

Collaborative General Education- Special Education Teacher Preparation: California --- State University, East Bay



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TED SPED-SPED 2013

CSU EAST BAY (Hayward Campus)

Education Specialist Credential Program Options

Candidates specialize in preparing to teach students with either Mild-Moderate Disabilities or with Moderate-Severe Disabilities within the program.

TED/SPED Dual Credential Program Pathway

- Candidates work toward and obtain both the Preliminary Multiple Subjects and one of two Preliminary Education Specialist credentials through successful completion of the 7 quarter program.
- Includes fieldwork/student teaching in either general education (TED) or special education (EPSY) roles/programs every quarter after the first summer.

DUAL CREDENTIAL PROGRAM

- Utilizes a Cohort Model
- Enables candidates to acquire instructional and curricular competence in diverse general education classrooms and schools, and provides multiple opportunities to practice collaboration skills with general and special education colleagues, related service personnel and families.
- Until late 1990s, all CA special educators were required to have general education credential



Rationale for General Ed-Special Ed Dual Credentials

- **Candidates and Graduates** earning both special and general education credentials report their ability to
 - Develop and support the instruction of grade level Common Core and other standards-based goals and objectives;
 - Demonstrate parity in their knowledge and implementation of instruction with their general education teacher peers and differentiating for diverse needs in general education classrooms;
 - Move within schools from special education to general education roles and vice versa during careers;

Rationale for Dual Credential Program *continued*

Graduates report:

- ❑ This preparation enables their active participation in the collaborative design and implementation of Response to Intervention for both academic and behavioral areas
- ❑ Moving smoothly into co-teaching roles with general educators: they attribute this to their extensive pre-service experience across diverse general education settings
- ❑ Having the skills to provide and model supports for students without IEPs who experience challenging behaviors in general ed. classes
- ❑ Being equipped to articulate, support and /or lead internal school change efforts toward more inclusive services for all students; thus, potential impact on districts' APR data (CA is well below national average in its LRE data) and potentially on over-identification of students for special education services

Rationale for CSUEB Dual Credential Program

- **From a Current CSUEB Master Teacher Graduate in Moderate-Severe Disabilities:** *“... As a graduate of the CSU East Bay dual credentialing program, I gained extensive and applicable knowledge and skill in best practices for teaching students with disabilities in core curriculum within the general education setting. ...I learned strategies for promoting and providing inclusive services which include co-teaching, collaborating with general education teachers and providing extensive support in the general education classrooms. Some of this support has included mentoring general education teachers about incorporating research based practices in the general education setting, raising awareness and respect for students with diverse needs, and educating students and faculty about access, equity and inclusion for students with disabilities.”*

From School Administrators (March 2013)

*“...It is unfortunate that more universities are not requiring or encouraging students to pursue both a general education and special education credential. CSUEB’s unique program has produced teachers who have a greater ability to provide supports to the range of students they may serve in the least restrictive environment. **In fact, Berkeley Unified School District is now only hiring special education teachers who have both a special education and general education credential.** The district recognizes that this additional training provides teachers with the skills and knowledge they need ...in collaborative schools. “*
(Wrenn, M., Berkeley USD)

- *CSU East Bay’s dual credential program leading to and requiring both general education and Educations Specialist: Moderate-Severe Disabilities credentials is unique in the greater SF Bay Area, if not the state, and teachers graduating from this training program are extremely well trained and fit perfectly with our District and within our community. (*
C. Schwartzbord, Asst Superintendent, Ravenswood CSD)

Nature and Structure of Program (see also TED SPED Brochure)

- ❑ Seven quarters- Year 1: Summer through Spring
Year 2: Fall through Spring
- ❑ Fieldwork or student teaching *every* quarter after first summer. Two quarters of Multiple Subjects student teaching (K-2nd, 3rd-5th or 6th) increasing in instructional time first Fall and Winter
- ❑ Supervised Specialist Fieldwork with Master Teachers starts in first spring. Three quarters: 2 days then 3, followed by final fulltime student teaching quarter, across elementary and secondary school levels with Masters teachers= program graduates
- ❑ *Both* credentials completed at *end* of the 7 quarters
- ❑ New addition 13-14: TED planning to pilot co-teaching student teaching model (St. Cloud MN) with TED SPED cohort

Numbers and challenges

- ❑ TED SPED Cohort has averaged between 30- 35 new candidates per year since 1998, with approximately 60 in the full 2 year program at any given time,
- ❑ Additional SPED –only candidates (with Multiple or Single Subjects credential) are with the cohort; this adds to diversity and exchange of information, skills
- ❑ If numbers are low, TED candidates are added first year; historically they have taken some-all SPED coursework in that year; several have gone on to complete full program and become Ed Specialists
- ❑ In competition with programs that do not require both..

The Future:

- Dream: Increase our collaborative programming; move toward dual credentials for candidates planning careers as general educators (e.g. Iowa model: Strategies I,II, III intensity of needs; non-eligibility label- non-categorical service delivery and level of needs-based credentials)
- Concern: Ongoing status of budgetary support for the Beginning Teacher Support Programs just as Level II has gone away and Education Specialists require BTSA to gain Clear professional status (Few IHE-based Clear Specialist programs available)

Observations: Teacher Shortages and Teacher Preparation

- We have observed and noted the evidence that states with primarily undergraduate teacher preparation requirements (e.g. NH) have experienced historical shortages in the same areas (cf. USDOE, Dep't Post-Secondary Ed, April, 2012). This may be more of a “social marketing” and/or expected income issue than the extent of preparation required. Note, in contrast, the high volume of applications to two and three year post graduate Speech and Language Therapy and School Psychology preparation programs, where initial salaries often start at least 40% higher than teachers' salaries (e.g. \$ 66,000 vs 46,000 in SFUSD 2012-13 salary schedules)
- CA teacher preparation requirements are higher in general than most states (e.g. no education undergraduate major; CSET et al entrance requirements, GPA, and PACT/TPA, Reading & RICA passage, instruction of EL requirements), although this is not well understood or acknowledged by some critics/ reviewers (e.g. NCTQ, Ed Trust, EdSource)

SPED-ONLY Pathway is also provided for Education Specialist Credentials

- Must hold a valid CA general education credential to enter this pathway**
- Courses and fieldwork/student teaching mirror the special education (EPSY) requirements of the TED/SPED program.
- One may work up to 80% time as a Specialist Intern Teacher once pre-service requirements are completed

Education Specialist Internship Credential Program

- ❑ Candidates work as the teacher of record under an Internship credential
- ❑ TED/SPED candidates may work as interns in **the second year of the program**
- ❑ 80% maximum employment as an Intern Teacher for those in Moderate Severe Disabilities program Candidates complete concurrent supervised fieldwork with a Master Teacher, to ensure their preparation addresses complexity of needs, age groups, school levels.
- ❑ Many 2nd year TED SPED candidates job- share as Interns, with a cohort colleague. Candidates report job sharing is a wonderful first teaching experience. Districts like this as well; and typically hire both at the end of the Intern year.
- ❑ SPED-only candidates may work as interns during the first and second years of the program if they meet all pre-service requirements

Ed Specialist Internship Program

- To qualify for an Ed Specialist Intern credential**, candidate: a) is a CSUEB Ed Specialist credential candidate in good standing; b) has completed 120 hours in required pre-service areas (e.g. has general ed credential or is in 2nd year of TED SPED, in areas including instruction of English Learners, Reading and students with disabilities); c) applies to one of our 27 LEA partners and obtains written offer of employment; d) meets with Internship Coordinator (Halvorsen) to complete application, and e) processes credential through CSSC.

Candidates complete the same Special Education course and fieldwork and related requirements as candidates in the SPED credentials and 2nd yr Ted SPED programs.

- Interns receive supervision/support from university supervisors and mentoring from a “district support provider” teacher
- District/Site receives credit for Intern as qualified personnel; Intern must complete preliminary credential within 2 years; internship years may count as probationary time toward tenure.

Master's Degree in Special Education

□ Master's Degrees

- Includes coursework concurrent with Preliminary Credential Program
- In addition to credentials completion, candidates complete research coursework, thesis/project seminar and units leading to completion of culminating research Thesis (University: Moderate-Severe Disabilities or Department: Mild-Moderate Disabilities)

Questions....

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