acquisition, language structure and its use and the developmental and socio-cultural factors that affect language learning and use. Candidates review current theory and research on how the variables of development, class, culture and ethnicity impact language learning. Relevant federal laws, policies and legal requirements governing the education of second language learners are studied.
Antioch University Santa Barbara	Candidates for the multiple subject credential take Social and Legal Dimensions of Special Education (TEP 601A) and Teaching and Accommodating Students with Disabilities (601B). These courses include IEP team meeting functions. All other required courses require candidates to meet the needs of students with disabilities. Multiple Subject candidates' knowledge of English language development is supported by Language Development and Acquisition (HDV458A); Reading Instruction in the Elementary Classroom (TEP505) and Language Arts Curricula, Theory and Practice (TEP 511). Each required course also addresses the needs of English learners and the candidates must be familiar with California's ELD standards and include them in lesson plans.	Candidates for the Mild/Moderate credential take these required courses: Behavior Assessment and Support (TESE 538); Assessment in Special Education (TESE 509); Understanding and Teaching Students with Mild/Moderate Disabilities (TESE 516 & 517); Family Dynamics (TESE 518); and Intro to Autism Spectrum Disorder (TESE 541). IEP team participation is provided by IEP Design and Policy Implementation (TESE 601C). Field work is also required for the M/M credential, TESE 512A and TESE 515A. English language development is supported by Language Development and Acquisition (HDV458A) and Reading Instruction in Elementary Classrooms (TEP 505).
Argosy University	All general education candidates take the E6901 course titled Foundations of Education. A significant portion of that course is devoted to identifying and meeting the needs of students with disabilities. Additionally, all general education candidates take the E6900 course titled Cultural Diversity, which provides significant detail in identifying second language learners, and addressing their learning needs through ELD strategies, and Specially Designed Academic Instruction in English (SDAIE). Further, all courses are infused with assignments that speak to addressing the needs of those students. As a final culminating activity, candidates are required to develop lessons, and modifications of lessons, that are designed to meet with needs of specific special needs and second language students. These activities are externally assessed to assure reliability.	
Azusa Pacific University	We have fully integrated strategies and methods for meeting the needs of special needs students in the general education classes. Response to Intervention is covered along with the whole IEP process. Specific assignments are designed to measure students' skills and competencies in these areas, and they are submitted and scored online on TaskStream.	All of the courses in the special education specialist program are updated and aligned to the CTC standards and the programs were approved by the state. Each candidate in the program has access to an advisor and university mentor throughout the credential program. The scope and sequence of the program includes how to develop, implement and participate in an IEP in each of the

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.																								
	<p>The Teacher Education Program initiated a parallel curriculum to enhance instruction on effective strategies to teach children who are culturally, intellectuality and linguistically diverse. The curriculum was entitled the Concentrated Instructional Modules project (CIMS) and is outlined below:</p> <p>Teacher Education Program Course and Concentrated Instruction Module (CIM) alignment.</p> <table border="0"> <thead> <tr> <th>Multiple Subject</th> <th>Single Subject</th> <th>CIM</th> </tr> </thead> <tbody> <tr> <td>TEP 505/506</td> <td>TEP 507/508</td> <td>CIM #1 The Basics of Special Education</td> </tr> <tr> <td>TEP 515/516</td> <td>TEP 517/518</td> <td>CIM #2 Who is the Student with Special Needs</td> </tr> <tr> <td>TEP 555/556</td> <td>TEP 557/558</td> <td>CIM #3 Differentiated Instruction</td> </tr> <tr> <td>TEP 525/526</td> <td>TEP 527/528</td> <td>CIM #4 Reluctant, Resistant, At Risk Learners</td> </tr> <tr> <td>TEP 535/536 (GATE):</td> <td>TEP 547/548</td> <td>CIM Issues in Gifted, Talented Education</td> </tr> <tr> <td></td> <td></td> <td>Characteristics, Identification and Differentiation</td> </tr> <tr> <td>TEP 545/546</td> <td>TEP 588</td> <td>CIM The Pre-Referral Process</td> </tr> </tbody> </table>	Multiple Subject	Single Subject	CIM	TEP 505/506	TEP 507/508	CIM #1 The Basics of Special Education	TEP 515/516	TEP 517/518	CIM #2 Who is the Student with Special Needs	TEP 555/556	TEP 557/558	CIM #3 Differentiated Instruction	TEP 525/526	TEP 527/528	CIM #4 Reluctant, Resistant, At Risk Learners	TEP 535/536 (GATE):	TEP 547/548	CIM Issues in Gifted, Talented Education			Characteristics, Identification and Differentiation	TEP 545/546	TEP 588	CIM The Pre-Referral Process	<p>four modules. In addition, the special education department ensures program effectiveness through the collection of data and examination of all courses through the use of an evaluation survey, comprehensive exam, signature assignments, as well as external feedback from employers and supervisors. The data collected informs program improvement planning.</p> <p>The special education mild to moderate and moderate to severe programs are offered in a credential only or credential and masters combination. The programs prepare candidates to teach students with disabilities effectively through the use of school-based strand, autism strand, the incorporation of Universal Design and the inclusion of differentiated instructional practices as well as the proper use of formative modes of assessment. Candidates must demonstrate competence in following domains of professional dispositions: dedication, fairness, professional conduct, reflection, honesty, demonstrates Christ-like compassion for others, respect for diversity, high expectations, advocacy and curiosity.</p> <p>The Mission of the Department of Special Education is to develop quality practitioners who value lifelong learning. Credential programs are offered for candidates specializing in Mild to Moderate and Moderate to Severe Disabilities. Candidates are prepared in pedagogy that has multi-paradigmatic and variety of theoretical perspectives related to the field of teaching. Candidates learn effective researched-based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and effective behavioral support, as established through a conceptual base of understanding of individuals with disabilities. Future special education practitioners are well versed in practices and procedures in standards based IEP planning, preparation, documentation, evaluation and implementation. A cohesive sequentially based courses integrate general and special education techniques as well as provide opportunities to develop knowledge and skills necessary for highly effective teaching.</p> <p>The faculty, for the special education programs, have strengthened the course content related to effective teaching methodologies by remaining on the current researched-based practices as well as teaching in public, private, non-public educational agencies as a guest lecturer and professional development facilitator.</p>
Multiple Subject	Single Subject	CIM																								
TEP 505/506	TEP 507/508	CIM #1 The Basics of Special Education																								
TEP 515/516	TEP 517/518	CIM #2 Who is the Student with Special Needs																								
TEP 555/556	TEP 557/558	CIM #3 Differentiated Instruction																								
TEP 525/526	TEP 527/528	CIM #4 Reluctant, Resistant, At Risk Learners																								
TEP 535/536 (GATE):	TEP 547/548	CIM Issues in Gifted, Talented Education																								
		Characteristics, Identification and Differentiation																								
TEP 545/546	TEP 588	CIM The Pre-Referral Process																								

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Biola University	Information and activities for developing the skills and competencies necessary for effectively teaching students with disabilities and students with limited English proficiency are embedded throughout the program. Candidates are required to apply this information to make accommodations for students with disabilities and limited English proficient students in lesson planning and implementation during fieldwork placements. Candidates must also show proficiency in effectively teaching students with disabilities and limited English proficiency on each of the four California Teaching Performance Assessments. In addition, the required course Methods for Teaching Linguistically Diverse Students includes an in-depth study of first and second language acquisition, English language development, relevant state and federal legislation relating to students with limited English proficiency, and best practices for instruction and assessment, e.g. designing Specially Designed Academic Instruction in English (SDAIE) lessons, content area literacy, strategies for vocabulary development. As part of this course, students also use case studies to explore the issues related to the education of students that are limited English proficient and may have disabilities, such as the over-representation and under-representation of language minority students in special education, the pre-referral process, the Individualized Education Plan, 504 plans, testing bias, and collaboration with special educators.	
Brandman University	In the EDUU 511 Collaboration for Inclusive Schools course candidates learn strategies for working with students with disabilities. They also learn about the IEP process and roles and responsibilities of team members as part of that course. During student teaching they are encouraged to participate in IEP meetings. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.	For training candidates to participate in individualized education program teams, candidates role play IEP team meetings in EDUU 655. They are also required to observe an IEP or SST meeting and report what they saw with reflections for that course. During student teaching or interning, candidates participate in or observe IEP meetings for students they are teaching. Every methods course in our special education credential program prepares candidates to teach students with disabilities. We require courses in teaching strategies for students with mild/moderate or moderate/severe disabilities, a course about methods and assessment for students with behavior disabilities, and a course about methods and assessment for students with communication and language disabilities. This content is then applied during student teaching or internship. Strategies for effectively teaching students who are limited English proficient are embedded into all core content courses. Lesson and unit planning

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		assignments incorporate strategies for working with limited English proficient students. In the literacy courses candidates tutor an English learner and develop skills in assessing student performance and designing instruction to meet student needs based on assessment results.
California Baptist University	<p>Instruction for candidates to teach students with disabilities is described the following course objectives:</p> <ul style="list-style-type: none"> -EDU 541 (all candidates) Demonstrate understanding of key concepts such as special education and related services, disability definitions, free appropriate public education, least restrictive environment, continuum of services, due process, parent participation and rights, and nondiscriminatory assessment -EDU 541 (all candidates) Describe and recognize the characteristics and behaviors typically associated with giftedness, learning disabilities, emotional and behavior disorders, mental retardation, communication disorders, hearing impairment, vision impairment, physical handicaps, and severe disabilities -EDU 541 (all candidates) Adapt instructional strategies and activities to provide access to state-adopted academic standards for students with special needs or abilities -EDU 541 (all candidates) Survey tools and techniques to use in assessing learning in exceptional children -EDU 541 (all candidates) Give examples of how assistive technology can be used to facilitate learning in students with special needs and abilities -EDU 518 (all candidates) Explore how Response to Intervention (RTI) came to be, what it means for helping children learn, and how it can be used as a method for identifying children with Specific Learning Disabilities <p>Instruction for candidates to participate in individualized education program teams is described the following course objectives:</p> <ul style="list-style-type: none"> -EDU 541 (all candidates) Demonstrate understanding of the purpose of the Individual Education Plan (IEP), its components, how it is developed, and the rights and responsibilities of members of the IEP team, including the person with special needs and the parents <p>Instruction for candidates to teach English learners is described the following course objectives:</p> <ul style="list-style-type: none"> -EDU 505 (elementary candidates) Instruction for candidates to teach students with disabilities is described the following course objectives: 	<p>Southern California has a high percentage of students who are LEP in the public schools where CBU candidates complete their fieldwork and practice teaching. All students are taught to use informal classroom assessment, analyze results, and use results to plan standards-based instruction for LEP students. Additionally, every candidate is required to complete a three-credit course on teaching students with IEPs in general education (EDU 341-541 Exceptional Children). Professional methods courses require planning instruction for target students before and during student teaching. Each methods course requires 10-20 hours of fieldwork in a public school classroom prior to student teaching with attention to the needs of students with LEP and those with IEPs. Mild/Moderate Disabilities candidates complete a four-credit clinical practicum in which they assess and plan instruction for students, then implement the tutorial instruction twice a week for 12 weeks. They write functional behavior plans, plan inservice training for parents, plan a workshop for parents. They read professional journal articles and textbook assignments with a focus on teaching students with LEP in the various special education settings. They complete three case studies of individual children with special needs in K-12.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>-EDU 512 (elementary candidates) Determine appropriate modification/adaptation of instruction to meet needs of students with learning needs including English language learners, students with special needs, and students exceeding the average level of achievement.</p> <p>-EDU 512 (elementary candidates) Define, describe and/or review correct assessment tools to help identify learner needs such as CELDT results, CST Released Questions, observation checklists, spelling assessment, rubric development, and other formal and informal assessment procedures.</p> <p>-EDU 515 (elementary candidates) Identify reading acquisition strategies and programs used by local K-12 districts for ELL students and students with special needs</p> <p>-EDU 516 (secondary candidates) Compare and contrast learning to read in a first and a second language, explore the use of the California English Language Development Test to guide instruction, learn how to move students through ELD language levels while getting them to English Language Arts standard mastery for their grade</p> <p>-EDU 516 (secondary candidates) Explore daily ELD lessons and how to incorporate them into the schedule, design a series of lessons incorporating strategies of Specially Designed Academic Instruction in English (SDAIE)</p> <p>-EDU 519 (secondary candidates) developing objectives that include those necessary for EL learners, creating lessons using the SDAIE format.</p>	
California Lutheran University	<p>In the general education foundational coursework, candidates are required to take and pass the EDTP 508 Students with Diverse Learning Needs in California Schools, where they learn theories, approaches, and student characteristics for teaching students with special learning needs and English learners. During this course, they observe what role the general educator plays in an IEP meeting, including the submission of general education assessments and observations.</p> <p>The criterion for credential recommendation is passage of four California Teaching Performance Assessments. These assessments are designed to be both formative and summative, and to measure the knowledge and skills of beginning teachers. The candidate is required to follow a special education student and provide differentiated instruction based on analysis of assessment.</p>	<p>Education Specialist Credential candidates take state-approved courses that address the issues of diversity, including disabilities. Courses provide in-depth knowledge of linguistic abilities and differences in learning styles, including assessment and instructional strategies. The impact of cultural, linguistic, and socioeconomic diversity on opportunity to learn, assessment procedures, curriculum and instruction, and multiple perspectives of disability are addressed. Specialty courses address these issues specific related to the Mild to Moderate, Moderate to Severe and Deaf/Hard of Hearing credential specialty areas.</p> <p>The structure of each of the Education Specialist credential courses emphasizes the interrelatedness of assessment and instruction. Candidates learn that assessment results shape instructional decisions, curriculum selections, and modifications of approaches to learning.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<p>Candidates also develop Individualized Educational Plans (IEP) and Individualized Transition Plans (ITP) for students based on assessment results. They work with diverse groups of students and with peers in collaborative assessment settings that may include parents, general educators, teachers, and support staff.</p> <p>The program ensures that candidates have ample opportunities to generalize their use of instructionally-relevant assessments across developmental, academic, behavioral, social, communication, vocational, community life skill domains. Candidates expand their knowledge and skills related to assessment across all relevant domains. A focus is placed on behavioral and classroom management issues necessary for providing an environment conducive to learning and which supports students with difficulties in this area. In two specific courses candidates focus on the academic curriculum and instruction for the general education classroom and typical learner. This is particularly important for special education teacher candidates who will provide learners with special needs accommodations and modifications for access to this core curriculum.</p>
California Polytechnic State University, San Luis Obispo	<p>The Single Subject Program embeds special education strategies for general education teachers in coursework, providing multiple and systematic instruction for students with special needs, including individualized education plans (IEPs). EDUC 412 anchors instruction and field practice in this area, while student teaching and PACT culminate preparation in this area. Candidates observe an IEP team during the field experience in EDUC 412 and participate on an IEP team during student teaching. ELL strategies for general education teachers are included in coursework, providing multiple and systematic instruction for students with limited English proficiency. EDUC 416 anchors instruction and field practice in this area, while student teaching and PACT culminate preparation in this area.</p> <p>Multiple Subject candidates are required to complete EDUC 440, Teaching Exceptional Children, which provides an “overview of exceptional children; emphasis on methods and materials for integrating students into regular classrooms.” In EDUC 440 and the EDUC 400 series, particular attention is paid to ELLs, students with IEPs, laws and policies pertinent to students with exceptionalities, and appropriate methods for teaching students with disabilities.</p>	<p>The special education program is a 60 unit program that is integrated with a master's degree. This program trains candidates to teach students with disabilities effectively through two strands: school-based strand and autism strand. These two strands provide candidates with training in working with families and in schools with students with mild/moderate disabilities and autism. Fieldwork is incorporated into all coursework. The culminating activity in the school-based strand is the student teaching experience. To successfully complete student teaching, candidates must demonstrate competence across all Teacher Performance Expectations (TPEs).</p> <p>In addition, candidates must demonstrate competence in the following domains of professional dispositions: personal characteristics, interpersonal characteristics and commitment to diversity. The culminating activity in the autism strand is an inquiry project, involving the design and implementation of an appropriate intervention for a student with autism.</p> <p>Each candidate participates as a member of individualized program teams through several experiences. In the first quarter of the program, through coursework and fieldwork, candidates learn the assessments given by</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>During the student teaching experience, candidates are involved in the IEP process within their host schools.</p>	<p>individualized program teams as well as issues in nondiscriminatory assessment. In the second quarter of the program, through coursework and fieldwork, candidates observe individualized program teams at their fieldwork sites, learn the collaboration skills needed to participate as members of an individualized program team, and design and implement instruction based on the goals developed for real students by individualized program teams through their fieldwork experiences. During the last quarter of the program candidates are responsible for assessing student learning in their student teaching experience. They must demonstrate competence in the following skills in the area of assessment: ability to assess progress by analyzing a variety of evidence; ability to develop student assessments that indicate progress toward IEP objectives; ability to conduct educational assessments as defined in students' assessment plans; and ability to explain student academic and behavior strengths, areas of need and how progress is derived.</p> <p>Candidates learn to teach students who are limited English proficient through several program experiences. In the first quarter of the program, students take a EDUC 588 Education, Culture, and Learning. The Diaz and Weed text (The crosscultural, language, and academic development handbook: A complete K-12 reference guide) provides the framework for course content. In the first and second quarter, candidates are required to use the Sheltered Instruction Observation Protocol (SIDP) to design and implement lessons in the field (candidates who do not hold an English Language Authorization are placed in fieldwork settings where there are English language learners). In the second quarter, candidates also observe one another using the SIDP. In the third quarter, during student teaching, candidates are expected to refine their skills for designing and implementing lessons for English language learners and demonstrate competence (see question 1 above for the domains addressed in student teaching).</p>
California State Polytechnic University, Pomona	Teacher candidates in the Multiple (elementary) and Single (secondary) Subjects credential programs are required to take EDS 403 – Introduction to Special Education as part of their preliminary credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal	All candidates are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on strategies for teaching reading to K-12 students

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings. Throughout the programs, teacher candidates are required to present modification in instruction for various types of students with disabilities much in the same way a teacher would do as a general education teacher.</p> <p>More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners.</p> <p>All candidates also are required to take TED 407 (Education in a Diverse Society) which covers first and second language acquisition, strategies for teaching English learners in K-12 settings (including SDAIE), as well as legal mandates regarding English learners. In TED 443 (Theory and Practice in Reading Education) focuses on teaching K-12 students (including English learners) reading strategies. The ability to meet the state standard for addressing the needs of English language learners is a requirement for earning a teaching credential.</p> <p>The Education Results Partnership data website (www.edresults.com) is available to explore the potential of the data provided. Candidates mine data from the site for research, instructional improvement, and to complete a class profile with demographic data on the schools in which they complete their Clinical Practice.</p>	<p>(including English learners).</p> <p>Teacher candidates in the Education Specialist credential programs are required to take EDS 403 – Introduction to Special Education -- as part of their Level I credential course requirements. This course provides an overview of students with disabilities, which includes principles for assessing and instructing mainstream students in relation to federal legislation requirements; diverse instructional strategies, IEP implementation, and fieldwork across a variety of special education settings.</p> <p>More specific information regarding effective teaching of students with disabilities within various academic content areas is provided in methods courses (TED 443, TED 444, TED 425, TED 451, TED 431). These courses cover standard curriculum and instruction in academic content areas, as well as methods and procedures for modifying curriculum and instruction to meet the unique needs of students with disabilities and English learners.</p> <p>All Education Specialist credential candidates complete specialized coursework in special education assessment (TED 553 or TED 555) and an introductory course in instructional strategies for students with mild/moderate disabilities (TED 582) or students with moderate/severe disabilities (TED 556).</p>
California State University, Bakersfield	<p>All CSUB teacher credential candidates pursuing multiple or single subject credentials are required to successfully complete EDSP 301 (Teacher Exceptional Diverse Learners in Inclusive Settings). This course is designed to allow general education credential candidates to identify and differentiate the characteristics, needs and educational implications for instructing exceptional learners across the 13 categories of special education in the general education classroom. The teacher credential candidates are also presented with the skills and abilities needed by general educators for working with special educators and other school professionals in serving this population. Through lecture/discussion, readings, field experiences and instructional media, the course</p>	<p>Candidates in the Education Specialist Credential Program engage in multiple classes which provide overlapped reinforcement and continuity in skills and strategies to address each of the key areas. Candidates are required to take a special education overview class which reviews categorical disabilities, laws and litigation pertaining to students with disabilities, as well as possible curricular accommodations and modifications. The course also reviews responsibilities of general and special educators pertinent to Individual Education Plan (IFSP, IEP and /or ITP) development. This information is disseminated through course readings, lectures, guest speakers, and video presentations. Furthermore, all credential candidates are required to take a</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>focuses on contemporary evidenced-based practices and methods for meeting the needs of students who are judged to be high-, average and low achieving and culturally and linguistically diverse (CLD) learners, as well as students with disabilities and those identified as gifted and talented. A signature assignment for the course requires candidates to observe a special education class and report on the curriculum and instruction used along with modification or accommodations observed. If possible, candidates are also encouraged to question the special education teacher about the involvement of general education teachers in the special education process and their collaboration and co-teaching efforts.</p> <p>The course differentiates the roles and responsibilities of general education teachers with regard to pre-referral strategies and processes including, but not limited to Response to Intervention (RTI), informal screening, the role of work sample analysis and the special education referral process according to state and federal regulations. Concepts embedded in the course include both legal and procedural requirements for individual student identifications, parent consent for least restrictive environment and continuum of alternative placement decisions. Further, teacher credential candidates are required to distinguish their role in the special education process, including their involvement in IFSP, IEP and /or ITP meetings. They also learn the different components of the documents related to the development and implementation of the above programs. Still further, the course also expands on two other required courses for all teacher candidates (EDTE-Socio-Cultural Foundations of Education and EDTE-Teaching English Learners). To wit the EDSP 301 course is used to expand general education teacher credential candidates' knowledge of cultural characteristics, approaches used for multicultural education, second language acquisition, and instructional strategies for student with exceptionalities and second language learning needs.</p>	<p>course which fully addresses the multi-disciplinary team and their role in IEP development as well as another course that addresses IFSP, IEP and /or ITP construction and the appropriate way to share this information with IFSP, IEP and /or ITP team members. Additionally, all candidates take two courses which specifically address evidence based instructional strategies for teaching students with disabilities. Candidates must also take two courses concentrating on English Language Learners. Topics related to students with disabilities and those who are English Language Learners are reviewed and embedded in all program courses.</p>
California State University, Channel Islands	<p>For students with disabilities our candidates all take a prerequisite course in special education that describes each type of disability, strategies for teaching and environmental modifications, IEP components and process, and RTI process. Working with students with autism is being emphasized. In the Single Subject (secondary education) program candidates also take a course specifically designed to address the teaching adaptations, modifications and IEP requirements associated with middle and high school students. For students who have limited</p>	<p>Special education teachers take a prerequisite courses (16 units) on students with disabilities that prepares them to understand all categories of disabilities, strategies for teaching and introduction to IEP components and processes; on working with English learners; on diversity in schools; on observing and guiding behavior; and on learning theory and development. During the Special education program (36 units), candidates take specific coursework on the legal aspects of special education, managing learning environments, curricula and</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>English skills, candidates all complete a prerequisite course about English learning where the development progress of English learners, assessment and strategies for teaching English learners are emphasized. The Single Subject program has a course accompanying the credential program teaching the specific skills for secondary educators.</p> <p>Multiple and Single Subject Programs (elementary and secondary education) teach universal design as a strategy for lesson planning and implementation where candidates are specifically taught how to use multiple means of representation, multiple means of action and expression, and multiple means of engagement in planning for and teaching students with disabilities and students who are English learners. Students are expected to demonstrate competence in teaching students with disabilities and English learners in student teaching and in the teacher performance assessment.</p>	<p>assessment, literacy, the process of IEP development, and student teaching in two different settings and grade levels. The program was revised in 2010 to reflect new state standards, among these is an added emphasis on working with students with autism.</p>
California State University, Chico	<ul style="list-style-type: none"> •Special education faculty have integrated the IRIS Center Modules into their coursework and are assisting the general education faculty in the effective integration of these materials into the multiple and single subject credential program courses, starting fall 2010. •Two programs, the Concurrent Multiple Subject/Education Specialist I and the Next STEPS Single Subject/Education Specialist I programs, provide opportunities for teacher candidates to pursue both a general education and a special education credential simultaneously. •Teacher candidates in all programs take coursework addressing laws related to students with special needs, including IDEA, and in participating in IEPs. Candidates are encouraged to attend IEP meetings at their school sites when possible. •Program faculty are trained in Specially Designed Academic Instruction in English (SDAIE) techniques and strategies, Guided Language and Academic Development (GLAD), and Sheltered Instructional Observation Protocol (SIOP) and program coursework includes focuses on culturally relevant pedagogy, assessing language skills, integrating literacy skills across disciplines, and differentiating instruction. •All general education and special education programs in the School of Education planned an assistive technology fair to be required for all credential candidates to be held in 2011-12. The fair focuses on how teachers can support 	<p>Concurrent/Education Specialist Program Students with Special Needs (IEP participation)</p> <p>Coursework is focused on effective, evidence-based practices in the field of special education teacher preparation. Candidate competency is assessed in the following areas:</p> <ul style="list-style-type: none"> •Professional, Legal and Ethical Practices •Educational Policy and Perspectives •Educating Diverse Learners with Disabilities •Special Education Field Experiences with Diverse Populations •Managing Learning Environments •Effective Communication and Collaborative Partnerships •Assessment, Curriculum, and Instruction •Knowledge and Skills of Assessment in General Education •Curricular and Instructional Skills in General Education •Positive Behavior Support •Characteristics & Needs of Individuals with Mild/Moderate or Moderate/Severe Disabilities <p>Candidates are prepared to work as collaborative team members with their partners in the development of Individual Education Plans. Roles and responsibilities of each IEP team member are defined and students have an opportunity to engage in “mock” IEP meetings. Effective communication</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>students with disabilities through using assistive, adaptive, and rehabilitative devices. Speakers, panels, and products that explain and showcase disabilities and with also includes the process used in selecting, locating, and using them.</p>	<p>skills as they apply to the IEP setting are applied and understanding of family issues surrounding the identification of a student with special needs are explored. Candidates are provided carefully supervised opportunities to plan, write, and monitor instructional objectives with accurately defined outcomes and to implement lesson plans during student teaching based upon both the long-term and short-term objectives of pupils' individualized education programs.</p> <p>EL Preparation</p> <p>In all phases of the program, there is an integration of content in and experiences for developing an understanding and acceptance of individuality and diversity. Each candidate examines social and legal issues of education relative to current demographics of California schools and demonstrates understanding of how to implement multicultural education. All candidates must write a journal entry demonstrating an understanding and acceptance differences.</p> <p>General themes focus on effective teaching strategies necessary for varying abilities and disabilities: instructional planning and delivery of curriculum in all areas that draws on and values pupils' backgrounds and communication differences; authentic assessment and non-biased evaluation of student needs and performance; proactive classroom management for establishing a climate that promotes fairness and respect; life skills and vocational education; learning styles and modality preferences; culturally sensitive professional parent and community partnerships that ensure each child's success.</p> <p>Specific strategies such as SIOP (Sheltered Instruction Observation Protocol), SDAIE (Specially Designed Academic Instruction in English) and SIM (Strategies Intervention Model, University of Kansas, Lawrence, KS), and G.L.A.D. (Guided Language Acquisition Design) are taught and practiced through supervised field experiences and in coursework. These strategies are examples of instructional practices designed to assist in the development of communication skills. Many course assignments encourage self-reflection and analysis of the level of acceptance of individual differences</p> <p>Field experiences/observational placements expand each candidate's experience with diverse learners with disabilities and provide opportunity to practice strategies learned in coursework. Supervisors facilitate reflective</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		discussion of everyday experiences in the classroom including examination of attitudes.
California State University, Dominguez Hills	<p>General Education candidates learn about students with disabilities in TED 402 Educational Psychology. They learn (1) how students can differ in the cognitive, affective, and psychomotor domains, (2) how to instructionally and socially accommodate students with various needs in the regular classroom, (3) the rights and responsibilities of the general education teacher regarding the teaching of students with special needs, and (4) about the special education process, including their specific role in the IEP system. Our approach is to prepare candidates to work in inclusive settings when appropriate, and to work closely with Education Specialists in the Response to Intervention process. General Education candidates are also required to learn about teaching children with exceptionalities through their fieldwork placements, where they observe and teach children with IEPs and other plans, and consult with Master Teachers or onsite Support Providers regarding strategies for intervention.</p> <p>Candidates are prepared to work with English Learners through coursework and fieldwork. The program philosophy and design consists of three components: (1) the theoretical and philosophical coursework consisting of 6 units; (2) the infusion of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) methods, strategies, techniques, and materials throughout the methods classes; and (3) the practice and implementation of ELD and SDAIE methods and philosophy in student teaching and fieldwork in diverse urban classrooms.</p>	<p>Candidates in all three Education Specialist Credential programs take SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities, which provide an overview of disabilities, service structures, legal issues, and the process for implementing Individual Education Plans. More in-depth study of these issues occurs in subsequent coursework, including SPE 561 Typical and Atypical Developmental and Assessment Issues in Special Education. In their early fieldwork and student teaching, candidates receive extensive experience in teaching students with disabilities effectively. Master Teachers and Field Supervisors closely support their learning over a period of 16 weeks.</p> <p>Education Specialist candidates take SPE 503 Reading and Language Arts Instruction for K-12 Students with Disabilities. This requirement includes an emphasis on teaching English Learners using ELD and SDAIE strategies, assessments, and philosophies. In addition, candidates take SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners, and practice through course-based fieldwork in General Education and Special Education classes. Working with parents and paraprofessionals is an important component of the course.</p> <p>The Special Education faculty has made significant revisions to the programs in response to new Standards from the CA Commission on Teacher Credentialing. These include enhanced pre-service requirements for Interns that include a focus on working with ELs and children with diverse learning needs.</p>
California State University, East Bay	<p>All teaching credential candidates take a course in teaching special populations. Additionally, within the teaching performance assessments, candidates are asked to demonstrate their instructional strategies employed for specific classes and learners, including limited English proficient students and those with special needs. The candidates develop and provide written reflections on their responses to the case studies.</p>	<p>As an admissions requirement for the special education credential programs, applicants must already possess a teaching credential, therefore, special education-trained individuals are not considered program completers for the purpose of our Title II reporting.</p>
California State University,	<p>Students in the elementary and secondary credentials programs have required courses in both teaching students with special needs as well as teaching English Learners. EL and special needs strategies are also infused in all other required</p>	<p>All Special Education students take required courses in teaching students with disabilities and in teaching English Learners. Students also have training on working within an IEP team in their coursework as well as "hands-on"</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Fresno	coursework as well as in field experiences.	experience in their field placements.
California State University, Fullerton	<p>Both of our general education programs, multiple subject (elementary) and single subject (secondary education), use a variety of strategies to teach students with disabilities effectively.</p> <p>Multiple Subject (Elementary) In Fall 2011, every faculty member participated in an EL and SPED workshop during the fall retreat.</p> <p>In addition, four faculty meeting during the 2011-2012 academic year were devoted to meeting the need of all students and making specific changes to our classroom practice including ensuring that these issues were explicated discussed and included in key assignments throughout the program.</p> <p>Our Multiple Subject Credential Program embeds effective teaching strategies to meet the needs of all students in each methods course that is taken. Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom by Sharon R Vaughn, Candace S. Bos, and Jeanne Shay S. Schumm is referenced and used for assigned reading in multiple courses. We have teamed with the SPED department and they have shared multiple resources with our department to support faculty and student learning alike. We have been given permission to use several PowerPoints that focus on SPED Law and SPED Modifications. We require our candidates to include modifications on every lesson plan to meet the needs of EL, SPED and Gifted students.</p> <p>In order to better prepare teacher candidates who will work with linguistically diverse students we include additional content specifically focusing on the literacy needs of English learners (EL) into the credential program courses EDEL 429 (Integrated Curriculum and Instruction) and EDEL 433 (Language Arts and Reading Instruction). We have also created a course entitled EDEL 434 (Methods and Inquiry for Teaching English Learners) that addresses legal issues, assessment, and strategies for English Language Development, and learning across the curriculum. All of our methods courses incorporate Specially Designed Academic Instruction (SDAIE) strategies to address the teaching of grade level content to EL. We also require all of our candidates to have at least one student teaching experience with a teacher who actively teaches and models appropriate instruction for English learners.</p>	<p>The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. Programs are designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. Teachers are trained in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide credential and graduate candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates learn effective research based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons with disabilities. The Department of Special Education at CSU Fullerton provides exemplary training for Education Specialist Credential candidates in three program areas – mild/moderate disabilities, moderate/severe disabilities, and early childhood special education as well as educators interested in learning and implementing techniques to work with children and adults with disabilities. A new credential program which addresses new state standards was recently implemented with a focus on collaborative fieldwork experiences. Within their first semester of student teaching, candidates are placed in a general education setting as the specialist working to support struggling culturally, linguistically, and exceptional learners. The second semester of student teaching allows the students to take the lead as the collaboration specialist with the responsibility of a special education caseload. Students are placed in inclusive settings, special day class settings, or resource rooms with an experienced cooperating teacher to guide them in creating Individualized Education Plans (IEPs) for each student. Prior to the second student teacher semester, candidates are introduced to the IEP in SPED 429 (Introduction to Collaboration).</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>In the prerequisite courses, EDEL 315 (Introduction to Classroom Teaching) and EDEL 325 (Cultural Pluralism), candidates are introduced to various program designs to meet the special needs of EL students. Through readings and class discussion candidates learn about the goals of various types of bilingual education programs and English language development instruction. Candidates are introduced to the major categories of disabilities as indicated under the Individuals with Disabilities Education Act (IDEA, 2004) and Section 504 of the Americans with Disabilities Act (504) during their prerequisite courses and the first class in the program (EDEL 315, EDEL 325 and EDEL 430). Beginning in the prerequisite courses, candidates are provided the opportunity to use IRIS modules. The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement was designed to prepare individuals to work with students who have disabilities and with their families.</p> <p>In EDEL 430 (Foundations), candidates are provided with an overview of major categories of disabilities, and learn how equity and disability as social constructs are tied to philosophies of education. The candidates learn that a child with a disability is a student in the classroom who deserves a teacher with high expectations for his/her success and plans and instructs accordingly.</p> <p>In EDEL 438 (fieldwork) and EDEL 439 (student teaching), candidates observe the academic behaviors and the accommodations for a student with learning disabilities included in a general education classroom.</p> <p>In EDEL 452 (Health and Mainstreaming), candidates learn what an Individualized Education Plan (IEP) from a variety of districts looks like, what is required of a general education teacher in the development of an Individualized Education Plan, and how to write goals, objectives, and benchmarks for a child with a disability that will allow him or her access to the general education curriculum and meets the California Standards. In addition Candidates in EDEL 452 participate in field-based IEP and SST meetings, as allowed with their master teachers. They interview resource teachers and meet program requirements working with students with special needs in the regular education classroom. Candidates in this course also participate in mock Student Study Team meetings which better prepares them as teachers who teach to meet the needs of all learners. We strongly believe that the inclusion of technology will begin to address issues of accessibility for all. In teaching our candidates a</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>variety of techniques to engage students, our candidates will better meet the needs of all students. Candidates work with technology allows them to present work using a variety of methods which means they are more likely to address a variety of student needs. For our candidates, we are also concerned about accessibility. First and foremost the use of Blackboard and Titanium in all of our courses allows our work to be more accessible for all candidates. Posting assignments, PowerPoint lectures and syllabi are our first steps to improving accessibility and ensure equality. In addition, during fall 2011, In addition, over the past year faculty participated in two ATI (Accessible Technology Initiative) trainings and all syllabi are now ATI accessible. Over the next year we will move to making support items accessible. Faculty will continue to participate in online training to ensure this change.</p> <p>Finally, due to a grant received by SPED faculty we have 7 faculty members who are partnering with SPED faculty in learning about a variety of activities such as Co-Teaching in order to train the entire EDEL faculty. This work was piloted with two schools during the fall 2011 semester. Finally the majority of our full time faculty have now been trained in the Co-Teaching methods in order to expand to additional school during the 2012-2013 academic year.</p> <p>Single Subject (Secondary Education) Strategies used to prepare teachers to work effectively with students with disabilities EDSC 340 Teaching Diverse Student Populations in the Secondary School The final two weeks of the course specifically address 13 categories of disabilities and relevant state and federal laws pertaining to the education of exceptional populations. We focus on addressing the teacher’s responsibilities in the IEP process, including: identification, referral, assessment, IEP planning and meeting, implementation, and evaluation. Generally, students work in teams of two or three to create PowerPoint presentations, each concentrating on a disability to share with the rest of the students. These focus on a particular disability and address differentiated teaching strategies and assistive technologies for that specific condition.</p> <p>EDSC 440S General Pedagogy of Secondary Teaching</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>-A Special Education specialist from a local school district presents strategies to our teacher candidates for working with students in an inclusion setting.</p> <p>-Students are required to adapt each and every lesson plan to meet the needs of students with special needs. A special section on our department lesson plan format requires students to specify the adaptation.</p> <p>-A podcast has been created and loaded to Blackboard which models an IEP meeting between content teacher, special education teacher, and parents/guardians.</p> <p>-Strategies and adaptations that students have learned and observed from previous courses (EDSC 310, 340, 410) are reviewed and applied through creating lesson plans.</p> <p>-A core textbook that models an inclusion approach to working with students with identified needs through the use of case studies has been adopted and is used throughout the pre-requisites and credential program courses (EDSC 310, 320, 410, 440S, 442).</p> <p>Strategies used to effectively teach students who are limited English proficient (LEP)</p> <p>EDSC 410: Teaching English Learners in Secondary Schools</p> <p>This required course covers a wide range of topics pertaining to the education of English learners. These topics include historical and current theories of second language acquisition; psychological and sociocultural factors that affect second language development and influence instruction; historical and current language teaching methods and research-based most effective instructional strategies for content area classes; the foundations, legal evolution, and educational issues of Bilingual Education; ELD (English Language Development) based instruction; and the identification, assessment, placement, and redesignation of English learners through the CELDT (California English Language Development Test). Students in this class are afforded multiple opportunities to reflect on and discuss issues that impact the academic achievement of culturally and linguistically diverse students. In the course of the semester, students individually prepare and give a ten-minute demonstration of a SIOP (Sheltered Instruction Observation Protocol) Model teaching strategy to show their peers how this particular strategy works. In small collaborative groups students design and deliver a detailed content area or interdisciplinary lesson plan with appropriate adaptations for</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>English learners, struggling readers, and students with special needs. This assignment constitutes the final project for this course. For their midterm project, students conduct an interview with an individual who learned English as a second language in the United States to compare his/her lived experiences to what we know from research to be best practices for English learners. Within the credential program, lesson plans created by students must include reference to multiple strategies that will be used to support English learners.</p>	
California State University, Long Beach	<p>Field placements in the Multiple Subject program are made in classrooms with full inclusion whenever possible. Therefore, candidates are able to connect what they are learning in their course work about the roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process, including the general educator’s role as a member of a multi-disciplinary team. Through the structured fieldwork assignment in the prerequisite courses candidates learn about the identification, assessment, and referral of children with special needs in a first-hand, real world setting. Student teaching includes a structured sequence of fieldwork experiences. It incorporates two separate placements for each student teacher. A goal for the two student teaching placements is that at least one placement is at a full-inclusion school site. MSCP student teachers must complete one student teaching assignment where at least 25% of the students in their assigned class are from diverse cultural, linguistic, racial, ethnic, or socio-economic backgrounds and/or are English Learners. At the prerequisite level of the MSCP program provides the philosophical foundations for understanding the goals and characteristics of school-based organizational structures designed to meet the needs of English Learners (EL). In EDEL 431: Cultural and Linguistic Diversity in Schools, or EDEL 300: Equity and Justice in Diverse Schools, candidates develop a working knowledge of factors and issues affecting language minority achievement, such as the relationship of language and dialect to power and prejudice in the choice of instructional models and programs. In this course, candidates learn of program options for English Learners (EL), including bilingual education, English-only instruction (Structured English Immersion [SEI]), and Specially Designed Academic Instruction in English (SDAIE). Additionally, candidates conduct ethnographic research of a school community with a particular focus on linguistic and cultural diversity.</p>	<p>Students in the Education Specialist program are effectively prepared to teach students with disabilities. Students take 9 prerequisite units and 27 program units that focus specifically on teaching students with disabilities. In one of the first program courses candidates are provided explicit instruction on how to write IEPs and participate as member of an IEP team. Additionally, all candidates take a course that addresses collaboration with families and professionals, and there is specific emphasis again on being a member of an IEP team. Across all program courses candidates are taught how to teach students who are limited English proficient. We have one specific prerequisite course that is completely devoted to effective instruction of students with disabilities who are limited English proficient. Additionally, in all other courses, instruction for limited English proficient students is included in course content and course assignments. Finally, candidates must participate in the creation and facilitation to a K-12 student’s IEP during their student teaching experience, in a setting that includes English language learners.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Over the past year, 75% of MSCP faculty have been engaged in a year long professional learning community specifically focusing on the English language learners and students with disabilities in the regular education classroom. As part of the semester long PD, faculty participated in observations in their subject area of K-8 teachers identified by our LEAs as having strong content and EL teaching skills. During the PD, faculty have evaluated current program offerings to determine and deepen content from English learners and students with special needs. Changes have taken place through out the Multiple Subject program and candidates now have a stronger working knowledge of factors and issues affecting language minority achievement and inclusive environments that support the learning of students with special needs.</p> <p>In subject-specific pedagogy courses EDEL 442: Teaching and Learning Language Arts, K-8 and EDEL 452: Teaching and Learning Reading, K-8, candidates learn to develop pedagogy that blends the school curriculum for EL with the state- adopted reading/language arts academic content standards and curriculum frameworks. In EDEL 442, candidates develop case studies of strategies used by EL. In EDEL 452, candidates complete a literacy assignment for English Learners. Fieldwork is required in all of the subject-specific courses (EDEL 442, 452, 462, 472, and 475) in elementary classrooms in which 25% of the students are classified as English Learners. All field-experience assignments requiring groups of students must include a minimum of 25% English Learners. During their fieldwork experiences related to each of these subject- specific courses, candidates keep a double-entry journal on their field experiences. They reflect on teaching English Learners and comment on the links to theories and pedagogy they are learning in these courses. These hands-on experiences in diverse linguistic settings provide them multiple opportunities to practice strategies for teaching English Learners.</p> <p>At the prerequisite level of the Single Subject program candidates take EDSP 350 or EDSP 355B, classes specifically designed to teach candidates about working with students with special needs. Our newest course, EDSP 335B, specifically focuses on working with students with special needs at the middle and high school level. Candidates learn about the roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process, including the general educator’s role as a member of a multi-disciplinary team.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Over the past five years, 80% of faculty in the SSCP went through a semester long professional development (PD) program focused on teaching subject specific content to English Learners. As part of the semester long PD, faculty participated in observations in their subject area of K-12 teachers identified by our LEAs as having strong content and EL teaching skills. During the PD, faculty revised signature assignments, rubrics and course syllabi to be more inclusive of content to help their candidates teach subject specific content to English Learners. Major changes have taken place through out the Single Subject program and candidates now have a strong working knowledge of factors and issues affecting language minority achievement.</p> <p>Field placements in the Single Subject program are made in classrooms with full inclusion whenever possible. Therefore, candidates are able to connect what they are learning in their course work about the roles and responsibilities of the general education teacher in the Individualized Education Program (IEP) process, including the general educator’s role as a member of a multi-disciplinary team.</p>	
California State University, Los Angeles	<p>The credential program prepares elementary and secondary education teachers to teach students with disabilities with a variety of approaches. The teacher candidates take a foundation course in special education and concepts of accommodations/modifications and differentiated instruction are then revisited in methodology courses and applied as part of the California Teacher Performance Expectations and Assessments. Content related to teaching students who are English language learners is strongly infused within methodology courses, and further emphasized in reading, writing and language arts methods classes. Supervised clinical field experiences provide additional opportunities for elementary and secondary education candidates to teach students with disabilities and students who are English language learners under the supervision of a master teacher and a university faculty supervisor.</p>	<p>The focus of the Education Specialist Credential Program is to prepare special education teachers to teach students with disabilities. A cohesive sequence of coursework in general and special education integrated with multiple fieldwork opportunities provides candidates opportunities to develop the knowledge and skills necessary for effective teaching. The roles and responsibilities of special education teachers and skills needed to be effective team members on individualized education programs is addressed in multiple foundation and methods courses and applied in the final supervised clinical experience. Program faculty have strengthened the course content related to effectively teaching students who are English Language (EL) Learners for all candidates through a collaborative effort between general and special education faculty and school practitioners. EL modules have been developed for use in both beginning and ending coursework and are applied in two supervised clinical experiences with children and young adults from local urban schools.</p>
California State University, Monterey Bay	<p>Candidates in the multiple subject and single subject programs are required to complete a three(3)unit semester course from the special education program that specifically trains them to work with students with exceptional needs. The State standards on effectively teaching LEP students is infused in all the course work for both General and Special education.</p>	<p>Candidates in the Education Specialist programs are required to complete two levels of coursework series in order to earn a preliminary and clear credential. They are also required to take three (3)specific courses on teaching English Language Learners.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
California State University, Northridge	<p>State standards for the preparation of general education (multiple and single subject credential) teachers clearly address the high importance of preparing teachers to work effectively with students with special needs (SWSN) and those who are English Language Learners (ELL). These standards are outlined in the state Teacher Performance Expectations (TPE) which form the structure of the preparation programs and assessments. All general education teacher preparation programs at CSUN require that candidates take at least one course in special education and do fieldwork in settings serving English Language Learners (ELL) and students with special needs. The setting must be indicated on the student teaching evaluation form. In addition, fieldwork forms have many items where supervisors must evaluate candidates on their ability to differentiate instruction, to use effective strategies with ELL and students with special needs. The PACT assessment described above also assesses candidates' ability to work with diverse pupils. All candidates are placed within schools that are diverse racially, linguistically, socioeconomically and with regard to pupils' special needs. The multiple subject credential and single subject credential programs require at least one, 3 unit course in special education. This course includes participating in an IEP.</p>	<p>The Preliminary Education Specialist Credential at CSUN includes preparation in the following specializations: mild/moderate, moderate/severe, deaf and hard of hearing, early childhood in special education. It includes three post baccalaureate pathways, traditional, the undergraduate blended program (Integrated Teacher Education Program), and a one-year accelerated program (Accelerated Teacher Education Program). All candidates are assessed at five transition points: entry to the program, entry to student teaching, exit from student teaching, exit from the program, and follow-up one year after graduation. All candidates are assessed on their content knowledge, pedagogical and professional knowledge and skills, student learning, and professional dispositions. All candidates complete an early field experience or first student teaching and are evaluated through portfolio as well as fieldwork assessment by the master teacher and university supervisor. They are also evaluated in the same manner in final student teaching. They are examined one year after exiting the program through the CSU Follow-up survey of candidates and their employers. All components of the programs and evaluation instruments used are aligned and reflect the California Standards for the Teaching Profession which are also aligned with the standards of the California Commission on Teacher Credentialing. Standard 1, Engaging and supporting all students in learning, specifically addresses the needs of educating diverse learners with disabilities, including English language learners. Standard 2, Creating and maintaining an effective environment for students also addresses the needs of ELL and their families. All of the standards are designed to address the needs of students with disabilities.</p>
California State University, Sacramento	<p>A required 3-unit course on the education of exceptional children/youth provides an orientation to the concept and practice of mainstreaming inclusion, the characteristics of exceptional children/youth, and the school's responsibilities in meeting their needs. Teacher candidates verify multiple experiences with special needs students across the age span in inclusive settings and student teaching; in methods courses they are taught and practice how utilize effective strategies for instructing special needs students. They learn about the laws and practices related to individualized education program teams in a required course.</p> <p>A required 3-unit course also addresses important themes regarding the education of English Learners including relevant legal mandates and court rulings, first and</p>	<p>The Special Education credential programs in the Sacramento State, College of Education offer a series of courses that deal directly with preparing future teachers to effectively serve students with disabilities. For example, the required introductory course covers the range of disability areas, while other required courses cover the legal and social requirements for developing individual education programs across the age span. Emphasis on language development for students with limited English skills is included in two required language/literacy courses. In addition, there is a specific course that covers strategies to effectively serve a diverse population of English language learners.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>second language acquisition, linguistic development, theory and practice of effective programs, and beginning methods, materials and strategies responsive to students' primary language and assessed levels of English proficiency. Methodology coursework provides more advanced knowledge related to effectively instructing English Learners, and student teaching practice and evaluations require evidence of increased skill and positive dispositions related to educating English Learners.</p>	
California State University, San Bernardino	<p>CSUSB's general education teachers' experience varies based on their supervision experiences and placements. Typically, our candidates receive a lot of experience working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area.</p> <p>CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor's degree and credential in four years and a summer.</p>	Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners. In Fall 2012, the special education program started the Autism Spectrum added authorization.
California State University, San Marcos	A two-semester course sequence in Teaching and Learning explicitly prepares general education teachers to work collaboratively with Education Specialist teachers. Candidates learn about their roles and responsibilities as general education teachers through course readings and assignments that include participation in an IEP when possible.	The program is structured around the approved state standards and includes multiple school-based learning assignments.
California State	Department of Teacher Education has special courses designed to accommodate students with special needs: special ed, EL and IEPs. We teach our students	Students complete relevant coursework and practica.

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
University, Stanislaus	about IEP's, but participation is an optional assignment. It is suggested for students taking EDSE 4160 to go to one. Methods courses also cover making accommodations for their students' needs in their lesson plans. An IEP is also encouraged during student teaching if applicable.	
CalState TEACH	<p>Best Practice for Students with Special Needs</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to develop the knowledge, skills, and strategies for teaching special populations in a general education classroom in a spiraling, reiterative curriculum. Readings in Lewis and Doorlag's text, <i>Teaching Special Students in General Education Classrooms</i>, and thirteen electronic IRIS modules (http://iris.peabody.vanderbilt.edu/index.html) containing print materials, streaming video, and activities form the foundation of candidates' understandings. The focus is three-fold: 1) to promote the concept that educating the special needs student is a general education function, 2) to utilize instructional strategies, materials, resources, and technologies to make subject matter accessible to all students, and 3) to create a positive, inclusive climate of instruction for all special populations in the general classroom.</p> <p>Candidates are introduced to relevant state and federal laws, the general education teacher's role and the IEP process. They learn about IDEA and legal issues surrounding the education of children with special needs and are introduced to the processes of the Student Study Team where they begin to learn about IEP planning, implementation, and evaluation. Throughout these studies, candidates read about and discuss, on the program's online discussion boards, their professional and ethical obligations to provide an equitable education for all students.</p> <p>Since the CalStateTEACH program requires that candidates be in the classroom from the first week of the program to the last, they receive extensive experience in selecting and using appropriate materials, technologies, and differentiated teaching strategies to address the needs of special populations in the general education classroom. At first, they begin to develop a classroom management philosophy and plan, which is essential to effective learning. They then come back to this plan several times as they develop an operational style over the course of the program, culminating with a final study of management and behavioral disorders. They identify the types of behaviors students with special</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>needs placed in the general education classroom may exhibit; explore strategies for arranging and organizing the physical and instructional environments and other considerations for working with special populations in the general education classroom. The management plan must be culturally responsive, respectful of the social context of the school and students, designed to engage students through the learning environment, and incorporate preventive approaches. Candidates outline their personal Acting-Out Cycle intervention strategies in response to an observed video lesson of disruptive and non-compliant behavior. Candidates teach a lesson in which they use identified materials and strategies that help a specific student who is identified as disruptive or non-compliant.</p> <p>Candidates learn about major categories of disabilities as they progress through the program and apply that knowledge by identifying appropriate accommodations and adaptations while designing specific lessons. From the start they are asked to consider, design, and implement accommodations for students with differing learning needs. On every lesson plan, they must describe the needs of their students, specify accommodations where appropriate, and indicate appropriate technology, including assistive technology, to insure access to learning of core content. Candidates progress in the program from working with individual students to teaching small groups to whole class instruction. They study learning theories early in the program and then link them to specific instructional strategies to fit the needs of specific students including those in special populations.</p> <p>Through readings in Lewis and Doorlag, Guillaume, IRIS modules, and a series of activities, candidates acquire strategies that address issues of social integration for students with special needs in a general education classroom. As candidates design instruction for the various content areas, they are mindful of the strategies they employ to encourage and support student engagement. They consider developmentally appropriate physical education; focus on medical issues, health needs, adaptations for children with ADHD, how the Student Study Team works; address accommodations for students with special needs in reading, science, literature study, and mathematics respectively. They study a variety of types of assessment and how to talk with parents about assessments and their outcomes.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Best Practice for English Learners</p> <p>CalStateTEACH candidates complete a number of activities that provide opportunities to understand the philosophy, design, goals, and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework. Their readings in Echevarria and Graves (<i>Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities</i>) and Herrell and Jordan (<i>Fifty Strategies for Teaching English Language Learners</i>) form the foundation of their understandings. These readings are supported by several additional texts that focus on the development of literacy skills. The program's first day-long seminar that candidates attend focuses on language acquisition. The other methods seminars in mathematics, science, the visual and performing arts, and physical education, include strategies for supporting English learners. Digital media presentations and observations of master teachers working with English learners complete the opportunities to develop foundational knowledge.</p> <p>Candidates develop an understanding of instructional practices to support English learners and begin to practice them, first with individual students and then with small groups, and gradually in whole class instruction. As they enhance their repertoire of instructional skills, they also learn to modify instruction to meet the differing needs of students in the classroom. Ultimately, they have the opportunity to manage classroom instruction with the support of paraprofessionals and specialists.</p> <p>Candidates observe an English learner and identify strategies appropriate for specific levels of the Proficiency Level Descriptors (PLD). Based on their observations, candidates informally assess students' language proficiency in each of the language modalities, listening and speaking, reading and writing using the Student Oral Language Observation Matrix (SOLOM) and developmental reading and writing rubrics. Candidates discuss the conclusions they drew from their observations with the student's teacher. Candidates practice using the Proficiency Level Descriptors, based on the California English Language Development Test (CELDT), in order to provide useful reference points for assessing students' English skills.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>The Lesson Plan Assistant, the lesson planning template used by CalStateTEACH, requires that candidates describe their learners including those who are English learners before they design the lesson. Then it asks candidates to address English learners in the lesson plan they develop. Specific modules and lesson planning assignments ask candidates to identify and implement appropriate accommodations and strategies, based on an assessment of the English learners' language proficiency. Candidates get practice assessing student proficiency, monitoring student learning, and linking instruction to assessment. Strategies such as scaffolding, advance organizers, collaborative reading, guided reading, imaging, interactive read-alouds, language experience writing, leveled questions, partner work, preview-review, realia, story reenactment, total physical response and vocabulary word play are utilized by candidates to make grade appropriate and advanced curriculum comprehensible to English learners. In specific activities, Developing a Literature Unit, candidates are asked to focus on assessment processes that support English learners and evaluate student work samples from English learners. Candidates learn about and apply pre-assessment, formative and post-assessment measures, and then design a complex community-based unit taking into account the language characteristics and needs of both the community and the students.</p> <p>The importance of students' family and cultural backgrounds is emphasized throughout the program and specifically explored in a number of activities. As candidates begin to look at learner characteristics to guide instruction, they complete an IRIS module focused on culturally responsive teaching, linguistic needs that can affect instruction, and supportive ways to encourage family members and the community to become more involved in school matters. Several activities engage candidates in an exploration of the community so they understand the context in which their students live and can make connections between their backgrounds and the curriculum. Candidates also explore strategies such as oral history as ways to engage and validate the experiences and expertise families can contribute to effective instruction.</p>	
Chapman University	The education of students with disabilities is a persistent theme that is integrated in all credential coursework, but the notion is introduced and developed in a course entitled "Collaboration for Inclusive Schooling". The course addresses collaboration, inclusive schooling, learning characteristics of students with	The program prepares special education students to teach students with disabilities by providing a series of courses and experiences that address fully the educational needs of students who are characterized by mild to moderate and moderate to severe disabilities. Each candidate learns how to facilitate the

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>disabilities, effective teaching strategies, working with diverse families of students with disabilities, legal aspects of special education, and becoming an effective change agent in the schools. The course includes instruction for meeting the needs of students with disabilities via participation as a collaborative member of an individualized education program team.</p> <p>The education of limited English proficient students is also a persistent theme that is integrated in all coursework, but the notion is introduced and developed in a course entitled "Second Language Acquisition for Elementary Students" and in a course entitled "Second Language Acquisition for Secondary Students". The courses content includes current theories regarding second language acquisition and the practical applications of theoretical knowledge at the elementary and secondary levels. The content of both courses includes literacy development from a socio-psycholinguistic perspective. The content of both courses address the state ELD standards, assessment, planning for literacy development and content area instruction. In addition, students participate in 4 field-based courses specifically designed to focus on both English learners and students with disabilities.</p>	<p>development of literacy (listening, speaking, reading, and writing) not only for native English speakers, but also for those whose primary language is other than English. The coursework teaches candidates the characteristics of students with disabilities, effective teaching strategies, how to work with diverse populations, as well as the legal aspects and requirements of special education. The coursework includes a study of the theories, practices, and ethical issues regarding the modification of behavior to facilitate learning. Furthermore, candidates develop the skills to use and communicate assessment results. Students learn how to make appropriate recommendations for report writing and for individualized education programs.</p> <p>The program prepares special education students to teach students who are limited English proficient by providing opportunities for candidates to understand the characteristics of school-based structures designed to meet the needs of this particular population. The school based structures would include the role of the individualized education program teams, English learner reclassification committees, etc. the program includes the teaching of methods that are responsive to the various levels of student English proficiency. Candidates receive instruction relative to linguistic development as well as first and second language acquisition. The program teaches candidates how to interpret assessment results, e.g., CELDT, for the purpose of using appropriate strategies not only to facilitate second language acquisition, but also to make content comprehensible. In addition, students participate in 4 field-based courses specifically designed to focus on both English language learners and students with disabilities.</p>
Claremont Graduate University	<p>It is our mission to prepare teachers who are able to foster stellar academic success in all students while fast tracking the development of under-performing students. As such, we pay particular attention to cultivating in our students the skills and attitudes necessary to facilitate academic success in marginalized populations, including students of color, students living in poverty, English Learners, and students with designated special needs. All our students work in classrooms with English Learners and every course includes helpful theoretical information along with research-based strategies and critical attitudes and high expectations regarding English Learners.</p> <p>In our program, General Education candidates are often sitting side-by-side with</p>	<p>Education Specialists take courses taught by specialists in the field. In these classes the students focus on a number of relevant subjects including but not limited to working with paraprofessionals, making and implementing appropriate modifications and accommodations, addressing disruptive and non-compliant behavior, optimal learning environments (Ruiz' OLE), social narratives, visual schedules, and mediated learning experiences.</p> <p>Mild/Moderate Education Specialist Candidates all use Vaughn and Bos Strategies for Teaching Students with Learning and Behavior Problems, eighth edition (2012) as a core text. Moderate/Severe Education Specialist Candidates use Browder and Spooner's Teaching Students with Moderate and</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Education Specialists candidates to help establish the professional expectation and norm of collaboration. All candidates are introduced to the frame provided by IDEA in our first course, Teaching/Learning Process (TLP) I and introduced to the Professional Standards related to Special Education. The scope of how to work with students with designated special needs is continued in the Fall in TLP II where candidates focus on differentiated instruction and effective strategies within their core content areas. Through their work with differentiated instruction the message is stressed that all students can learn but that instruction needs to be tailored to the individual.</p> <p>In the Fall, all candidates take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Students will learn language acquisition theory and the research-based strategies known to cultivate academic success for English Language Learners and students with special needs. Topics include the history and policy that affects the instruction of English learners; theories of language acquisition and their relationship to practice; and the California English Language Development Standards to design curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Additionally, candidates will learn effective strategies for working with students with special needs, including those with identified disabilities. Candidates work with Dr. Skip Baker on brain-based research related to student learning. They also learn characteristics of students with Autism Spectrum Disorder (ASD) and understand effective strategies, including visual scheduling and structured teaching, for meeting the needs of students with ASD and other identified disabilities in their classrooms.</p>	<p>Severe Disabilities (2011).</p> <p>In the Fall, education specialists take Teaching/Learning Process II. Candidates understand and apply unpacking of content standards to develop learning objectives to enhance quality of instruction and student learning. In addition, They learn positive behavior support techniques as implemented in collaboration with general educators, paraprofessionals, and parents. Candidates learn about various assessments for transitional programs and plans. Education Specialist candidates learn important formal, informal and alternative assessment measures, including ecological and functional assessment of both academic and social achievement to achieve success with students with mild/moderate/severe disabilities. Candidates learn specific instructional strategies in reading, writing, math, and communication skills to effectively access standards-based curricula and address IEP goals and objectives. Selecting appropriate accommodations/ modifications within each content area will be emphasized.</p> <p>In the Fall, Education Specialists also take EDUC 314: Differentiated Instruction to Meet the Academic Needs of English Learners and Students with Special Needs. The ability to differentiate instruction to meet the needs of diverse learners is the foundation of good teaching. As such, this course is designed to provide candidates with critical theoretical and practical information on why and how teachers differentiate instruction for two key groups of learners, English language learners and special needs students. Students will learn language acquisition theory and the research-based strategies known to cultivate academic success for English Language Learners and students with special needs. Topics include the history and policy that affects the instruction of English learners; theories of language acquisition and their relationship to practice; and the California English Language Development Standards to design curriculum and instruction that address English language development. Candidates will learn how to provide access to core content through the use of SDAIE (i.e., Specially Designed Academic Instruction in English) strategies; learn about the various assessments available to assess language, literacy and content for English learners; and explore and understand the linguistic and cultural aspects that impact schooling for English learners. Because they take this course with general education candidates,</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Learning to work effectively with English Learners and students identified with special needs is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (one of whom has designated special needs and at least three of whom are English Language Learners). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each. In the Spring, all General Education candidates work with their Education Specialist peers and TEIP’s Educational Faculty to understand the scope and role of the IEP process. Candidates look at sample IEPs and discuss specific students in relationship to their IEPs. Additionally, they learn about the important adaptations for students with disabilities, including accommodations and modifications. Education Specialist Candidates facilitate small group discussions with their general education peers as they develop appropriate accommodations and/or modifications for case study students. They have the opportunity during this important collaboration time to talk about students in their classroom they are struggling with and brainstorm ways to increase student success. Finally, the California Teaching Performance Assessments (TPAs), which are done by all of our general education candidates, also assess the degree to which the candidates are equipped to work with ELs and students with special needs. Every California candidate in General Education must pass the 4 TPA's to obtain their teaching credential.</p>	<p>education specialist candidates serve as leaders and design several presentations on working with students with special needs. Additionally in the Fall, Education Specialist Candidates take a content specific seminar relating to their credential. Mild/Moderate Candidates take ED396: Case Management and Effective Collaborative Practices in Special Education for Students with Mild to Moderate Disabilities. They focus on their legal responsibilities and ethical practices as a case manager for students with disabilities. Successful collaboration techniques, best practices for IEP meetings, co-teaching models, and effective transitional planning are discussed to develop Candidates' skills as participating members of an IEP team. Moderate/Severe Candidates take ED366: Communication and Health Care Issues of Students with Moderate/Severe Disabilities. Here candidates focus on teaching students with communication and health care issues. They receive direct instruction regarding legal mandates for students with moderate/severe disabilities, health care needs, and evidence-based strategies for creating success in and out of the classroom. In the Spring, candidates take the third in a four-part series, Teaching/Learning Process III. This course is designed to further prepare students for working within the K-12 school system. TLP III deepens the candidates understanding of the cultures of school and community, and how both influence the success of students in their classrooms. Developing meaningful interactions with families, related service providers, and community members is one focus of this course. Candidates will additionally deepen their understanding of assessment measures, specifically curriculum-based measurement and progress monitoring, and apply their understanding to a variety of situations to effectively meet the individual needs of students in their classroom. Students will develop skills for addressing conflict within the classroom and school. They will analyze data from a variety of sources, and make informed decisions regarding instruction and placement for students with disabilities. Students will have the opportunity to hone their leadership and collaboration skills as they continue to work within multidisciplinary teams. Additionally, in the Spring, all Education Specialist Candidates take ED338-1: Emotional, Behavior, and Health Issues in Special Education, Part 1. Candidates understand the ethical standards for the instruction of students with</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<p>emotional, behavioral, and health issues in special education. They learn about and develop effective positive behavior support plans, functional behavior analysis, and evidence-based strategies for creating safe and effective learning environments for students. They demonstrate their understanding of these practices by conducting a Functional Behavior Analysis and a Positive Behavior Support Plan for one of their students.</p> <p>All course work is reinforced via the Ethnographic Narrative Project (ENP) that the candidates do where they identify five specific students (each with a different disability condition). For the ENP, our candidates interview these students, conduct home visits, work with the families, collect and analyze student work samples, and set/assess specific learning objectives (and plans) for each.</p> <p>In summer, education specialist candidates take Teaching/Learning Process IV. In this course, education specialist candidates examine dominant theories of education, including behaviorism, constructivism, social-constructivism, brain-based learning and critical pedagogy. These educational philosophies and learning theories will be used to address major questions concerning special education teachers, including collaboration and transition, social and educational change and how they impact assessment and instruction, the assessment and evaluation of special education students, and collaborative team building.</p> <p>Education Specialist Candidates take ED338-2: Emotional, Behavior, and Health Issues in Special Education, Part 2. In this second part of the course, candidates implement, review, and evaluate the positive behavior support plan they developed in part 1 of the course. They learn various applied behavior analysis methodologies as they serve students with emotional and behavior disorders.</p> <p>Education Specialist Candidates' final course is ED339: Evidence Based Practices for Students with Disabilities. Candidates evaluate the research surrounding various evidence-based strategies for students with disabilities, including fidelity of implementation and response to intervention. Finally, while the state does not yet have a standardized culminating assessment for education specialists, we utilize a modified version of the CA</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		TPA's to ensure strong teaching skills in core subject areas and the ability to differentiate instruction effectively. These tasks also assess the degree to which the candidates are equipped to work with English learners.
Concordia University	<p>General education teachers acquire knowledge related to teaching students with disabilities during two courses: "Typical and Atypical Development of Diverse Learners" and "Creating Positive and Inclusive Classrooms."</p> <p>The ability to effectively teach students who have limited proficiency in English is embedded throughout our coursework and forms the basis of the core course "Language and Culture."</p>	
Dominican University of California	<p>All these elements are in place as required by the State of California as part of the SB 2042 Multiple and Single Subject credentials. General education teachers demonstrate their competence to teach these students within the courses listed below. Competence is measured also during field work including student teaching and by the four-task assessment with the California Teacher Performance Assessment (Cal TPA).</p> <p>Working with students with disabilities is embedded in: EDUC 5056/5556 Elementary Reading EDUC 5140/5540 Secondary Reading EDUC 5130/5530/5131/5531/5230/5630/5131/5631 Elementary/Secondary Curriculum and Instruction EDUC 5150/5550/5250/5650 Elementary/Secondary Observation and Preparation for Supervised Teaching EDUC 5162/5262/5562/5662 Elementary/Secondary Professional Development Seminar EDUC 5164/5264/5564/5664 Teaching Performance Assessment EDUC 5160/5260/5560/5660 Elementary/Secondary Supervised Teaching</p> <p>Working with students who are limited English proficient is embedded in: EDUC 5000/5500 Education and Culture (Multiple/Single subject candidates enrolled) EDUC 5140/5240/5540/5640 Elementary /Secondary Reading EDUC 5130/5131/5230/5231/5530/5531/5630/5631 Elementary/Secondary Curriculum and Instruction</p>	<p>Each special education teacher candidate is prepared according to Education Specialist standards required by the California Commission on Teacher Credentialing. Special education teachers demonstrate their competence to teach students with disabilities within coursework listed below. In addition, competence is measured during supervised fieldwork experiences, through an external assessment process called the California Teaching Performance Assessment, and by anchor assignments evaluated on 4 point rubric scales. Training related to participation as a member of IEP program teams is imbedded in EDUC 5301-Introduction to Special Education, EDUC 5302-Program Design, and EDUC 5306-Behavior Intervention and Support. In addition, candidates are required to participate in an IEP during supervised field experiences which is evaluated by trained University supervisors. Preparing special education teachers to teach students with disabilities effectively, including participation as a member of IEP program teams, is embedded in the following courses: EDUC 5301-Introduction to Special Education EDUC 5302-Program Design and Curriculum Development EDUC 5304-Formal and Informal Assessment EDUC 5306-Behavior Intervention and Support EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching EDUC 5307-Supervised Teaching and Induction Planning EDUC 5364-Teaching Performance Assessment Preparing special education teachers to effectively teach students who are</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>EDUC 5150/5250/5550/5650 Observation and Preparation for Supervised Teaching</p> <p>EDUC 5056/5556 English Language Development (Multiple/Single Subject candidates enrolled)</p> <p>EDUC 5160/5260/5560/5660 Elementary /Secondary Supervised Teaching</p> <p>EDUC 5162/5262/5562/5662 Professional Development seminar</p> <p>EDUC 5164/5264/5564/5664 Elementary/Secondary Teaching Performance Assessment</p>	<p>limited English proficient is embedded in the following courses:</p> <p>EDUC 5000/5500-Education and Culture</p> <p>EDUC 5056/5556-English Language Development</p> <p>EDUC 5130/5230/5530/5630-Elementary/Secondary Curriculum, Part I</p> <p>EDUC 5131/5231/5531/5631-Elementary/Secondary Curriculum, Part II</p> <p>EDUC 5140/5540-Elementary Reading</p> <p>EDUC 5150/5250/5550/5650-Observation and Preparation for Supervised Teaching</p>
Fresno Pacific University	<p>The program prepares candidates to teach students with disabilities effectively by requiring candidates to take SED 605. In this course candidates are provided with the direction necessary to understand the psychological characteristics, cognitive styles, behavior patterns, and accompanying learning problems of students with exceptional needs. Students are asked to demonstrate knowledge of current legislation (IDEA, Individuals with Disabilities Act) pertaining to exceptional students, including teaching implications of cultural and linguistically different children. In addition, candidates are asked to describe the major components of an IEP (Individual Education Plan) and its process. Candidates are asked to attend an IEP meeting during final directed student teaching. Finally, candidates demonstrate an awareness of differences and similarities of exceptional and non exceptional students, including the instructional implications of culturally and linguistically different children. The Teacher Education Lesson Plan Template requires that candidates select an exceptional as well as an English learner as focus students, and plan each lesson in light of the data gathered on these focus students. The program prepares candidates to teach English learners through multiple courses; student teaching seminars, and EDUC 646 (elementary focus) and 692 (middle school and high school focus). EDUC 646 and 692 focus on teaching English learners effectively through a literacy content base.</p>	<p>Candidates in the Education Specialist programs are highly scrutinized for their academic and practicum performance, as they attain the knowledge and skills that are required by law for their professional responsibilities. General and specific courses address the EL student needs and candidates verify their abilities to implement an effective instructional learning environment. The FPU coursework includes an extended course for Language Development, which expands the knowledge and application of all other coursework for students who have special needs. The IEP process and team performance expectancies are integrated throughout all courses in Level I, followed by advanced stages of assimilation during the Level II program. Together it is a sound and comprehensive program of studies for all Education Specialist service providers.</p>
Hebrew Union College	<p>Through the course Meeting the Needs of All Students, candidates are prepared to understand and teach students with disabilities. In the course Reading, Language and Literature candidates learn how to teach students who are limited in English language proficiency. Throughout their field experiences candidates work with students with disabilities and with limited English language proficiency.</p>	
Holy Names	<p>The mission of Holy Names University credential programs is to prepare</p>	<p>The candidates in the Education Specialist Mild Moderate Program take</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
University	<p>teachers for urban schools; we believe it is essential that every candidate in our program be well-equipped to teach English Learners. All programs are infused with English Language Development and teaching to content and language objectives. In addition, lessons for EL's are modeled in class, observed in the field, written in lesson plans and practiced by candidates.</p> <p>In EDUC 103, candidates study the State'S English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learners and the relationship between quality instruction for all students, differentiated instruction for English Learners and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners.</p> <p>In EDUC 100, candidates discuss the relationship of language to schooling, and they study the changes in policies related to instruction for English Learners. In EDUC 101, candidates study theories that highlight the impact on motivation and learning of language, culture and racial differences, and they study research on successful structural approaches that address that impact. In EDUC 320A and EDUC 330A, candidates observe in classrooms where experienced teachers organize their classrooms to enhance learning for English Learners.</p> <p>In their practicum courses, EDUC 320 C/I and EDUC 330 C/I, candidates must serve in at least one school which serves a significant number of English Learners, participate in classrooms where they learn about different models of instruction for English Learners, work with paraprofessionals and specialist where available, and demonstrate proficiency in teaching English Learners. In Curriculum and Instruction courses, they are asked to document the characteristics of classes that are successfully instructing English Learners, and they are challenged to design and implement lessons that include strategies that make content accessible to English Learners.</p> <p>In EDUC 102A, candidates review the legal requirements for educating exceptional children, including mainstreaming into the general education</p>	<p>several courses to acquire the before mentioned skills. In EDUC 261, students learn about the characteristics of students in the thirteen disability categories recognized in the Federal Law. In EDUC 267, students learn the theory and practice needed for effective collaboration for the education of students with disabilities. In this class, students participate in a mock IEP and SST.</p> <p>In EDUC 103, candidates study the State's English Language Development Standards and review the Reading/Language Arts standards, in order to understand the goals and characteristics of school programs designed for English Learner and legislative requirements. The course includes an historical and political perspective on the education of English Learners, including bilingual education. Changes in current school structures designed to meet the educational needs for English Learners are defined within the context of English Language Development policies, including cooperative learning, learning centers, and to deliver a balanced reading program that reflects the content standards and frameworks and meets the needs of English Learners.</p> <p>In EDUC 263, candidates are introduced to theories, issues, strategies and materials related to assessment and instruction of students with reading difficulties. specific methods of instructional and the selection and development of materials that match the diagnosed need of the individual are emphasized. There is a fieldwork requirement for this course.</p> <p>In EDUC 264, candidates are provided with a variety of formal and informal assessment methods applicable for classroom and clinical use. A variety of assessment measures are administered and interpreted; results are used in development of Individual Educational Plans (IEPs).</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>program. Candidates learn the research on effective teaching practices and examine those practices in light of the needs of gifted students and those with handicapping conditions. Candidates complete a field observation of a mainstreaming situation, where special education students participate in the general education program; adapt a lesson to meet the needs of students with specific learning needs, review the IEP and placement process for a student with a learning disability. Through readings, lectures, in class presentations and Internet searches, candidates learn about resources and strategies that will provide students with learning needs access to resources and extra curricular activities.</p>	
Hope International University	<p>All candidates are required to take EDU5640 Issues in Education During Mid-Childhood and Adolescent Years or EDU 6509 The Adolescent Years, and EDU5410 Special Populations. The course is designed to meet the requirements of California Teacher Credential Program Standard 14: Preparation to Teach Special Populations in the General Education Classroom. In addition, candidates are required to modify sample lesson plans developed in various methods classes to allow all students access to the core curriculum. Students are encourage to participate in an annual IEP as part of their student teaching experience. Classroom observation of special needs students and instruction is required in EDU 5640 and EDU 6509.</p> <p>All candidates are required to take EDU5330 Cultural Diversity: Language Acquisition and Methods. The course is designed to meet the requirements of California Teacher Credential Program Standard 13: Preparation to Teach English Learners. In addition, candidates are required to modify sample lesson plans developed in various methods classes to reflect SDAIE or other strategies to support English language instruction. Classroom observation of English Learners and instruction is required in EDU 5330.</p>	
Humboldt State University	<p>Candidates in all credential programs learn about all of the nine major categories of disabilities, those that do and those that do not require IEPs. Candidates are expected to identify the characteristics of each of these categories of special needs students so that they would be able to notice the signs and make a referral if they had such an unidentified student in their classrooms. There is a strong focus on learning disabilities, which are the vast majority that our candidates will be facing in their future classrooms.</p>	<p>Teach Students with Disabilities Effectively</p> <p>The Special Education Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize the students' learning potential and provide a student-centered learning environment.</p> <p>The program focuses on preparing successful special education teachers who</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Candidates are expected to know the history of special education, from its beginnings in the federally funded civil rights PL 94-142 of 1975 for all handicapped children. They trace the concept of "learning disabled" from there to the concepts that we hold today. They are expected to know about IDEA legislation and the changes this law has made in special education service and delivery.</p> <p>Candidates learn their role as teachers in the study team. They learn the process of the IEP identification, referral, and assessment through case study examples. They learn their role in the IEP planning and meeting, implementation and evaluation through lecture, discussion, role play and debriefing.</p> <p>Candidates know the rights of students and parents concerning the child's placement, review and dismissal from special education programs, as well as to understand any special protections afforded by law.</p> <p>Candidates learn about identifying and assessing students for referral by learning about the characteristics of the nine major categories of disabilities. In our geographical area, we have so many different school districts, each with its own requirements and guidelines for referral assessment that we expect our candidates to learn a more general idea of how the assessment process works.</p> <p>Our candidates use assessment on a regular basis for all of the general education students, and are trained to be alert for students who do not make expected progress. We teach them to find out who to ask for help at their school site - nurse, school psychologist, resource specialist, etc., and help them understand that this does vary from school district to school district. Candidates are expected to find out how the referral and assessment process works at their own placement sites, to serve as an example for their futures.</p> <p>Our candidates use a number of appropriate language assessment tools, including the California English Language Development Test (CELDT). Candidates study and participate in a demonstration of the CELDT administered to all English learners, grades K-12. Candidates learn about reclassification of English learners as reflected in state law, including regulations adopted by the State Board of Education. These include using the CELDT, teacher evaluation, parent opinion and consultation, and comparison of performance in basic skills to native English speakers.</p>	<p>model advocacy for their students and work within an expanded educational community student support system of parents, colleagues, and community members. Through their written and oral communication skills, they demonstrate sound subject matter knowledge and pedagogical methods. They model respect for and rapport with diverse student, parent, and community populations.</p> <p>Credential candidates in the program: (a) understand the characteristics of special education students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respect for students with disabilities by building curriculum from the foundation of what students know and creating an intellectual scaffolding for students' academic success.</p> <p>The Special Education Credential Program develops candidates' knowledge of and ability to examine educational policies and practices. Candidates learn to effectively implement educational programs that reflect current best practices, updating programs as new practices emerge. Each candidate demonstrates knowledge of current legislative, judicial, and regulatory initiatives and their implications for teachers of students with mild to moderate and severe disabilities.</p> <p>Each of the courses in the program presents academic content that reflects best practices with regard to provision of special education and related services to students with disabilities. Required texts in each of the classes have all been published within the past several years, and each text contains scores of references to the professional literature in special education, both conceptual and empirical.</p> <p>IEP Team</p> <p>The program provides a comprehensive review of special education history, categories of exceptional children, educational restructuring in special education, inclusion, state and federal legislation and other policy issues that relate to delivery of services. Candidates discuss the unique influence of the family and child-family interactions, parental response to a child with a disability, and parents as advocates and collaborators. As candidates examine</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<p>and consider different categories of children, additional issues related to policies and practices are considered such as family and lifespan issues, early intervention, and educational adaptations for children with various disabilities. Candidates learn the background of current federal and state education laws. Candidates learn how the latest federal amendments to the Individuals With Disabilities Act (614)(d)(1)(B) affect general education teachers and students as well as special education students.</p> <p>Candidates learn how to effectively participate as a member of an Individualized Education Program team and how to use the range of program options that must be considered for all special education students. Candidates extensively discuss the continuum of program options looking at the least restrictive to the most restrictive educational settings and instructional strategies for special education. They also discuss how various special education program options are related to general education. Candidates review the following topics; the special education laws and legal rulings, the inclusion movement, cultural and linguistic diversity, assistive technology and organizations that provide support to children with learning disabilities and their parents.</p> <p>Candidates are introduced to knowledge regarding child development, learning theories, models of teaching, lesson design, assessment, and effective classroom management. Candidates demonstrate knowledge and application of teaching models that are developmentally appropriate and effective, including the elements of direct instruction and specific strategies that benefit English language learners.</p> <p>The candidate is introduced to various models of effective p-12 instruction. In reviewing instructional models, candidates engage in an analysis of traditional, current theories of human cognition and learning styles and modalities. Howard Gardner’s theory of multiple intelligences and applications of mind/brain/body research is reviewed theoretically and practically.</p> <p>Curriculum for the Special Education Credential Program and the associated fieldwork, provides candidates with a comprehensive view of the following elements that are essential in planning appropriate curricula for children with mild to severe disabilities:</p> <ul style="list-style-type: none"> •Academic content standards, K-12

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<ul style="list-style-type: none"> •California curriculum frameworks •Selection of instructional materials •Instructional strategies for diverse students •Curriculum packages in reading, language, spelling •Curriculum packages in mathematics •Curriculum packages in science, social studies and health •STAR testing program <p>Candidates are required to evaluate curriculum practices with regard to educational issues for children and youth with disabilities. Candidates review curriculum in relation to assessment, current research, California academic content standards, quality of materials available, transition, learning styles, consultation and collaboration strategies, and assistive technology.</p> <p>Candidates are provided with information regarding electronic resources available to special educators. Candidates are shown how to access appropriate government documents and clearinghouses of information including the National Center for Children and Youth Disabilities.</p> <p>Teach Students Who Are Limited English Proficient</p> <p>Candidates are well prepared to teach limit English proficiency students. Coursework includes an examination of bilingual and ESL models, methodologies, materials for English language learners, and language proficiency and assessment. Topics include the following: a) the goals of bilingual education; b) models for primary language content-area instruction (e.g., alternate day, simultaneous translation, and preview-review); b) language acquisition vs. language learning models and methods; c) specially designed content-area instruction delivered in English; and d) formal and informal methods of language proficiency assessment (e.g., standardized tests, checklists and inventories, discourse analysis, designation/redesignation).</p> <p>The program incorporates a broad range of topics related to serving students and families from culturally and linguistically diverse backgrounds. These topics include an examination of the nature, structure, and use of language; theories of first and second language acquisition; and factors that may be related to acquisition of language and literacy. In addition to concepts traditionally associated with methodology courses in reading and the language arts (e.g., phonemic awareness; letter recognition, decoding skills, vocabulary,</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<p>and comprehension), the courses incorporate topics in the following areas of study: a) descriptive linguistics and the form, content, and use of language (e.g., phonology, morphology, syntax, semantics, and pragmatics); b) theories of first and second language acquisition (e.g., nativist, empiricist, interactionist, transactionist models; stages of first and second language acquisition; and the nature of linguistic input); and c) curricular, pedagogical, psychological, sociological, and other influences on second language acquisition and use.</p> <p>The above areas of study are addressed through lectures, readings, assignments, and discussions of candidates' experiences in field settings with significant numbers of second language learners. The instructor is a certified bilingual teacher with over ten years experience working in educational settings with students and families from culturally and linguistically diverse backgrounds.</p>
La Sierra University	<p>The State of California does not require coursework in special education in the teacher education program. However, we require this when they do both the undergraduate teaching credential and when they do their Master of Arts in Teaching as well as when students are preparing for the Seventh-day Adventist teaching credential in addition to the State credential. To improve our program we now require all candidates to take EDCI 464/564 Special Education in the Regular Classroom.</p> <p>All of our methods courses promote English Language Development (ELD) and processes for English Language Learners. However, EDCI 416 Language and Literacy K-12, EDCI 414 Reading K-8, and EDCI 419 Reading in the Content Area all have strong emphases on ELD.</p>	
Loyola Marymount University	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice, and professional development.	Candidates are prepared to teach students with disabilities effectively through coursework, field experiences, clinical practice and professional development.
Mills College	Since the aim of this standard is to help meet the needs of all learners, we try to incorporate the issues, ideas, and knowledge relevant to this standard into all of our courses, all of our deliberations about teaching and learning. We address the specifics of this standard most directly in EDUC 300 A & B Curriculum and Instruction in the Elementary School for the multiple subject credential candidates and EDUC 239 Development and Learning in Adolescents for the	This combined degree/credential authorizes the holder to provide early intervention and/or special education services and supports to young children from birth to Pre-Kindergarten and their families. Eligible children include but are not limited to those with developmental delay, specific learning disabilities, mental retardation, emotional disturbance, other health impairment, autism, a disabling medical condition or congenital syndrome, multiple disabilities,

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	single subject candidates.	speech and language impairment, and others at risk of having a substantial developmental disability due to a combination of risk factors. Services and supports are provided in the following settings: natural environments (home and community), typical early childhood programs, special day programs, hospitals, and special and/or non-public, nonsectarian schools and agencies.
Mount St. Mary's College	<p>Now more than in prior years our 2042 credential programs embed differentiation for Special Needs students throughout the coursework and our candidates are evaluated both formatively in courses and summatively in the California Teacher Performance Assessment on their competence in this area. In our EDU 270A: Education of Exceptional Students, our teacher candidates are introduced to the legislation (ie- Individual with Disabilities Education (Improvement) Act) and to the implementation process. They are specifically introduced to the general education teacher's role in the IEP process (and participate in a simulated IEP meeting). They are taught how to implement Response to Intervention (RTI) and adaptations and accommodations for these students in the general education classroom in both the EDU 270A course and throughout the professional preparation courses (where they are asked to adapt lesson plans and assessment for students with special needs.)</p> <p>Our summative assessment, the CalTeacher Performance Assessment, specifically measures TPE 4 (Making Content Accessible). Teacher candidates are evaluated on their competence in adapting their instructional plans for students with special needs throughout this summative assessment. We are currently using a number of teacher training modules developed by IRIS Center- housed at Vanderbilt University (funded by US Dept of Education- Office of Special Education Programs.)</p> <p>The professional preparation courses build on the knowledge of first and second language acquisition gained in the prerequisite linguistics courses ENG 102 (undergraduates) and EDU 253 (graduates), and, throughout the program, candidates gain experience planning English language development lessons, including the use of appropriate strategies/ adaptations for English Language Learners and strategies for assessing the needs of English learners. Professional preparation courses include assignments where teacher candidates create,</p>	<p>The mission of Mount St. Mary's College Education Department is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development. A professionally fluent educator:</p> <ul style="list-style-type: none"> - articulates research-based pedagogical beliefs and curricular principles and translates them into practice. - responds to diversity with openness, sensitivity, and a commitment to equity. - supports the healthy development of children and youth in a caring and just environment. - envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection. <p>The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of the program is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that prepares every candidate to meet the standards for a beginning teacher or administrator and reflective self-evaluation that promotes continual professional growth.</p> <p>The Mild/Moderate Education Specialist Teacher Preparation program at Mount St. Mary's College is committed to the belief that society benefits when all individuals are able to achieve their maximum learning potential. The program serves this critical societal function by promoting knowledge, understanding, and respect for individual differences and unique learning needs. The foundation of the program is built upon knowledge derived from a sound theoretical base and rigorous research. We believe a quality program includes opportunities for reflection, problem solving, and collaboration, and the application of knowledge and skills in settings that demonstrate effective practices. Working in partnership with schools and communities, the program</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>implement and reflect on Specially Designed Academic Instruction in English (SDAIE) lesson plans using the Sheltered Instruction Observation Protocol (SIOP) to analyze both the teaching of the lesson and the student outcomes.</p>	<p>provides ongoing support, mentoring, and guidance to its candidates while promoting innovative yet evidence-based approaches for individuals with disabilities. In addition to a strong foundation in special education, the program prepares candidates to work with students who come from diverse cultural and linguistic backgrounds, adapting instruction to individual differences. A combination of theory and practice emphasizes learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials.</p> <p>The primary role of the program is the preparation of special educators who have a core set of research-based knowledge and skills which enable them to collaborate effectively with others to ensure the highest educational and quality of life potential for individuals with disabilities and diverse learners, adapting instruction to individual differences. A combination of theory and practice emphasizes positive learning environments that are integrated with the general education program and are directed toward the development of academic and social abilities that will enable students with disabilities to meet their highest potentials.</p> <p>In order to continue the quality of our program, meeting the needs of our candidates in this century, and keeping the needs of the community in mind, the program has gone through many revisions and modifications in order to keep up with the changes and demands. Our pre-service and intern programs reflect the new standards adopted by the California Teachers Commission and any other States requirements. For example, in November 2006, our credential program embedded the English Language Learners Standards (#7E, I, #13A, C, F, G and #19), but later in December 2008 the program and courses were updated in order to meet the new Reading Program Standards Revised #7A. Another example is how our program embedded the CLAD standards and requirements in order to meet the needs of the community and diverse learners. Furthermore, effective September 2010 (Fall 2010 semester), all of our pre-service and intern programs will once again be modified in order to meet the new Education Specialist Standards and Mild/Moderate Authorization Standards (#1-6). The Added Authorization of Autism Spectrum Disorder (#1-3) and the Added Authorization of Emotional Disturbance standards (# 1-</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		3) will be embedded as part of our new preliminary teaching credential program.
National Hispanic University	<p>Inclusion course is required of all credential students. Assignments include"</p> <ul style="list-style-type: none"> - Special Needs Pedagogy Assessment: Given a scenario, construct a lesson that would address the requirements of the special needs students in the class. - Objective: Understand the role of the Student Assistance Team and how to access its services. <p>We have an entire course devoted to the teaching of English language learners and strategies and methodologies are integrated throughout all other methods classes.</p> <p>National Hispanic University requires all special education teachers to demonstrate EL and special needs understanding and pedagogy implementation through a required Teacher Performance Assessment scored by program assessors.</p>	<p>One of the assignments in our Special Education "Curriculum and Instruction Adaptations" Special Education course is: Students explore the topic of differentiation and ways to differentiate for special education students. Case studies will be provided and students will write an explanation of how they would differentiate and organize the instruction for the cases.</p> <p>One of the assignments in our Teaching Mild to Moderate Students course is: Interview special education teachers, resource specialist or district special education personnel on the following: How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers?</p> <p>Throughout the University's four Special Education courses students write lessons, demonstrate strategies, and explore resources for English language learners.</p> <p>National Hispanic University requires all special education teachers to demonstrate EL understanding and pedagogy through a required Teacher Performance Assessment scored by program assessors.</p>
National University	<p>All prospective single and multiple subject teachers must complete the California Teaching Assessment (Cal TPA). Cal TPA is made up of four tasks. They are</p> <p>TASK SSP: Subject Specific Pedagogy (4 case studies)</p> <ol style="list-style-type: none"> 1. Developmentally Appropriate Pedagogy 2. Assessment Practices 3. Adapting Content-Specific Pedagogy for English Learners 4. Adapting Content-Specific Pedagogy for Students w/ Special Needs <p>Task SI: Designing Instruction</p> <p>Task AL: Assessing Student Learning</p> <p>Task CTE: Culminating Teaching Experience</p> <p>Within each tasks, prospective teachers must demonstrate ability to adapt content, instruction and assessment for both a special needs student and an English learner. Instruction in courses guides prospective teachers to success in</p>	<p>Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching or internships. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during student teaching or internships. Courses providing information about IDES 2004, the IEP process, Response to Intervention, characteristics of the thirteen qualifying disabilities, the special education teacher's role in the referral process, and planning for differentiated instruction include the following: SPD608 Exceptionalities, SPD614 Classroom and Management Behavior, SPD616 Law, Collaboration, and Transitions, SPD622 Assessment of Students with Disabilities, and SPD628 Teaching Reading/Language Arts in Special Education. Specialization courses in Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing include in depth knowledge and application of</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	completing these tasks. There are specific courses on teaching English learners and meeting the needs of special needs students. In addition, for the four foundational courses, there are co-course leads-a faculty member from general education and one from special education. This co-course lead model ensures that candidates have an understanding of the role of both special education and general education teachers and how they are to work together at school sites including as member of individualized education program teams.	typical and atypical development, research and standards-based curriculum and instruction, positive behavior support, and transition planning. Themes included in every course are: teaching English learners and students on the autism spectrum; collaborating with students, parents, other professionals and the community; and using technology as a tool to improve the learning of students with disabilities.
Notre Dame de Namur University	Course EDU 4410 Special Education and EDU 4107 Teaching English language learners	Curriculum and Instructional adaptations EDU 4234/4237, Special Education Program Management EDU 4200 and EDU 4107 Teaching English language learners.
Occidental College	<p>*Teach students with disabilities effectively Our program has a course ED318 Differentiated Instruction - Special Education which prepares general education teacher candidates on the various issues, instructional strategies and policies regarding students with special needs.</p> <p>*Participate as a member of an individualized education program team N/A [While students are not required to be members of a school-based IEP...They learn about the importance of the program, its purposes and implementation during the Ed318 course and student teaching.]</p> <p>*Teach students who are limited English proficient effectively All courses address the special pedagogies and needs of English Learners. One course in particular, Ed205 Pedagogies and Politics of 1st & 2nd Language acquisition directly examines the teaching strategies (e.g., SDAIE), cultural differences and politics of educating English learners. All other courses address the needs of both English learners and students with special needs in their syllabi.</p>	
Pacific Oaks College	<p>Candidates in our Multiple Subject Credential Program (general education) are required to take two special education courses in addition to completing at least one fieldwork placement in an inclusive setting. As part of their coursework, they are introduced to the IEP (as well as IDEA).</p> <p>As part of this credential program, students are authorized to teach English Learners - this training is delivered through specific coursework as part of the authorization, as well as integrated throughout the program in various other courses.</p>	<p>Candidates in the Education Specialist Credential Program are required to complete coursework that trains them to work as part of IEP teams. For instance, coursework includes: The Child With Special Needs, Collaboration and Communication for Special Educators, Behavior Intervention and Program Planning, and Instructing and Assessing Students with Mild/Moderate Disabilities.</p> <p>In addition, the English Learner authorization is embedded in this program. Candidates take coursework in English learner methodologies, and this training is also integrated throughout the program in various other courses.</p>
Pacific	TRAINING TO WORK WITH DISABILITIES	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Union College	<p>All candidates for preliminary multiple and single subject credentials take EDUC 350-Exceptional Children in the Classroom. The learner outcomes for this course are:</p> <ol style="list-style-type: none"> 1. To gain an understanding of the history of special education and how special education relates to general education; 2. To describe environmental and socioeconomic factors that impact students with exceptionalities; 3. To define Inclusion and describe the controversy and successes of inclusive education; 4. To recognize and define terms and abbreviations that make up the "language" of special education; 5. To understand the legal aspects of special education assessment and services as it relates to children with exceptionalities in private and public school systems; 6. To identify the disabilities protected by the Individual's with Disabilities Education Improvement Act (IDEA 2004), recognize general characteristics of each disability, and know how to implement appropriate classroom interventions and accommodations; 7. To describe the evaluation process of identifying students with exceptionalities and understand the importance of early identification and intervention plans; 8. To know how to navigate a student's Individualized Education Program (IEP), and write annual goals and benchmarks and incorporate them into the classroom, and understand related services and transition planning; 9. To understand the purpose of IEP meetings, who attends, how they guide a student's instruction, and the very important role of the regular education; 10. To understand the unique dynamics of working with parents of students with exceptionalities and know how to assist parents in advocating for their child and eventually helping the child advocate for him or herself; 11. To understand multicultural education as it relates to special education; 12. To be able to teach using a variety of strategies that will help students with exceptionalities be successful in your inclusive classroom. <p>In addition to the above course, students participate in field experiences where they work with exceptional students, and demonstrate their ability to design instruction for and assess the learning of exceptional students when they write</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>the California Teaching Performance Assessment.</p> <p>TRAINING TO WORK WITH ENGLISH LEARNERS</p> <p>All candidates in the preliminary multiple and single subject matter programs take EDUC 337-English Learner Pedagogy. The student learning outcomes for this course are:</p> <ol style="list-style-type: none"> 1. Gain an overall understanding of ELL pedagogy and testing; 2. Foster multicultural awareness and sensitivity; 3. Learn practical application of language theory in K-12 classrooms; 4. Examine ways to respond to, grade student work, and develop materials for ELL students; 5. Develop a personal theory and understanding of teaching ELLs. <p>In addition to the above course, strategies for teaching ELL students are integrated into all of the elementary and secondary methods courses and the exceptional child course. ELL students are also discussed and learned about in other credential coursework. Candidates also demonstrate their ability to work with ELL students in field experiences and demonstrate their ability to design instruction and assess the learning of ELL students when they write the California Teaching Performance Assessment.</p>	
Patten University	<p>Teaching students with disabilities is integrated throughout the program with EDU 581,&582(curriculum)583(classroom management), 588 (advanced curriculum),& 594(special needs), ELL coursework includes 611(linguistics), 587(diverse settings), and above noted coursework.Candidates must write and teach lessons and show adaptations to meet the needs of ELL students and those with special needs. They must write IEPS and participate in team meetings. Strategies,assessments,and adapting lessons for ELL & special needs integrated throughout the program specifically addressing these special needs. The successful adaptations are evidenced by the CAL TPAs demonstrating the candidate's knowledge, understanding and abilities.</p>	
Pepperdine University	<p>The coursework addresses these two significant areas through an introduction to teaching special populations, including the laws and provisions relating to differentiating instruction and planning for student learning. Candidates also study cultural diversity and second language development. Teaching candidates are required to complete classroom observations, teaching, and ESL tutoring.</p>	
Point Loma	Throughout credentialing coursework, candidates are introduced to and required	Candidates for special education receive instruction through a CCTC approved

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Nazarene University	<p>to display an understanding of meeting the needs of SWD and limited English proficient students.</p> <p>All candidates enroll in EDU 602 Foundations of Special Education, which specifically addresses meeting the needs of SWDs and the individualized education program (IEP) team process.</p> <p>All candidates enroll in EDU 601 Language Acquisition, which specifically addresses meeting the needs of limited English proficient students.</p>	<p>special education preparation program for servicing either students with mil/moderate or moderate/severe disabilities.</p> <p>The program includes theory and methodology instruction provided to candidates, as well as fieldwork and clinical practice in special education in local LEAs.</p> <p>All special education candidates must complete the course EDU 652 Collaboration & Consultation for IEP Implementation, Evaluation & Program Improvement.</p>
San Diego Christian College	<p>The Teacher Credential Program at SDCC incorporated the Teacher Performance Assessments (TPAs) in the academic year of 2004-2005. Connected with this adoption was the extensive embedding of the Teacher Performance Expectations into all of the coursework. This included TPE 7—Teaching English Learners. Candidates are introduced to the concept of English learners in California public schools from the beginning of the program. The introduction and elaboration of TPE 7—Teaching English Learners is progressive, moving from knowledge and comprehension to demonstration with real-life applications and evaluations. Candidates are prepared thoroughly, learning ELA/ELD standards, assessment instruments such as CELDT, and other assessment of student disabilities and English Learner needs, and become proficient in creating and modifying lesson plans using instructional strategies that teach English Learners, students with disabilities and students with various learning styles. From the beginning, it is stressed that English learners must have access to the same content that single-language students do. Relationships between the ELD standards and the state adopted content standards are discussed. Through observation in diverse public school classrooms, candidates observe the programs in place for English learners and how the use of the content standards intersects with implementation of the ELD standards. After observation, candidates reflect on these processes. All candidates must be placed in diverse school settings where there are English learners during student teaching and pre-student teaching fieldwork. Candidates read about, discuss, and apply in in-class activities and specific strategies for developing strategies to teach culturally diverse students, English Learners, students with disabilities and different learning styles.</p> <p>Throughout the Teacher Credential Program, candidates have many opportunities to learn and apply knowledge regarding students with disabilities, students on</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	behavioral plans, and gifted and talented students in the general education classrooms. There are several tools to foster this growth and understanding that all candidates make use of throughout the courses and fieldwork: textbooks with information on disabilities are used throughout the program, the clinical lesson plan template, TPAs, fieldwork placement in classrooms with mainstreamed students, class discussions, assignments and research on IDEA, IEPs, and laws regarding students with disabilities, modifying lessons for students with disabilities during Student Teaching, and learning of assessment techniques and teaching strategies for students with disabilities.	
San Diego State University	General education teachers learn about the federal and state laws related to the IEP and those laws as they govern responsibilities to students with disabilities and their families. They have readings and quizzes on the readings and lectures on laws and responsibilities in the SPED 450: Special Education in General Education Settings course. One big assignment in the SPED 450 course is for prospective general education teachers to interview a general education teacher who has participated in an IEP meeting and then students participate in mock IEP team meetings as part of the course.	All Education Specialist candidates have to demonstrate knowledge of the federal and state laws, prepare IEPs, participate on IEP teams, and participate on collaborative educational teams in their school settings. Students take coursework on writing IEPs (primarily SPED 570), consultation and collaboration (primarily SPED 662), and the importance of general education partnerships to provide education based on standards to all students with disabilities (all course work).
San Francisco State University	IEP development is incorporated into generic courses and key advanced methods courses. All credential specialty areas require participation on IEP teams as course assignments. SPECIAL NEEDS STUDENTS The Elementary Education Program has designated a credential course, Developmental Teaching and Learning in Diverse Settings (EED 783) to include an introduction to students with disabilities, such as the law governing disabilities, an understanding of IEPs, and an introduction to disabilities that a teacher would be expected to address in a general education classroom. In addition, teacher candidates are provided with some initial training about adaptations for the child with disabilities. This area of the program continues to be a challenge; the program has started to explore possibilities through collaboration with the Special Education Department. Presently, the two chairs and four professors from Elementary Education and special education are scheduling two sets of math methods (EED 784) and literacy methods (EED 782/882) courses, which will be team-taught in fall 2010. General education teachers (and instructors) will receive training in working with children with	IEP development is incorporated into generic courses and key advanced methods courses. In Special Education, credential candidates in all specialty areas participate on IEP teams as course assignments. Three seminar courses in Special Education deal with Limited English Proficient learners. Students are required to implement assignments during fieldwork with English learners with disabilities.

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>disabilities and special education teachers (and instructors) will receive training in working with children whose native language is not English. In addition, the chairs of the Elementary and Special Education departments have an interest in designing a dual credential program (preliminary credential and level I mild to moderate) that would become institutionalized in the next 2 years.</p> <p>While instruction of special needs pupils has been identified as as a program improvement area across the state, all general education candidates must address students with special needs in all course work, including lesson plans and the Content Area Tasks (CATs) of the Performance Assessment for California Teachers (PACT) in literacy, science, and social studies. In addition, candidates must plan, instruct, assess and reflect on their instructional interaction with learners with special needs in the PACT for mathematics.</p> <p>The Secondary Education Department addresses working with students with special needs in SED 751 Classroom Environment, SED 752 Professional Perspectives, and SED 800 Adolescent Development.</p> <p>ENGLISH LANGUAGE LEARNERS</p> <p>Teaching children whose native language is not English is a strong component of the College of Education general education credential program. Two credential courses in second language acquisition and development focus directly on the theories and practice of language learning and the interaction of culture and language. The content of these course sets the stage for elementary and secondary methodology courses (literacy, math, science, and social studies). Teaching strategies, as they relate to individual subject areas, are covered in methodology courses. Similar to students with special needs, candidates must show their knowledge of English learners in all course work, including lesson plans and the PACT. PACT also requires that candidates analyze extensively their instruction for English learners in all areas of each learning segment.</p> <p>Academic language is a major component in the PACT and candidates must discuss it according to the learners' proficiency scores as noted in the California English Language Development Test (CELDT).</p> <p>In addition to the university-based program, teacher candidates in general education are intentionally placed in public school classrooms with English learners. For candidates who are working towards the multiple subject bilingual authorization in Cantonese or Spanish, candidates are placed in dual immersion</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	classrooms where English learners benefit from native language use and English native speakers become the second language learners. Candidates are able to see how the same language acquisition theories and practices apply to other speakers as well. Programmatic efforts continue to identify master teachers who are exemplary in the area of teaching English learners or any other target language.	
San Jose State University	<p>The Department of Special Education offers the course, EDSE 192A: “Including and supporting Students with Special Needs in General Education Classrooms”, that is required for the Multiple Subject and Single Subject credential. A description and knowledge base for this course are the following:</p> <p>Course Description The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socioemotional needs of their students (EDSE 192 syllabus, 2010, p. 1).</p> <p>Knowledge Base The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides participants with a familiarity regarding the range of high and low incidence disabilities, qualified as disabling conditions governed by the public law, Individuals with Disabilities Education and Improvement Act (IDEA) and a familiarity with those language learners and English speaking students who have no disabilities but learn differently. This course places importance on effective</p>	<p>Program Standard 3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.</p> <p>Program Standard 10: Preparation to Teach English Language Learners In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>teaching to all learners in the general education classrooms, which includes research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional accommodations, modifications and adaptations, as well as cultivating their productive habits of mind. The course presents options for designing effective instructional programs and evaluating student achievement as well as important information on engaging in joint productive activities with other professionals and advocates to assist individuals with special needs (EDSE 192 syllabus, 2010, p. 1).</p> <p>When our candidates begin the credential program, they get additional instruction and assessment embedded in their methods course, foundations courses, and field experience. With the completion of courses required for the credential candidates have met a state-approved course of study with a specialization in working with English learners. Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area.</p>	<p>adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition.</p> <p>SECTION VI TEACHER TRAINING (Students with disabilities) Our state and national accrediting organizations (California Commission for Teacher Credentialing and the National Council for Accreditation of Teacher Education) review our program biennially in this area. Below are our responses to the program standards for accreditation, which lays out the design of our program with respect to meeting the needs of students with disabilities.</p> <p>Standard 14: Preparation to Teach Special Populations in the General Education Classroom In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.</p> <p>Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom The primary course for addressing the content of this standard is EDSE 192A Mainstreaming the Exceptional Individual, taught by specialists from Special Education. The knowledge base for this course has an emphasis on laws, policies, and procedures affecting students with special needs and the research base of effective practices to enhance inclusion and mainstreaming. Research-based instructional strategies validated for use in mainstream classes such as cooperative learning, multiple intelligences, metacognitive learning strategies, direct instruction, reciprocal teaching along with skills in communication/interpersonal relationship form the foundation for this course.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<p>New and promising trends in technology are also addressed. Please note that the elements of this standard are specifically identified as core competencies for this course.</p> <p>14(a)Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities. Candidates discuss the characteristics of students with disabilities and the special education laws and policies that created the major disabilities categories. Candidates are expected to recognize the differences and similarities of students with disabilities and their non-disabled peers and students from culturally and linguistically diverse backgrounds. Topics addressing this element are discussed in weeks 1, 2, 3. Students are expected to address this element in a written assignment requiring them to reflect on their own past experiences with people with disabilities. (see Written Assignment 1)</p> <p>14(b)Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher’s role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation. Through readings and topic discussions candidates are introduced to and become special education laws and policies. They are expected to define and explain the admission, review, and dismissal processes of special education, and explain individual protections of special education legislation as they pertain to parents, teachers, and students. In addition, candidates learn about IEPs and assessing student needs. Candidates are expected to formulate and illustrate an Individualized Education Program in consultation with appropriate personnel and parents of individuals with exceptional needs. Topics addressing this element are discussed in weeks 1, 3, 4.</p> <p>14(c)Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<p>Candidates learn strategies to assess student needs and evaluate student learning through reading and topic discussions. Through the study of laws and policies, candidates learn the parameters for referring students to special programs such as mild-moderate disabilities, deaf education and GATE programs. One identified competency for EDSE 192A is the expectation that candidates will be able to analyze non discriminatory assessment, including sensitivity to cultural and linguistic factors.</p> <p>14(d)Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.</p> <p>An identified competency in EDSE 192A is the expectation that candidates will be able to apply assessments that will result in appropriate modification of instructional materials and strategies. This competency is addressed through topic discussions of adaptations and accommodations and ‘planning and modifying instruction’. Candidates demonstrate their understanding by writing a paper, based on class discussion and professional literature, which describes how they might modify and/or adapt various aspects of mainstreaming for a real-life or hypothetical student. Assistive technologies are discussed and candidates complete an assignment that requires them to describe five ways in which technology will enhance the effectiveness of mainstreaming/inclusion in the classroom. Topics addressing this element are discussed in weeks 6, 7, 12, 13. Students specifically address this element in several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2)</p> <p>14(e)Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.</p> <p>One competency in EDSC 192A is that candidates will be able to identify and apply assessment information toward the modification of the core curriculum and materials for selected students, particularly in the areas of reading, language arts, and math. Multiple topics of discussion address the foundation</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
		<p>knowledge and skills to offer appropriate instruction to students with special needs, including ‘addressing needs of students with disabilities’, ‘planning and modifying instruction’, ‘evaluating student learning’, and ‘strategies for independent learning’. Assignments are designed so that candidates can demonstrate their understanding through design of a lesson plan and effective use of technology. . Topics addressing this element are discussed in weeks 5, 6, 7, 10, 14 Students specifically address this element several assignments (see Written Assignments 1,2,3 and Case Study Option 1 and Option 2)</p> <p>14(f)Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.</p> <p>Candidates are expected to ‘evaluate the concept of least restrictive environment’. In doing so, they must address issues of social integration for students with special needs who are included in the general education classroom. Issues of social integration are introduced and discussed through topics including building social relationships, strategies for independent learning, and behavior management. Candidates are expected to identify and teach non academic areas, e.g. socialization, career and vocational education. Candidates learn strategies to effectively discuss interpersonal relations and human relations problems with students and parents. Written assignments and service learning projects provide candidates with an opportunity to apply their understanding of the issues related to the social integration of students with special needs. Topics addressing this element are discussed in weeks 10, 11. Students specifically address this element several assignments (see Written Assignments 2,3 and Case Study Option 1 and Option 2)</p>
Santa Clara University	We prepare our general education teacher candidates to work with students with special learning needs and with students with limited English proficiency using a multi-pronged approach. First, all teacher candidates take a dedicated course focused on creating effective, inclusive learning environments that support the academic achievement of students with disabilities/exceptionalities and a dedicated course focused on strategies for supporting English Learners’ English language development as well as their attainment of academic competencies in the general education classroom. Second, the needs of English Learners, of	Our Special Education program is designed to meet the increasing demand for personnel with specialized training to work with students with disabilities and with their families. The programs focuses on interdisciplinary approach to planning and implementing services for these students. Central to the program is the belief that specialized skills are required if one is to work effectively with students to provide intervention and instruction for the promotion of growth and development.

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>students who qualify for special education services, and of students who pose other learning challenges are taken into consideration within every methods course in our Multiple and Single Subject preliminary credential program. Our candidates learn that making flexible, appropriate adaptations to their lessons in order to maximize the learning of every student is a fundamental, essential part of the work teachers do each day. Finally, we ensure that our candidates are placed in student teaching classrooms with master teachers who are committed and capable exemplars of the kind of inclusive, responsive, principled, and accountability-oriented practice we advocate. These careful placements are a critical part of our program because they allow our teacher candidates to conceive of teaching diverse learners effectively in mixed-ability classrooms as the norm rather than the exception.</p>	<p>An individualized plan of study is based on each student's entering competencies and desired goals. Students join together from varied backgrounds to become leaders in serving students with learning handicaps. The program prepares our students to work in a variety of settings with individuals who exhibit difference in development and learning abilities. Instruction includes a sound introduction to theories of development, response to intervention, autism spectrum disorders, classroom management, behavior and learning, response to intervention, methods of educational diagnosis, and implementation of intervention techniques.</p>
Simpson University	<p>The teacher credentialing program at Simpson University prepares general education teachers to teach students with disabilities through several venues. During pedagogical coursework and student teaching preservice teachers adapt every lesson plan to accommodate students with special needs. One text the students use is <i>Special Kids Problem Solvers</i>. The program also features a course on special education where student teachers learn more in-depth categories of special needs, strategies for assisting the students, their role in an IEP meeting, and the laws pertaining to special education. During student teaching they participate in IEP meetings. All student teachers are placed in classrooms where there are special needs students. The student teacher focuses on special needs students for their final Teacher Performance Assessment in which they show instructional adaptations for children with special needs. The Simpson University Credentialing Program prepares future educators to work with English Language Learners in the Multicultural Education course. This course specifically looks at three areas of importance: how culture affects a student in the classroom, how a second language is learned and all that is required to know it well, and strategies a teacher can use in the classroom to engage learners and make the input more comprehensible. Learning styles, appropriate teaching methods, and many classroom strategies for the English Learner based on current research are introduced and practiced. All students in this class work with English Learners in the community by tutoring and journal on their experience. They design three types of lesson plans, aimed at English</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	Learners, demonstrating their knowledge and awareness of EL needs and incorporating ELD standards as well as academic standards.	
Sonoma State University	Elementary/Multiple Subjects: Within the program, students with disabilities are the subject of both a class (EDMS 476S) and field supervision seminars. In addition, all content area courses (methods courses in mathematics, reading, science and social studies) directly address students with special needs. In field sites all candidates participate in IEP meetings as long as parents or guardians approve of their participation. Field sites are selected with special populations of students in mind so that all candidates experience teaching and learning with limited English proficient students. Secondary/Single Subject: All single subject candidates are required to take EDSP 433: Teaching Adolescents with Special Education Needs. This introductory course presents theory, program concepts, and teaching practices related to students with special needs. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills and strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 10 hours of field experience are included. Courses are focused on teaching students with English language learner needs. We believe teachers need to be skilled in teaching English learners how to access the subject areas that they teach. As a result, students who have English learner needs in our program benefit from this direct instruction.	Education Specialist: In examining recent data sources and related summative reports (Biennial Report, CSU Exit Survey data, Program Portfolio evaluations and Exit Interviews), a majority of our Education Specialist (ES) candidates consistently report that they are Well or Adequately Prepared to meet the needs of individuals with disabilities and participate as members of the IEP team process. Similar high levels of preparation are also reported by their University Supervisors, Mentor Teachers, and Employment Supervisors. However, an area of continuing need remains their preparation to teach students who are English Learners. While the collective data suggests that our candidates feel somewhat prepared, this remains an area which requires ongoing monitoring. Our new program specifies a number of courses that address this content (EDSS 446, EDMS 463, and EDSP 400). Program faculty will continue to examine this area of preparation and periodically re-examine our student outcomes.
St. Mary's College of California	Single Subject Credential candidates take a course SSTE 276: Universal Access which prepares general education teachers to teach students with disabilities. This training is also incorporated directly into the PACT TPA. Multiple Subject Credential candidates are introduced to kinds of learning disabilities in the first term in MSTE 210 Learning & Development, and to categories of all disabilities in MSTE 317 Introduction to Field Experience. MSTE 317 also introduces foundational material about second language learning. Candidates are taught specific instructional strategies and how to participate in individualized education program teams in MSTE 318 Teaching Diverse Learners. This course also prepares candidates to teach English learners effectively, and all candidates are observed and receive feedback after teaching	Education Specialist candidates take highly specialized courses to prepare them to teach both students with disabilities and English Learners.

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	two kinds of lessons: lessons that meet the content learning needs of English learners, and English language development lessons for English learners.	
Stanford University	<p>All candidates complete the required course ED285X: Supporting Students with Special Needs, which equips them with the basic knowledge, skills, and strategies for teaching special populations. Through course readings and examination of case studies, candidates become familiar with major categories of disabilities. The course focuses particularly on learning disabilities most commonly seen in the classroom (e.g., attentional difficulties, dyslexia, language processing issues, and social cognitive deficits). Candidates also become familiar with other categories of disabilities, including those related to sight and vision, auditory perception, and physical handicaps.</p> <p>In ED285X: Supporting Students with Special Needs, candidates learn about state and federal laws pertaining to the education of exceptional students, including IDEA, ADA, and Section 504. They become familiar with processes for identifying, referring, and assessing students with special needs. After reviewing the roles and responsibilities of the general education teacher, candidates apply this information to a hypothetical case of a special needs student. They subsequently use this knowledge to prepare the final assignment for the class, a case study of a special needs student from their placement site. Candidates are also required to participate in at least one IEP and at least one SST meeting at their placement sites, after which they reflect on what worked and what they might do differently.</p> <p>In their subject-specific curriculum and instruction classes, candidates learn to plan instruction for students with a variety of academic backgrounds and a range of prior achievement, language proficiencies, and learning approaches. In ED285X: Supporting Students with Special Needs, candidates expand this knowledge to include teaching strategies and instructional materials that meet the needs of students with exceptionalities. Candidates learn about commonly used assistive technologies—e.g., Alphasmart keyboards, Draftbuilder, Inspiration, and Kurzweil III (a multisensory device that reads aloud text from scanned documents and the internet). They also learn to modify instruction to give special needs students access to the core curriculum, including modifications of instructional materials, assessment procedures, grading requirements, and classroom structures.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>In preparing their PACT Teaching Events, candidates provide evidence of their ability to plan, instruct, and assess all students, including students with special needs. The prompts and rubrics for PACT specify the importance of attending to the learning needs of all students.</p> <p>STEP coursework and fieldwork provide many opportunities for candidates to learn how to support English language learners in developing content knowledge and language proficiency. Many STEP courses address issues of equitable access to the curriculum for all students, including English language learners, and help candidates attend to the diverse cultural backgrounds of their students. In addition to the subject specific curriculum and instruction course sequences, several courses address language acquisition and literacy development more deeply</p> <p>ED166: The Centrality of Literacies for Teaching and Learning helps Single Subject candidates understand the relationship between language development and the development of reading and writing;</p> <p>ED228E, F, and G: Becoming Literate in School helps Multiple Subject candidates understand the relationship between language development and early literacy;</p> <p>ED284: Teaching and Learning in Heterogeneous Classrooms helps Single Subject candidates to meet the needs of all students in classrooms that include students who read well below grade level or who are not proficient in the language of instruction;</p> <p>ED388A: Language Policies and Practices provides all candidates with a repertoire of theory-based methods to facilitate and measure English learners’ growth in English language and literacy acquisition, as well as create learning environments that promote English language development and content area learning;</p> <p>ED264E: Métedos y Materiales en los Salones Bilingües helps BCLAD candidates develop knowledge of the language, culture, theory, and methodology for the instruction of bilingual children, as well as historical, political, and legal foundations of programs for English learners.</p> <p>These courses help candidates meet the requirements for the English Learner Authorization (ELA) on their preliminary credential. The ELA authorizes STEP</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>graduates to teach English learners both in general classrooms and in specialized settings, such as English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) classrooms.</p> <p>The courses outlined above help candidates learn to assess students’ English language proficiency and provide opportunities for students to grow in both their English proficiency and their content knowledge. For example, ED388A: Language Policies and Practices introduces strategies for assessing students’ levels of English proficiency and supporting the acquisition of listening, speaking, reading and writing skills of English learners, including sessions focused on sheltered instruction (SDAIE). Candidates develop lesson plans that use at least one of these strategies, implement the plans in their clinical placements, and reflect on the success of these efforts. Course texts include the SIOP (Sheltered Instruction Observation Protocol), and two class sessions are devoted explicitly to this topic. Another course text focuses on promoting academic language and is authored by a member of the teaching team (Jeff Zwiers).</p> <p>Candidates complete their fieldwork in settings that are culturally and ethnically diverse and include English language learners. For example, candidates work with many English learners at the STEP/Santa Clara summer school program, which provides opportunities for STEP candidates to learn, understand, and use materials and strategies for English language development. Placement sites for the regular academic year are selected in part on the basis of their linguistic diversity. When a candidate’s primary assignment does not fulfill the criteria for linguistic diversity, a second clinical placement is arranged to ensure that candidates have opportunities to support the language development of English learners under the supervision of a qualified teacher. In the clinical placements university supervisors and cooperating teachers observe and assess candidates’ ability to design and implement instruction that supports English learners. The connections between university coursework and fieldwork are designed to give candidates opportunities to address Teaching English Learners.</p>	
The Master’s College	In a prerequisite course candidates are first introduced to IDEA and basic criteria for serving students with special needs, with a focus on developing lesson plans with differentiation strategies for the class where candidates are observing. ED560 Differentiation for Exceptional Learners, candidates learn about IDEA	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Components, categories of special needs, and criteria for placement to receive special services. Candidates observe in special education classes, develop a case student and write a differentiated lesson plan. Candidates learn about English Language Learner students through lecture and group activities. They are required to teach an EL lesson in a public school classroom. They learn essential elements and process for an IEP and participate in a role playing activity. During student teaching they attend and/or participate in IEP meetings, as appropriate. Further development of Teacher Training will target RTI Response to Intervention, through observations; develop a lesson plan with an opportunity to teach a minimum of one lesson in this meeting.</p>	
Touro University	<p>Touro University’s multiple and single subject teacher credential program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, and to effectively teach students who are limited English proficient.</p> <p>LEARNING & LANGUAGE ASSESSMENT Through coursework and supervised teaching, Touro University’s multiple and single subject teacher credential program ensures that candidates demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs. EDU 718: Inclusive School Environments for All Learners is the central course that provides candidates with knowledge and skills concerning educational supports for students with disabilities as well as understanding disability categories and special education services. Candidates are introduced to the nature and identification of disabilities, including learning disabled, attention deficit disorder, attention deficit disorder with hyperactivity, and autism. In addition, in the literacy courses, EDU 772 (multiple subject) and EDU 773 (single subject), candidates demonstrate the ability to assess learning and language of a struggling reader through individualized literacy assessments and follow-up literacy lessons.</p> <p>DIFFERENTIATED INSTRUCTION FOR ACCESS TO CORE CURRICULUM</p>	<p>The design of all three teacher preparation programs (Multiple Subject, Single Subject, Education Specialist) in the College of Education are grounded in a well-reasoned rationale and are anchored in the knowledge base of teacher education. The clear intent expressed in both the Standards of Quality and Effectiveness for Educational Specialist Credential Programs and in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs under SB 2042 is to close the historic divisions between general education teachers and special education teachers in both professional preparation and in organizational structures and program delivery at the district and school levels. At the same time, Education Specialists must acquire the specialized knowledge and skills in educating students with disabilities, as authorized by the credential.</p> <p>Consistent with the intent to close the divisions between general education and special education teachers, the Educational Specialist/Mild-Moderate and Moderate/Severe Preliminary Level I preparation programs mirror the Preliminary Multiple Subject and Preliminary Single Subject programs in the essential aspect of providing an integrated preparation curriculum wherein candidates have the opportunity to examine and learn the elements of teaching in coursework based on thematic, comprehensive, multi-dimensional ideas, integrated with field experiences throughout the duration of the program. To teach effectively in general education and specialized settings demands that Education Specialist candidates exiting the preparation program are able to select, synthesize and prioritize knowledge, skills, and behaviors learned in their coursework and field experiences. Novice Education Specialists who</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Candidates demonstrate a basic level of knowledge and skills in providing appropriate differentiated instruction that ensures all students access to the core curriculum.</p> <p>In EDU 718: Inclusive School Environments for All Learners, candidates research and present information related to current general and special education programs and practices within a historical perspective, including the issue of providing appropriate differentiated instruction that ensures all students access to the core curriculum. Candidates demonstrate knowledge of varying abilities and disabilities, their common characteristics, and barriers to participation and success. All candidates design inclusive lessons that provide appropriate differentiated instruction to all students. In fact, the Touro Lesson Plan format includes a column for adaptations for English learners and students with a variety of special needs. Candidates provide rationale for each step in the lesson plan and for each adaptation. Assuring all students access to the core curriculum is of utmost importance in all aspects of the teacher credential program. In addition to EDU 718, in EDU 771: Teaching Diverse Learners, candidates learn methods of differentiated instruction for English learners. In all curriculum and instruction courses, EDU 774 and EDU 776 (multiple subject) and EDU 775 and EDU 777 (single subject), candidates learn about and design lessons that ensure all students access to the core curriculum. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who differentiate instruction, ensuring all students access to the core curriculum. In EDU 781: Student Teaching & Seminar through supervised teaching, candidates show evidence of ensuring all students access to the core curriculum.</p> <p>APPROPRIATE INSTRUCTIONAL MATERIALS & TECHNOLOGIES Candidates demonstrate a basic level of knowledge and skills in selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom. EDU 718: Inclusive School Environments for All Learners provides candidates with the skills and knowledge to be able to identify students' individual communication styles and abilities. Candidates interview a person with a disability and gain knowledge of assistive technologies available to meet their needs. Candidates conduct a classroom instruction analysis to gain</p>	<p>struggle in the beginning of their careers typically are unprepared to bring coherence between and among the many ideas, legal responsibilities and strategies they have learned in their preparation programs and to integrate those elements into a unified professional practice. The program at Touro addresses this challenge in several ways. First, candidates take three classes at the beginning of the program that directly addresses these issues (EDU 770, Educational Psychology & Classroom Management; EDU 771, Teaching Diverse Learners; and EDU 772, Elementary Literacy & Planning Instruction). Second, coursework has assignments that are specifically focused on skill building that help to bring coherence to these issues. For example, in SEPS 791 (Positive Behavior Supports), candidates are exposed to the principles and ideas of Applied Behavior Analysis and classroom management. Then there are three assignments (conducting direct observation, conducting a functional assessment, and developing a positive behavior support plan) that provide candidates skills in applying these ideas and principles in an applied classroom setting.</p> <p>In a further effort to deal with the division between general education and special education teachers, teacher preparation candidates in all of the College of Education's programs take 15 units of coursework together (e.g., EDU 770 (Educational Psychology & Classroom Management), EDU 771 (Teaching Diverse Learners), EDU 772 (Elementary Literacy & Planning Instruction), EDU 718 (Inclusive School Environments for All Learners), and well as an elective from EDU 773 (Secondary Literacy & Planning Instruction), EDU 774 (Curriculum & Instruction Methods 1: Elementary Language Arts, Social Studies, Visual and Performing Arts), EDU 775 (Curriculum & Instruction Methods 1: Secondary), EDU 776 (Curriculum & Instruction Methods 2: Elementary Math, Science (Health/PE), or EDU 778 (Advanced Elementary Literacy Instruction).</p> <p>To support the disposition and ability of Education Specialist/Mild-Moderate and Moderate Severe Preliminary Level I candidates to view teaching as a holistic endeavor, rather than discrete actions unrelated to one another, the course sequence consists of courses taken together that covers the same</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>knowledge of instructional materials and technologies and to design an inclusive classroom lesson plan, including instructional materials appropriate to meeting the needs of students with special needs. In EDU 780: Orientation to Student Teaching & Seminar, candidates have the opportunity of observing master teachers who use appropriate instructional materials and technologies. In EDU 781: Student Teaching & Seminar all candidates are placed in a supervised teaching classroom with at least one special needs student. In that context, candidates show evidence of using appropriate teaching materials and technologies that meet the needs of students with special needs in the general education classroom</p> <p>SOCIAL INTEGRATION NEEDS OF STUDENTS WITH DISABILITIES Candidates demonstrate a basic level of knowledge and skills in identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom. In EDU 718, candidates are provided a knowledge base that includes a variety of peer-mediated and group instructional strategies. Candidates learn the four characteristics of peer-mediated instruction and intervention (PMII): (a) assignment and training of students to roles in the PMII configuration, (b) students instruct one another, (c) teachers monitor and facilitate all PMII groups in the classroom, and (d) structures are designed to increase academic as well as social goals for all students. Candidates are instructed in three methods of PMII Dyads: Reverse-Role Tutoring, Class-Wide Peer Tutoring (CWPT), and Cross-Age Tutoring (CAT). In EDU 718, Cooperative learning strategies taught include Student Teams-Achievement Divisions (STAD), Cooperative Integrated Reading and Comprehension (CIRC), Team Games Tournaments (TGT), Jigsaw, Team Assisted Individualization (TAI), and Simple Structures such as Numbered Heads Together (NHT) and Co-op. The literacy courses, EDU 772 and EDU 778 (multiple subject) and EDU 773 and EDU 779 (single subject) include teaching strategies that combine reading, writing, speaking, and listening as ways of socially integrating all students, including students with disabilities who are included in the general education classroom. As with all aspects of best teaching practices, candidates show evidence of socially integrating students with disabilities in the general education classroom while completing supervised</p>	<p>content for all learners.</p> <p>EDU 770: Educational Psychology & Classroom Management 3 units EDU 771: Teaching Diverse Learners 3 units EDU 772: Elementary Literacy & Planning Instruction 3 units EDU 718: Inclusive School Environments for all Learners 3 units SEPS 701: Special Education – Students, Classrooms and Programs 3 units SEPS 791: Positive Behavior Supports 3 units SEPS 792: Assessment and the IEP Process 3 units</p> <p>In addition, the two courses focused on instructional methodology (SEPS 793: Instruction of Students with Mild/Moderate Disabilities and SEPS 794: Instruction of Students with Moderate/Severe Disabilities) sometimes combine their class sessions together. Each of the courses addresses essential understandings and skills required of an Education Specialist. While some courses are taken jointly by candidates for the Mild/Moderate and Moderate/Severe credentials, assignments and field experiences are often differentiated to target specific learning and competencies required by each credential. The courses serve as organizing structures to facilitate candidates’ understanding of the complexities of teaching and immerse the candidates in actual practice situations that require application and reflection-in-action. The design of the College of Education’s teacher preparation programs completely integrates field experiences into every course and blurs the arbitrary boundary between coursework and fieldwork, between theory and practice. Fieldwork requirements are tied into course assignments which are designed to be skill building activities that take place in the candidate’s intern/student teaching placement. For example, in SEPS 791 (Positive Behavior Supports), the candidate completes a Data Collection Project, a Functional Analysis Project, and a Behavior Intervention Project where the skill development is developmental (e.g., students learn how to observe a challenging behavior, then how to complete a functional analysis, and then how to implement a positive behavior plan based upon the data collected).</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>teaching.</p> <p>TEACHNG THE FULL RANGE OF STUDENTS IN THE GENERAL EDUCATION CLASSROOM</p> <p>Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students. In EDU 718: Inclusive School Environments for All Learners, each candidate is provided with a strong knowledge base of strategic teaching approaches. Such strategic teaching approaches include curricular adaptations, mediated scaffolding, constant time delay, token reinforcement, and cuing. Candidates are instructed in a wide range of learning strategies to assist students to succeed including self-determination skills, goal-setting and problem-solving, tactical procedures for accomplishing a given task that may be extremely difficult, and person-centered planning. Candidates include these strategies when designing lessons throughout the credential program, including while completing supervised teaching.</p> <p>ROLE OF GENERAL EDUCATION TEACHER</p> <p>Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher’s role and responsibilities in developing and implementing tiered interventions. In EDU 718, candidates learn about the role of the general education teacher in identifying and teaching students with special needs through class presentations related to current programs and practices within a historical perspective and current issues affecting general and special education. Candidates study the historical development of federal and state laws, focusing on the effects that resulting educational interventions have had and continue to have on diverse individuals. Candidates are provided with the educational foundation to understand the legal rights of disabled students to public education and financial assistance for their educational needs. Essential components include zero-reject (all children are entitled to an education), non-discriminatory evaluation (students are assured that testing is not biased), parent participation</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>(parents and families are an integral part of the special education process), and due process (laws and regulations required are fulfilled in a timely manner). In addition, candidates learn what constitutes the right to a free and appropriate public education (FAPE). Through discussions in class, as well as those occurring within the school environment in their field experiences, candidates participate in the process of determining what constitutes a FAPE for each disabled student, ultimately resulting in the creation of an Individual Education Plan. Section 504 of the Rehabilitation Act of 1973 is reviewed, allowing candidates to become familiar with federal mandates that service a wider population of those who may not qualify for special education services but whose impairment may necessitate accommodations within the student’s environment. Candidates are given different case scenarios in which they are responsible for demonstrating their knowledge of the legal mandates for purposes of identification, development and implementation of an appropriate course of action. Through classroom observations in EDU 780: Orientation to Student Teaching & Seminar, candidates observe and reflect on best teaching practices in general education classrooms meeting the education needs of a variety of students through tiered instruction. During supervised teaching in EDU 781: Student Teaching & Seminar, candidates show evidence of their ability to identify and teach students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher’s role and responsibilities in developing and implementing tiered interventions. . CREATING A POSITIVE, INCLUSIVE CLIMATE OF INSTRUCTION FOR ALL STUDENTS Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrate skill in collaborative planning and instruction with education specialists and other school professionals. In EDU 718, candidates learn positive classroom teaching strategies that model inclusive, differentiated lessons for a variety of learners. In EDU 780: Orientation to Student Teaching & Seminar, candidates observe master general education teachers who have created positive, inclusive classroom environments, and candidates reflect on the factors that</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	contribute to safe and supportive environments. In EDU 781: Student Teaching & Seminar, candidates show evidence of collaborating with other teachers, including education specialists and other school professionals.	
United States University	Each course address special needs students and their learning styles. Throughout the program students are continually exposed to scenarios where special needs are address in the classroom. Program Chair is working with the Program’s faculty to examine, choose and standardize the appropriate rubrics for their courses. The Student Course Evaluation has been revised and questions have been added to assess whether students are aware of the skills they are acquiring in each course. A Faculty Course Evaluation has been added encouraging suggested changes and improvements in class management and instruction. This has proven to be very useful feedback for the Program. In January 2010, IAC will initiate a Teaching Competence Assessment for its faculty. The objective of this assessment is to provide training in the areas wherein instructors need further development. The data from the survey will be used to create the IAC Faculty Development Plan.	
University of California, Berkeley	We teach a 2-unit course that provides preparation on how to teach students with disabilities effectively. One of the topics covered is service on individualized education program teams, and students are encouraged to attend IEP meetings that take place during their placements. All general education coursework includes connections to the needs of English Learners, there is a 3-unit course entirely devoted to this subject in addition to one supervised teaching experience.	
University of California, Davis	The UC Davis Teacher Education Program prepares its general education candidates to provide an effective learning context for all students including those with disabilities and those who are limited English proficient. The course content and assignments for all credential methods courses include as a thread, teaching and learning strategies that are effective for these populations. Course instructors include in class content and discussion, needed adaptations for students with special needs. In addition, student teaching placements are made only in classrooms that include at least 25% English learners in elementary classrooms and 15% in secondary classrooms if possible. Finally the Program’s curriculum includes a course entitled “Educating Students with Disabilities” and several courses focused on teaching limited English proficient students. In the class “Educating Students with Disabilities”, credential candidates learn	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>about the major characteristics of each category of disability and the learning needs of students challenged by these exceptionalities; the assessment and interpretation of the learning and language needs of students in the general education classroom; federal provisions and regulations; requirements under California Master Plan for Special Education; and statutory provisions for due process procedures, assessment provisions (identification, referral, assessment, IEP development/implementation/and evaluation); and approaches to effective participation as an IEP team member .</p> <p>The elementary and secondary credential programs both include courses for teaching limited English proficient students. These classes provide credential candidates with an understanding of the nature and processes of first and second language acquisition, language acquisition theories and models, and historical, political, and cultural influences on language instruction policy and teaching methods.</p>	
University of California, Irvine	<p>Instruction for General Education Teachers in the Areas of Special Education, English Language Learners, Children from Low-Income Families, Urban and Rural Schools includes the following coursework for MS and SS Teacher Candidates: ED328/348 Theory and Methods of Instruction of Special Populations in the General Education Classroom; ED329/349 Theories and Methods of English Language Development Applied to Elementary/Secondary Students; ED345 Child Development and Educational Equity; ED347A/B Foundations of Equity and Diversity for Secondary School Teachers; ED332/352 Creating a Supportive and Healthy Environment for Student Learning in the Elementary/Secondary Classroom. Field experiences, including a 90 hour pre-student/intern teaching practicum and 20-week student/intern teaching assignments, are designed to provide extensive school/classroom experiences with students who are diverse in terms of ethnicity and culture, language, socio-economic status and learning/social needs.</p>	
University of California, Los Angeles	<p>•Each credential candidate takes ED425 Principles of Teaching Exceptional Individuals. This course is required to meet the California teaching credential special needs learners standard. The course is intended to provide students with a survey of characteristics and related educational needs of elementary school students with disabilities of various kinds. In this course students develop an understanding of the main types of student exceptionalities, with an emphasis on</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>the role that teachers will play in teaching students with special learning and behavioral needs in the general education setting. The course provides students with a knowledge base of the various disabilities and exceptionalities and how to accommodate them in order to foster an equitable, productive educational experience for all learners.</p> <ul style="list-style-type: none"> •All credential candidates take courses specifically geared towards preparing them to meet the needs of limited English proficient students. This includes courses in language acquisition, English Language Development methodology (including Specially Designed Academic Instruction in English and Academic Language development). Candidates who are fluent in Spanish may elect to take additional coursework in Culture, Primary Language Methodology and Language to earn a Bilingual Authorization. 	
University of California, Riverside	<p>Opportunities for the Multiple Subject or Single Subject candidates to develop the basic knowledge, skills, and strategies for teaching special populations are embedded in foundational courses. All contain content pertaining to special populations including students with disabilities, students on behavior plans, and gifted and talented students.</p> <p>In addition to completing all research-based readings, lectures, and activities included in the academic courses for the respective programs, general education candidates must complete competencies that are demonstrated in the student teaching practicum and recorded in their Professional Development Handbook. Candidates complete reflections on students' backgrounds, interests and developmental learning needs and collect and use multiple sources of information to assess student learning.</p> <p>Candidates are also required to observe in a Special Education classroom, identify students in their assigned classrooms who have special needs, and report on a Student Study Team and/or Individualized Education Program (I.E.P.) meeting, including the content of the I.E.P.'s and the classroom teacher's responsibility in carrying out the I.E.P.</p> <p>California standards for teacher education programs require preparation to teach English learners. UCR candidates are introduced to California's English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels at various states of teacher preparation. Coursework and fieldwork also require regular monitoring</p>	<p>The Special Education programs are based on the integration of theory and practice and educate candidates in the characteristics of learners and issues in curriculum and instruction, as well as the practical necessities of the classroom. Candidates study various means of adapting lesson and curriculum. Coursework includes assignments that require development of individualized education program (IEP) goals and opportunities are provided to communicate with parents and other professionals involved in implementing the IEP goals.</p> <p>The program also is required under the California standards for teacher education programs to prepare special education candidates to teach English learners. Candidates are introduced to California's English Language Development Standards and the California English Language Development Test (CELDT) that generate proficiency levels at various states of teacher preparation. Coursework and fieldwork also require regular monitoring of progress through both informal and formal assessment. The candidates demonstrate understanding of communication development and communication differences and use strategies and techniques that are appropriate to the student's communication skills.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	of progress through both informal and formal assessment.	
University of California, San Diego	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates.</p> <p>Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>	<p>All MS/SS/EdSpec candidates take EDS 382 (Inclusive Educational Practices) as required by the California Commission on Teacher Credentialing. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates.</p> <p>Methods for teaching students with disabilities are also incorporated into methods and student teaching/internships seminars.</p> <p>All MS/SS/EdSpec candidates take EDS 351 (Teaching the English learner) as required by the California Commission on Teacher Credentialing. Students examine the principles of second language acquisition and approaches to teaching the English learner in a variety of settings. They develop a repertoire of strategies for teaching in elementary or secondary content areas.</p>
University of California, Santa Barbara	<p>Candidates complete a series of readings, classroom activities, web activities and fieldwork assignments aimed at giving them a more in-depth understanding of the practices of assessment related to special education in the regular classroom. For example, in ED 362, students read Turnbull, Turnbull, and Wehmeyer (2010) and each chapter focused on a particular disability presents in depth discussion of best assessment and evaluation practices. In the special education courses for elementary and secondary general education candidates (Elementary is ED362 and secondary is ED363), candidates receive instruction and perform classroom assignments on conducting task analytic assessments, applied behavioral assessments (specifically as related to School-Wide Positive Behavior Supports), and curriculum-based assessment, specifically progress monitoring with curriculum-based measures (as related to Response-to-Intervention, or RTI, systems). In addition each candidate completes a comprehensive case study of a child with identified special education needs, including assessment results relevant to referral and placement, instructional design and evaluation. (See course syllabus for ED 362, including the case study assignment specific requirements). In the SST course in special education, a similar set of readings and assignments focus on assessment skills. For example, candidates are required to attend both a Student Study Team and IEP meeting, and to report on both specific assessment procedures and how these are woven into programmatic</p>	<p>The Special Education Credential Program is a yearlong program with extensive academic instruction in teaching student with Moderate/Severe Disabilities in a least restrictive school environment as possible. The program is competency based so students demonstrate proficiency in all skills required by Special Education teachers. The program provides 30 weeks of student teaching at 16 hours per week with weekly direct supervision, providing in-vivo coaching and modeling.</p> <p>The program includes competencies to review student cumulative files particularly former IEP, to interview families prior to IEP meetings, to help develop IEP goals, and to participate in IEP meetings.</p> <p>The program provides full ELD/SDAIE preparation including strategies to work with limited English proficient students are integrated in course work and the methods classes including direct strategies with students who are English learners.</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>decisions for children. Candidates also complete a case study of a student with identified special education needs. The special issues attending second language acquisition and assessment of learning, including assessing the learning of children with disabilities, are taken up in the “ELD/SDAIE” and the “Culture, Language and Learning” courses. In these courses, candidates are taught how to use results from English Language assessments (CELDT) to plan appropriate instruction, as well as how to modify generic assessment strategies for appropriate use with English language learners, including those with disabilities (more on this below under teaching limited English Proficient Students). In all methods courses in TEP, students are required to plan adaptations to classroom assessments to make them appropriate for students with special education needs. The TEP Lesson Design Frame used in all course- and field- work requires candidates to note adaptations. This assures that the specialized assessment strategies, which are taught in ED 362 and ED 363 are applied in the context of each candidate's work in the general education classroom.</p> <p>Candidates in both SST and MST progress are taught to use a wide variety of special instructional materials, technologies and teaching methods to differentiate classroom experiences for students with a wide variety of special needs. As with other curriculum issues related to special education, our approach includes focused coursework, infusion of requirements and supports in all methods courses, and assigned field work experiences to provide candidates with a comprehensive introduction to both theory and practice of special education in the general classroom. In the special education courses, candidates complete an extensive set of readings that present a wide variety of instructional strategies and resources for various types of instructional needs. For example, in ED 362 “Introduction to Exceptional Children” candidates learn about the principles of direct instruction, cognitive behavior modification, strategy training, and a “core intervention model, “ developed at UCSB that combines elements of direct instruction and “system of least prompt” strategies for adapting instruction to individual needs. Candidates all learn about existing and emerging assistive technologies to support inclusion of students with disabilities in general education activities.</p> <p>In both courses, students are required to extend and evaluate their understanding of specialized instructional materials, techniques and resources through</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>developing and implementing instruction for a student with special needs in the context of a case study assignment. Finally, all candidates are expected to draw upon these resources (readings, class presentations, web resources) to design and implement lesson adaptations for students with special needs in the context of each and every one of TEP methods courses, and the fieldwork component of the program. This assures that concepts, techniques and specialized materials introduced in the special education coursework will actually be applied systematically and pervasively in the emerging practice of these regular class teachers.</p> <p>Candidates in TEP are required and supported to include systematic planning, implementation and evaluation of instructional designs and accommodations which insure that students with special needs, including both those with disabilities and students who are gifted and talented, can access and participate in the core academic curriculum of the classroom. The requirement that students develop these skills is embedded in the TEP Lesson Design Frame. A detailed examination of this lesson planning protocol shows that candidates are required to identify and plan for at least one specific student with special developmental needs (either a gifted/talented student or one with disabilities) for every lesson they teach while in the program. Supports to enable students to meet this rigorous requirement are embedded in all methods courses, as well as the courses focused on special education. For example, in the Reading and Language Arts course in MST (ED LA320) students are systematically taught a specific reading instructional strategy during each class session (see "Stories and Strategies" in syllabus for ED LA320). After each strategy is presented, candidates are put in small groups to discuss - adaptations that could be used with that strategy for students with special needs. In SST, the course in Literacy (ED L321) also provides opportunities for candidates to plan accommodations for students with special needs in the context of secondary content courses,-as well as special developmental classes. Similar planning and evaluation strategies for students with special needs are embedded in every methods course in the program. In addition to these experiences, the focus courses on special education within MST (ED 362) and SST (ED 363) provide students with both general planning strategies (material on "Universal Design" are embedded in readings, Web resources, and Case Study Assignments) and specific ideas for adaptations and</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>accommodations relative in insuring the students with widely heterogeneous abilities and needs have access to the core curriculum (e.g., Site Accommodation Assignment).</p> <p>TEP students begin to develop an understanding of the philosophical and theoretical rationale for social integration of children with disabilities in the Foundations of Teaching course (ED 268). In this course they read and discuss perspectives on disability as a socially constructed experience. The essence of this approach to understanding the sources of disability is recognition that, while many disabilities are associated with physical or mental "conditions", the problems people with disabilities experience in their lives are equally grounded in how other people respond to those conditions. In ED 268 TEP students consider the socio-cultural sources of those responses, and the ways in which children may learn to interpret and respond to human differences in the classroom. Perhaps most important, in ED 268 TEP students begin to explore and discuss the ways in which the well being and learning of the most vulnerable children in a public school classroom is inextricably tied to the well being of every child in the classroom.</p> <p>Practical strategies and tools for supporting the social integration of children with disabilities in the regular classroom are given special focus in the course in special education (ED 362 for MST, ED 363 for SST). In these courses, students read extensively about strategies for supporting the social inclusion of children with disabilities. For example, in ED362,-TEP students read and discuss Turnbull, Turnbull, & Wehmeyer (2010; especially chapter 2) on "Ensuring progress in the general education curriculum through universal design for learning and inclusion" as well as specific illustrations and recommendations for every category of disability in following chapters. Candidates also learn about how to build and implement school-wide positive behavioral support strategies in support of inclusion of all students with disabilities in general education activities. In ED 363, the entire text (Turnbull, et. al) is structured around the theme of inclusion. In addition, class session focus on strategies such as Circle of Friends, cooperative learning groups, social skills training and other approaches to promoting positive social relationships between children with disabilities and their nondisabled peers.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Finally, practicum assignments from both special education coursework (see Case Study assignments for both ED 362 and ED 363) and practicum seminars require TEP students to plan lessons and other classroom experiences in consideration of the social integration of children with disabilities into both academic and non-academic activities. For example, in ED 370 students discuss and problem solve around specific classroom situations and challenges involving children with disabilities. They implement a variety of strategies to promote a general climate of respect and support for developmental differences among students, including class meetings, cooperative learning groups, and positive behavioral supports.</p> <p>For both General and Special Education teachers: Experiences specific to California’s English Learner Population</p> <p>How to effectively teach English Learners is a hallmark of the program. First and foremost, all Candidates are placed in a Partner School. The partner school model insures that only schools with a diverse student body and with English Learners are sites for clinical experiences. Candidates’ work with English Learners starts immediately with the beginning of their program in summer foundations courses (e.g. in “Language and Culture in Teaching and Learning”, “Foundations of Teaching”, “Development and Learning” and “Foundations of Academic Language”) and continues throughout the entire academic year with a three-quarter course in “ELD/SDAIE Methods and Procedures”. Embedded in both university coursework and in field experiences in the Partner Schools, are multiple opportunities for Multiple Subject (MST), Educational Specialist (ESC) and Single Subject (SST) credential candidates to learn purposes, goals, and content of the adopted instructional program(s) for the effective teaching and support of English Learners; and candidates understand the local and school organizational structures and resources designed to meet English Learner (EL) students’ needs.</p> <p>In ED 360: ELD/SDAIE Methods and Procedures (MST and ESC) and ED 361: ELD/SDAIE Methods and Procedures (SST), credential candidates have a field assignment in which they investigate the EL programs at the school sites where they are placed. They interview school site and district personnel in order to determine (1) how many designated English Learners are at their school site, (2) how the English Learners are identified and (3) what services are provided for</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>these students. They then schedule observations to determine which of the program models are being employed at the site (e.g., Content-Based ELD, push-in or pull-out ELD, Transitional Bilingual, Newcomer, etc.). Specifically, candidates investigate the demographics of the school site in regard to English Language learners, the English language proficiency levels of students, and the various ELD programs offered at the school site (e.g., push-in, pull out, in class small group ELD instruction, whole group “leveled” programs by EL proficiency levels, and newcomer program). Candidates document where they obtained the demographic information and EL proficiency levels (e.g., SARC, school web site, interviews with teacher or principal) so as to navigate how to obtain important information regarding the student population at their school sites in order to meet the specific needs.</p> <p>As part of the TEP Lesson Design Frame, required for all course-embedded lesson assignments and for formal lessons, credential candidates must articulate the context for which they are designing the instruction. They therefore must be apprised of local school organizational structures and resources designed to meet the needs of designated English Learners with whom they are working (hence the assignment described in the preceding paragraph). Articulation of context is also required of credential candidates on the Performance Assessment for California Teachers (PACT) Teaching Event. While this is not scored, it is required that credential candidates identify locally situated resources to support optimal learning for designated English Learners.</p> <p>In the elementary “Reading/Language Arts Teaching Methods” and the secondary “Literacy Field Experiences” courses, credential candidates examine different program components that address the needs of English Learners: Alternative Waiver Programs (Bilingual Education), English Language Development (ELD), Content-Based ELD, and Specially Designed Academic Instruction in English (SDAIE). They participate in an in-class assignment whereby they learn the distinguishing characteristics of ELD, Content-Based ELD and SDAIE, and apply the new learning to case profiles of English Learners, determining which approach or approaches would be most appropriate for each case. They also must provide the justification for their recommendation.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>In this way, instructors and peers can confirm or clarify the decisions and thus deepen their understandings of philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English Learners.</p> <p>On-site Coordinators (school-based supervisors) and university supervisors work together to assist credential candidates to observe a variety of practices and programs, which they may not see otherwise. The fundamental concept is that a placement is at a school, not just in a specific classroom. For example, as might be expected, not every Partner School classroom includes the services of instructional aides, specialists and parent volunteers. On-site Coordinators are able to assist candidates to observe and discuss issues that arise related to management of support personnel, pull-out programs, and other specific practices that may not be used in their own classroom placement. Moreover, the clustering of student teachers at Partner Schools allows candidates opportunities to work in one another's field placement classrooms for the purpose of gaining experiences that may not be available in all classroom settings.</p>	
University of California, Santa Cruz	<p>The program prepares general education teachers to effectively teach students with disabilities and to teach limited English proficient students in the general education classroom setting. Course presentations, readings, videos and assignments support teacher candidates in developing the knowledge and skills required to effectively teach English language learners and special education students in the general education setting.</p> <p>Topics include:</p> <ul style="list-style-type: none"> •Students with disabilities •The role of the general education teacher in the IEA process. •Identification of students who need support with the SST process. •Teaching strategies to support students in general education setting. •Different types of learning disabilities(e.g. ADD, ADHD) and strategies to address them in the classroom. •Case study of a student with a learning disability (auditory or visual processing, etc.). •Working collaboratively with special education staff. 	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>Limited English Proficient Students</p> <ul style="list-style-type: none"> •Identify levels of English language acquisition •Understanding how English language learners are assessed from initial identification to redesignation. •Identify language demands in the Single Subject and Multiple Subject classroom. •Identify examples of academic English and strategies to teach it. •Identify and apply English language development strategies and how to scaffold language. •Plan, video tape and present group English learner strategy lesson. •Plan lesson using Sheltered Instructional Observational Protocol. 	
University of LaVerne	Students are required to create a strategy list of 101 items adapting curriculum for students with disabilities, learn about 13 disabilities under IDEA, learn to adapt for each disability and create classroom activities, and directly observe a qualified teacher adapting or modifying instruction.	Students are required to separate curriculum/assessment strategies as opposed to combing them. Required practicum experience and/or classroom activities and creating related notebooks. Students are required to simulate, attend, and critique IEP meeting. Student are required to reflect on videos relating to adapting curriculum and instruction. Required use of the internet for further research on students with disabilities.
University of Phoenix	<p>University of Phoenix’s teacher preparation program prepares general education teachers to effectively teach students with disabilities and students who are limited English proficient, in multiple ways. Every course in the program includes content, assignments, and activities that address diverse learners and differentiating instruction and assessments to meet the needs of every learner. In addition, a program course, SPE/514, Survey of Special Populations, provides an overview of the categories of exceptionality for P-12 students with special needs and familiarizes teachers with terminology. The course focuses on differentiated methods used for the identification, placement, assessment, and instruction of diverse populations.</p> <p>The program also includes two Structured English Immersion (SEI) courses: SEI/500, Structured English Immersion, and SEI/503, Advanced Structured English Immersion Methods. In these courses, teachers are introduced to the concept of and methods for instructing in a structured English immersion environment. They learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
University of Redlands	<p>The courses in our program are based upon Teaching Performance Expectations which describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple or Single Subject Teaching Credential. Teaching limited English proficient students effectively and teaching students with disabilities effectively are TPE standards that must be met throughout the coursework in our program. Candidates must demonstrate that they meet the Teaching Performance Expectations through successful completion the Teaching Performance Assessment. Teacher candidates receive specific training related to participation as a member of individualized education program teams during their student teaching experience and in the concurrent teaching seminar course.</p>	
University of San Diego	<p>There are two methods courses USD teacher candidates are required to take that specifically address students with disabilities and teaching students with limited English proficiency. These are both 3 credit hour courses, Healthy Environments and Inclusive Education and Methods of Teaching English Language and Academic Development. Two foundations courses, EDUC 384/584 and EDSP 389/589, include field experience components that specifically target working with students with disabilities. Student Teaching placements with classrooms including special needs students provide IEP experience for students. The Performance Assessment of California Teachers (PACT) assessment that elementary and secondary teacher candidates must take for successful program completion requires that students to include thorough adaptations for special education in their lesson development, implementation, and assessment.</p> <p>Funding from the Johnson Family Foundation has supported two faculty conferences specifically addressing inclusive education and supporting the needs of all learners. The first event was Feb 2011 and the second was part of our kick off event Oct. 2011. These events were attended by all of our faculty and students. Additionally, the Advisory board meeting in Dec. 2011 addressed strategies for strengthening the preparation of both special ed and general ed teachers to support special needs students in the mainstream classroom. Our Teacher Education Network (TEN) held a meeting in Spring 2012 regarding how faculty can improve the skills of both elementary and special education teacher candidates related to supporting special need students in the mainstream classroom. TEN is comprised of faculty from the College of Science and Arts as</p>	<p>First, we have a CTC approved Preliminary Education Specialist Credential with English Learner Authorization in the mild/moderate disability and deaf and hard of hearing specializations.</p> <p>Our Special Education programs have Council for Exceptional Children (CEC) SPA NCATE recognition.</p> <p>Second, our 42-unit credential with master degree (41 including student teaching without the M.Ed. only course) is designed sequentially to build candidate competency in all areas of teaching students with special needs.</p> <p>Here is the course preferred sequence: FOUNDATIONS BLOCK (must be completed before beginning Methods Block) Course title/ Unit/ Field requirement EDUC 558XB First and Second Language Development for the Classroom Teacher/ 3 CEU/na EDSP 589 Healthy Environments and Inclusive Education/3 units/5 hours EDSP 574 Characteristics & Needs Mild to Moderate/3 units/na EDSP 573 Family Systems/3 units/Family case study 5 hours EDSP 579 Cultural, Legal & Ethical Aspects/2 units/na EDUC 500 Research Design/3 units/na</p> <p>METHODS BLOCK (may be taken concurrently with the Foundations Block</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	Development and in analyzing student progress as a result of the adaptations/modifications. Throughout the program candidates continue to develop adaptations/modifications for limited English proficient students in subject-specific content areas. The TEaching Performance Assessment (CalTPA/PACT) also requires candidates to focus on limited English proficient students throughout the teaching performance tasks.	
University of Southern California	During the 2010-11 academic year in course work completed before the practicum experience (EDUC 519, Human Differences and EDUC 501, Teaching English as a New Language), in methods concurrent with the practicum experience (EDUC 534, 566, 567, 542, 535) and during the practicum experience (EDUC 568AB Practicum) Candidates participated in seminars, wrote assignments, participated in differentiated lesson planning to meet the needs of the learning differences listed above. These were clearly documented in syllabi and required to meet CA Teacher Performance Expectations, which also require clear documentation in this program. Candidates also completed the Performance Assessment for CA Teachers, which requires students to show evidence of the understandings above and evaluates this evidence using research based rubric.	
University of the Pacific	All general education candidates-Multiple Subject, Single Subject, and Education Specialist candidates- take a course in Teaching Exceptional Learners and in Teaching English Learners. The course in teaching exceptional learners includes information on IEPs and how school teams are typically organized. The responsibilities of the general education teacher at an IEP are presented and discussed. A simulation of an IEP typically occurs during this course. The course on Teaching English Learners is a comprehensive course on SIOP and SDAIE, in particular.	Special Education candidates have specific coursework on curriculum and instruction, advanced programming, a survey of exceptional needs and disabilities, and teacher-family partnerships, for example. All candidates take a Teaching English Learners course. Also, all participate in one or more IEPs.
Vanguard University	In EDUG 557, Exceptionality and Health, student teachers are prepared with basic knowledge, skills and strategies for teaching special populations, including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns to create a positive, inclusive climate of instruction for all special populations in the general classroom. Candidates also revisit issues related to how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Some of the major special population topics covered in EDUG 557 includes:	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<ol style="list-style-type: none"> 1)special education and the family, 2)special education terminology, 3)cultural and family perspectives, 4)education from early childhood to adult years, 5)state and federal laws, such as PL 94-142 and IDEA, 6)the IEP process, 7)SST process, 8)504 plans, 9)major categories of disabilities, 10) assessment, 11) referral, 12)instructional materials and technology, 13)differentiated teaching strategies, 14) access to core curriculum, and 15)social integration. <p>For teaching candidates in our program, working with limited English proficient students is the norm, not the exception. Although knowledge, skills, and abilities to deliver comprehensive instruction to English learners are included in every module, five courses are especially designed to provide candidates with a deeper understanding of the issues related to language minority students. These courses are ANTH/ENGL 453, Language, Culture and Linguistics; EDUG 543/544, Language Acquisition; EDUG 545/546 Specially Designed Academic Instruction in English (SDAIE); EDUG 547/548, Metacongition and Reading Strategies; and EDUG 550/551 Literacy in the Content Areas.</p> <p>Field experiences and coursework throughout the program emphasize that classroom teachers must consider two types of English learners when designing instruction and programs. They must consider students in grades K through 12 who are literate in their own language. They must also consider the students in grades K through 12 who have limited prior academic experiences or limited literacy in their primary language.</p> <p>Since our candidates spend considerable time in classrooms with English learners, they immediately identify the need to assess their students, to monitor their progress, and to report their progress in meaningful ways to their parents</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>and to the school community. Faculty instructors explain the purposes, the content, and the uses of the California English Language Development Testing (CELDT) and provide public domain samples for the candidates to use with their students so they can get a feel for administering the CELDT.</p> <p>Candidates learn a variety of methods to teach reading and writing to English learners. Candidates focus on how to plan multiple ways to develop oral language and speaking activities so that their English learners hear and develop the English sound system and lexicon and concurrently develop reading and writing. Beginning instruction in reading, phonemic awareness, concepts about print, vocabulary development, English phonology and initial language structures are stressed in the reading courses (EDUG 543/544 Language Acquisition, EDUG 547/548 Reading Strategies, and EDUG 550/551 Literacy Classrooms).</p>	
Western Governors University - CA	<p>In its goal to prepare exemplary candidates for the role of teachers, WGU provides within its program a series of activities, courses, and exposure to students with disabilities and their needs in the classroom as outlined in an IEP or student study team. Additionally, the needs of secondary language learners are addressed in all courses. Keeping in mind that all general education teachers may have students in their classrooms with both identified and non-identified disabilities that require accommodation, the Human Development and Learning course addresses content related to various dimensions of child development (e.g., cognitive, social, emotional, physical, cultural). This also includes learning theory and conditions of learning, the influences on learning, and the impact of various developmental influences on instruction.</p> <p>The Diversity and Inclusion subdomain addresses causes, symptoms, and challenges to learning caused by various exceptionalities; legal requirements for providing a free appropriate public education and implementing Individual Education Plans of exceptional students; and the special learning needs of English language learners. Graduates understand and are sensitive to differences in cultural values, norms and mores of the families of culturally diverse students, with a commitment to respecting these differences, and can recognize signs of emotional distress, child abuse, neglect, substance abuse, parental divorce, homelessness, and hunger. Furthermore, they can address student language learning needs.</p>	

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
Westmont College	<p>The Westmont Department of Education prepares all candidates to teach students with disabilities and students with limited English proficiency. effectively. All candidates, elementary and secondary, complete a specific course in each of these area. The course for teaching students with disabilities is taught by an experienced local practitioner who holds a graduate degree in the field of school psychology. Among many other topics addressed, candidates are taught how to participate effectively as a member of individualize d education program teams. Some—but not all—student teachers participate in actual team sessions as part of their full-time student teaching placement. All candidates demonstrate their preparedness to work with students with disabilities on the California Teaching Performance Assessment.</p> <p>Similarly, all candidates are prepared to work effectively with students with limited English proficiency. This is a major and pervasive theme in our program, unsurprising given the demographics of Santa Barbara-area schools, where over half the student body is classified Latino and significant numbers of students with limited English proficiency are present in all schools where candidates are assigned to student teach. All teacher candidates complete a course on theories and practices relevant to working with students for whom English is a Second Language. All methods courses incorporate additional input on this topic, and incorporate assessment measures related to working with students for whom English is Second Language. Among other evidence considered, all candidates demonstrate their preparedness to work with students with LEP on the California Teaching Performance Assessment.</p>	
Whittier College	<p>All Whittier College elementary and secondary candidates must complete coursework in Working with Special Populations. Topics in these required courses include: State and Federal laws pertaining to exceptional population; referral and Individualized Education Program (IEP) processes; assessment of the learning and language abilities of special population students; issues of social integration of students with special needs; major categories of disabilities; differentiated teaching strategies; and appropriate instructional materials and technologies for working with special-needs students in general education classrooms.</p>	<p>Whittier College candidates for the Education Specialist Mild/Moderate Authorization complete both coursework and corresponding fieldwork in creating positive classroom management and behavior systems, assessment, and instructional practices that prepare them to effectively teach students with disabilities. In addition, the legalities associated with the IFSP/IEP/Transitional planning process are explored and candidates learn how to design instruction that is aligned with IEP goals and objectives and supports students’ ability to access the core curriculum. All coursework in the program requires that candidates conduct fieldwork in settings that prepare them to effectively teach English Learners and specific coursework prepares candidates</p>

Training *continued* – Traditional Programs

Program name	Provide a description of how your program prepares <u>general education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.	Provide a description of how your program prepares <u>special education</u> teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the <i>Individuals with Disabilities Education Act</i> , and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.
	<p>In addition, all elementary and secondary candidates complete a comprehensive course dealing directly with teaching students who are English Language Proficient. This specialized course examines native and second language development in theory and as applied to multicultural/multilingual educational contexts; helping prospective teachers develop a sound understanding of first (L1) and second language (L2) processes. It focuses on the socio-cultural, historical, political nature of language learning in the classroom and how the education system addresses the needs of English Language (EL) learners. This knowledge and skills is also reinforced in all curriculum and pedagogy courses, and in student- teaching in the form of lesson planning. One key element of effective lesson planning is consistently adapting plans for English Language Learners.</p>	<p>to develop a sound understanding of first and second language processes and researched-based strategies for working with English Learners.</p>
William Jessup University	<p>Through coursework and field experience. With every lesson plan we require an adapted lesson for ELL students and students with special needs. We place all student teachers in Title I schools and in classrooms that have ELL and students with special needs. We host guest speakers who are experts in ELL and special need students.</p>	

Training *continued* – Traditional Programs