

Recent Publications on Collaborative and Dual Credentialing and Inclusive Practice

2011: Special issue of *Teacher Education and Special Education*, "Preservice Teacher Preparation between General and Special Education: Interrogating the Meaning of Collaboration and its Role in Teacher Education Reform" (August-September)

Berry, R. A. (2011). Voices of experience: general education teachers on teaching students with disabilities. *International Journal of Inclusive Education*, 15(6), 627-648.

Billingsley, B. S. (2010). Work contexts matter: Practical considerations for improving new special educators' experiences in schools. *Journal of Special Education Leadership*, 23(1), 41-49.

Billingsley, B. S. (2012). Inclusive school reform. *Handbook of Leadership for Special Education*, 170.

Blanton, L. P., & Pugach, M. C. (2007). *Collaborative programs in general and special education: An action guide for higher education and state policymakers*. Washington, DC: Council of Chief State School Officers. Available at: www.aacte.org/index.php?/TraditionalMedia/Resources/collaborative-program-s-ingeneral-and-special-teacher-education-anaction-guide-for-higher-education-and-statepolicy-makers.html

Blanton, L. P. & Pugach, M. C. (2011). Using a classification system to probe the meaning of dual licensure in general and special education. *Teacher Education and Special Education*, 34, 219 - 234.

Blanton, Pugach & Florian (2011, May). *Preparing General Education Teachers to Improve Outcomes for Students with Disabilities* Policy Brief. AACTE and NCLD, Available at www.aacte.org

Brownell, M. T., Sindelar, P. T., Kiely, M. T., & Danielson, L. C. (2010). Special education teacher quality and preparation: Exposing foundations, constructing a new model. *Exceptional Children*, 76(3), 357-377.

Bryant-Davis, K., Dieker, L., Pearl, C., & Kirkpatrick, R. N. (2012). Planning in the middle: Co-Planning between general and special education. *Journal of Educational and Psychological Consultation*, 22, 3, 208-226. DOI:10.1080/10474412.2012.70656

Burrello, L. C., Sailor, W., & Kleinhammer-Tramill, J. (Eds.). (2012). *Unifying educational systems: Leadership and policy perspectives*. NY: Routledge.

Causton-Theoharis, J., Theoharis, G., Bull, T., Cosier, M., & Dempf-Aldrich, K. (2011). *Schools of Promise: A School district-university partnership centered on inclusive*

school reform. *Remedial and Special Education*, 32(3), 192-205.

Cyr, E., McDiarmid, P., Halpin, B., Stratton, J., & Davis-Delano, L. (2012). Creating a dual licensure program in elementary and special education that prepares culturally responsive teachers. *Interdisciplinary Journal of Teaching and Learning*, 115.

Darling-Hammond, L. (Fall, 2011). Effective teaching as a civil right: How building instructional capacity can help close the achievement gap. *Effective Teaching as a Civil Right, Voices in Urban Education*, Annenberg Institute, 44-58.

Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369-386.

Florian, L., & Rouse, M. (2009). The inclusive practice project in Scotland: Teacher education for inclusive education. *Teaching and Teacher Education*, 25(4), 594-601.

Forlin, C. (2010). The role of the school psychologist in inclusive education for ensuring quality learning outcomes for all learners. *School Psychology International*, 31(6), 617-630.

Forlin, C. (2010). Reframing teacher education for inclusion. In C. Forlin (Ed.) *Teacher education for inclusion: Changing paradigms and innovative approaches*, (Ch 1,3-10) NY:Routledge.

Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2009). Demographic differences in changing pre-service teachers' attitudes, sentiments and concerns about inclusive education. *International Journal of Inclusive Education*, 13(2), 195-209.

Forlin, C., Earle, C., Loreman, T., & Sharma, U. (2011). The Sentiments, attitudes, and concerns about inclusive education: Revised (SACIE-R) Scale for measuring pre-service teachers' perceptions about inclusion. *Exceptionality Education International*, 21(3), 50-65.

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Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State. Sacramento, CA (September, 2012). State Superintendent of Public Instruction Torlaksen's Task Force on Educator Excellence.

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Obiakor, F. E., Harris, M. K., Rotatori, A. F., & Algozzine, B. (2010). Beyond traditional placement: Making inclusion work in the general education classroom. *Advances in Special Education*, 19, 141-153.

Oyler, C. (2011). Teacher preparation for inclusive and critical (special) education. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 34(3), 201-218.

Pugach, M.C. & Blanton, L. (2011). *Collaborative Program Redesign: From Tinkering to Transformation in Service of Improving Outcomes for Students with Disabilities*. Keynote address: Washington, D.C.: Annual Project Directors Meeting, Office of Special Education Programs

Pugach, M. C., Blanton, L. P., & Correa, V. I. (2011). A historical perspective on the role of collaboration in teacher education reform: Making good on the promise of teaching all students. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 34(3), 183-200.

National Council on Accreditation of Teacher Education. (2010, November). *Transforming teacher education through clinical practice: A National strategy to prepare effective teachers*. Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships. Washington, DC: Author. Available at www.ncate.org

Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O. P. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51-68.

Silverman, K., Hong, S., & Trepanier-Street, M. (2010). Collaboration of teacher education and child disability health care: Transdisciplinary approach to inclusive practice for early childhood pre-service teachers. *Early Childhood Education Journal*, 37(6), 461-468.

Sleeter, C., & Owuor, J. (2011). Research on the impact of teacher preparation to teach diverse students: The research we have and the research we need. *Action in Teacher Education, Special Issue: Valuing Diversity that is Honest, Natural, Authentic, and Holistic: Cultural Competence in P-12 Classrooms, Schools, and Higher Education*, 33(5-6), 524-536. DOI:10.1080/01626620.2011.62704

Special Issue of *Teaching and Teacher Education*, 2009, Volume 25 (Edited by Lani Florian)

- Hardman, M. (2009). Redesigning the preparation of all teachers within the framework of an integrated program model. *Teaching and Teacher Education*, 25, 583-587.
- Pugach, M.C., & Blanton, L. P. (2009). A framework for conducting research on collaborative teacher education. *Teaching and Teacher Education*, 25, 575-582.

Suter, J. C., & Giangreco, M. F. (2009). Numbers that count: Exploring special education and paraprofessional service delivery in inclusion-oriented schools. *The Journal of Special Education*, 43(2), 81-93.

Walsh, J. (2012). Co-teaching as a school system strategy for continuous improvement. *Preventing School Failure*, 56, (1), p 29-36.

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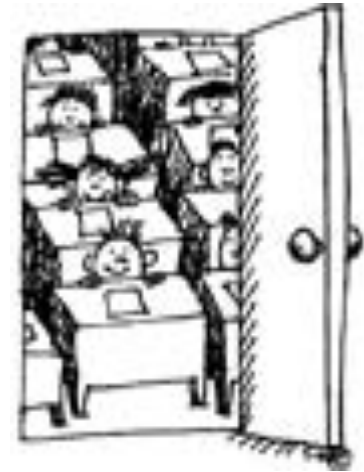
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Special Education Programs
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Special Education Internship Credential Program



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*For candidates who currently hold a
Multiple or Single Subject Credential or
Year 2 TED-SPED candidates

**Special Education Intern
Credential Program:**

An innovative program for candidates working toward Education Specialist credentials while employed as Specialist interns in one of our 27 partner districts.

This program:

1. Meets all current California Commission on Teacher Credentialing (CTC) Education Specialist Standards including the addition of the Autism Authorization to Mild-Moderate Disabilities, as well as the Moderate-Severe Disabilities preliminary credential. (* = required for ASD auth.)
2. Enables Special Education teacher candidates who hold a CA Multiple or Single Subject Credential to complete preliminary specialist credentials in Mild/Moderate (M/M) or Moderate/Severe (M/S) disabilities, while working as interns up to 80% time in M/S disabilities or up to 100% in the area of M/M disabilities (with coordinator approval & the exception of required field experiences for MM across ages, roles, populations)
3. Addresses the needs of the diverse population of students receiving special education services while their Specialist teacher candidates obtain critical knowledge and skills in of core curriculum and specialized instruction.
4. Meets the CCTC requirements for specific areas of overlap across Education Specialist credentials in mild/moderate and moderate/severe disabilities.
5. Increases pool of qualified special educators, addressing the ongoing special educator shortage in the Bay Area.

**Education Specialist Internship
Credential
Mild/Moderate (M/M) Disabilities
or
Moderate/Severe (M/S) Disabilities**

Year 1 - Summer

EPSY 5021 Intro to Educating All Students 4

Year 1 - Fall

EPSY 5126 SPED Law & Program Design 4

EPSY 5125 or EPSY 5136:

Educ. Practices: M/M or M/S 4

EPSY 6770 Internship 2

EPSY 6999 Contemp Issues 2

Year 1 - Winter

EPSY 6120 Comm: Collab. Team. & Mgmt 4

EPSY 6770 Internship 2

EPSY 6999 Contemp Issues 2

Year 1 - Spring

EPSY 6131 Assessment (MM) 4

EPSY 6137: Instruc./Behav. Support* 4

EPSY 6860 MM/MS Fieldwork 4

EPSY 6143 Positive Behavior Support* 4

EPSY 6770 Internship 2

EPSY 6999 Contemp Issues MM/MS 2

Year 2 - Fall

EPSY 6124 Aug Comm & Assistive Tech*

EPSY 6127 Instr and Behavior MM

EPSY 6142: Assessment: MS

EPSY 6133/6140/: Curric MM/ MS

EPSY 6862 Fieldwork Exp MM/MS

EPSY 6770 Internship

EPSY 6999 Contemp Issues

Year 2 -Winter

EPSY 6134 Adv Instruct Practices MM

EPSY 6141 Social Ntwks & Commun.*

EPSY 6129 Collab. Serv Del & Trans.

EPSY 6880 Internship

EPSY 6999 Contemp. Issues

Year 2 - Spring-Final Quarter

EPSY 6206/6207 MM/MS Prof Practices

EPSY 6670/6671: Grad. Seminar MM/MS

EPSY 6880 Advanced Internship

EPSY 6999 Contemp Issues

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Special Education Credential Programs*



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For candidates who currently hold a Multiple or Single Subject Credential

Special Education Preliminary Credential Program

An innovative program for candidates working toward Education Specialist credentials (Mild/Moderate or Moderate/Severe Disabilities).

This program:

1. Meets all current California Commission on Teacher Credentialing (CTC) Education Specialist Standards including the addition of the Autism Authorization to Mild-Moderate Disabilities, as well as the Moderate-Severe Disabilities credential.
2. Enables all Special Education teacher candidates who hold a CA Multiple or Single Subject Credential to complete their preliminary specialist credentials in Mild/Moderate (M/M) or Moderate/Severe (M/S) disabilities
3. Addresses the needs of the diverse population of students receiving special education services while their Specialist teacher candidates obtain critical knowledge and skills in of core curriculum and specialized instruction.
4. Meets the CCTC requirements for specific areas of overlap across Education Specialist credentials in mild/moderate and moderate/severe disabilities.
5. Increases pool of qualified special educators ,to address the ongoing special educator shortage in the Bay Area.

Education Specialist Preliminary Credential Mild/Moderate (M/M) Disabilities or Moderate/Severe (M/S) Disabilities

Year 1 - Summer

EPSY 5021 Intro to Educ All Students (4)

Year 1 - Fall

EPSY 5126 SPED Law & Program Design (4)
EPSY 5125 or EPSY 5136: Educ. Practices: MM/MS

(4)

EPSY 6999 Contemp Issues MM/MS (2)

Year 1 - Winter

EPSY 6120 Comm: Collab. Team.(4)

EPSY 6999 Contemp Issues (2)

Year 1 - Spring

EPSY 6131 Assessment (MM)

EPSY 6137: Instruc./Behav. * (4)

EPSY 6143 Positive Behavior Support (4)*

EPSY 6860 MM/MS Fieldwork(4)

EPSY 6999 Contemp Issues MM/MS (2)

* Autism Authorization courses

Year 2 - Fall

EPSY 6127 Instr and Behavior MM (4)

EPSY 6124 Aug & Asstve Comm * (4)

EPSY 6142: Assessment: MS (4)

EPSY 6133/6140: Curric MM/ MS (4)

EPSY 6862 Fieldwork MM/MS (4)

EPSY 6999 Contemp Issues (2)

Year 2 -Winter

EPSY 6134 Adv Instructional Strats MM (4)

EPSY 6141 Social Ntwks & Commun. (4)*

EPSY 6129 Collab. Serv Del & Trans. (4)

EPSY 6880 Fieldwork (4)

EPSY 6999 Contemp. Issues (2)

Year 2 - Spring-Final Otr

EPSY 6206 /6207 MM/MS Prof Practices (4)

EPSY 6670/6671 Grad. Seminar MM/MS (3)

EPSY 6880 Student Teaching MM/MS (8)

EPSY 6999 Contemp Issues (2)

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<http://www20.csueastbay.edu/ceas/cssc/index.html> for applications and deadlines
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Concurrent Special Education-Teacher Education Credential Program CSU East Bay



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Key Features of the TED/SPED Concurrent Credential Program

The unique and research-based program is designed for prospective teachers interested in a concurrent approach to completing Multiple Subjects and Education Specialist (Mild/Moderate or Moderate/Severe Disabilities) credentials in 7 quarters, or a Multiple Subjects credential with a special education emphasis in 4 quarters.

- Meets all California Commission on Teacher Credentialing Special Education standards and No Child Left Behind –ESEA requirements.
- Includes new CTC Autism Authorization for candidates in Mild-Moderate Disabilities in addition to those in Moderate-Severe Disabilities
- Addresses diverse general and special education students' learning, language and behavioral needs
- Ensures candidates' competence with core curriculum and flexibility to assume a variety of roles during careers
- Meets CTC requirements for specific areas of overlap across mild/moderate and moderate/severe disabilities specialist credentials.
- Emphasizes collaborative skill development among Special and General Educators

Concurrent TED/SPED Credential Requirements

Year 1 -- Summer

TED 5352	Reading A	3
TED 5211	TPA Subject Specific	1

TED 5372	Team Seminar TPA 1 Orient	1
TED 5351	Psych and Planning	4
EPSY 5021	Educating All Students in Diverse Classrooms	4
TED 5355	Equity/Diversity I	4
TED 5376	PE	1
Total:	TED and EPSY Units =	18
Year 1 – Fall		
EPSY 6999	Contemp Issues MM/MS	2
TED 5311	Classroom Envt	2
TED 5212	TPA 2 Assess	1
TED 5356	Reading B	3
TED 5357	Science	3
EPSY 5126	SPED Law and Program Design	4
EPSY 5125 or 5136	Educational Practices: M/M or M/S Disabilities	4
TED 5377	Visual & Perf Arts	2
TED 5373	TPA 2 Orientation	1
TED 5374	TPA 3 Orientation	1
TED 5354	Student Teaching 1	5
Total:	TED and EPSY Units =	28
Year 1 – Winter		
EPSY 6999	Contemp Issues MM/MS	2
TED 5213	TPA 3 Assess	1
TED 5375	TPA 4 Orientation	1
EPSY 6120	Communication: Collab Tm/Mng	4
TED 5110	Technology	3
TED 5350	Math	3
TED 5360	Lang Arts Rd C/ Soc. Studies	4
TED 5359	Student Teaching II	6
Total:	TED and EPSY Units =	24
Year 1 – Spring		
EPSY 6999	Contemp Issues MM/MS	2
TED 5366	Equity/ELL II	3
EPSY 6131	Assessment-MM Disabilities	4
EPSY 6137	Instruc/Behavi M/S Disabi	4
EPSY 6143	Positive Behavior Support	4
EPSY 6860	Fieldwk MM/MS	4
TED 5361	St Teach 3-TED onlies	6
Total:	TED and EPSY Units =	22
Year 2 – Fall		
EPSY 6999	Contemp Issues MM/MS	2
EPSY 6124	Aug & Assistve Comm	4
EPSY 6142	Assessment M/S	4
EPSY6133/6140	AdvCurriculum M/M\ M/S	4
EPSY 6127	Instr/Behavior MM	4
EPSY 6862	Fieldwork Experience	4

Total Fall:	MM/MS	
	EPSY Units =	18
Year 2 – Winter		
EPSY 6999	Contemp Issues	2
EPSY 6134	Adv Instruct Prac MM	4
EPSY 6141	Social and Communication	4
EPSY 6129	Adv Study Collab Servi	4
EPSY 6880	Fieldwork MM/MS	4
Total:	EPSY Units =	18
Final Quarter:Spring		
EPSY 6999	Contemp Issues MM/MS	2
EPSY 6206/6207	Prof Practices MM/MS	4
EPSY6670/6671	Grad Seminar MM/MS	3
EPSY 6880	Student Teaching MMMS	8
Total	EPSY Units	13-17

*TPA:Teaching Performance Assessment Seminar
****Schedule is subject to change**

- **NOTE: Candidates holding California general education credentials are eligible for acceptance directly into Special Education portion of the program and should apply directly to Special Education. Program includes courses with EPSY numbers**
- **Masters degree study in Special Education begins during credential program**