

Sonoma State University

School of Education

Education Specialist Early Childhood
Special Education Added Authorization
(ECSEAA) Program Standards

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Section 1: Initial Program Preconditions

The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.

I. Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

The nearest universities or programs offering an Early Childhood Education Specialist Credential or added authorization are over 50 miles from Sonoma State University. Interested candidates may choose to attend California State University, East Bay or San Francisco State University. Driving to either of these universities from the Sonoma State service region (the counties of Sonoma, Marin, Mendocino, Lake, and Napa) can take between one and four hours. A program in the North Bay region has long been needed.

Sonoma State has a thriving Early Childhood Studies (ECS) major, with approximately 450 students enrolled. Approximately 40% of ECS graduates express an interest in teaching; many of these wish not only to teach special education, but to teach in settings for children birth to age 5. A course in the major about inclusive preschools for children with and without disabilities is particularly inspiring to many of these students. They often ask for an early childhood special education credential program.

For several years at **Special Education Community Advisory meetings**, where local school district personnel provide feedback to Sonoma State credential faculty, requests for a program to prepare Early Childhood Special Educators have been made. Directors of Special Education in the Sonoma County Office of Education, as well as in local districts such as Petaluma, Windsor, and Santa Rosa City, **and in non-public schools** have called for teachers ready to work in birth to five special education settings. **Their resounding "YES" we will hire ECSE personnel in the future is evidence in the attached email thread.** We wish to fill their needs.

II. Practitioners' Participation in Program Design

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Teachers holding an Early Childhood Education Specialist Credential have been important partners in conceptualizing the ECSE-AA. For several years, these teachers have also been Sonoma State instructors, introducing undergraduates to the idea of inclusive early

childhood education in the EDSP 432: Young Children with Special Needs course. This course, which is included in the ECSE-AA, has been developed and reconceptualized by practitioners early childhood special educators Wyoming Irwin and Susan Langer who are also Sonoma State instructors. They have deepened the focus on inclusive preschool and early childhood settings, as well as on collaborative relationships between school personnel and families to support young children with disabilities. The philosophy and approach of our practitioner partners is evident in each of the courses designed for the new ECSE-AA. The readings, assignments, and activities all align with evidence-based practices for early childhood special education. This work will continue in Summer 2019 in a meeting that includes Ms. Irwin and Ms. Langer, as well as another early childhood special educator, Laura Temple. The group will be lead by Dr. Elizabeth Ducey, who is an adjunct instructor at SSU and who has served as an early childhood special educator in the past.

Collaboration with the families of young children with disabilities have informed the approaches taken in developing the ECSE-AA. The priorities, goals, and dreams that these families hold for their children are kept foremost in our minds as we prepare teachers to guide their learning. Creating a program that will facilitate the inclusion and independence of young children with disabilities is at the core of our shared beliefs.

Several years of Community Advisory Committee meetings, attended by parents of children with disabilities and administrators in surrounding school districts and agencies were the primary venue for conducting collaboration in program design. The linked agendas, from 2011, 2018, and 2019, indicate a long term interest from the community in developing an Early Childhood Special Education authorization. At the 2018 meeting, an initial program design was presented and discussed. Changes were made according to feedback from our partners. In 2019, we presented the final draft of our proposed program; this was received enthusiastically by the group.

Section 2. Preconditions for Preliminary Education Specialist Credential All Added Authorizations

1. Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization

Admission to the Added Authorization to the Preliminary Education Specialist Credential will be predicated on the applicant either holding or being eligible for that credential. The Sonoma State School of Education's Student Services Office and Credential Analyst will confirm each applicant's status, using the linked form, before authorization is filed with the CTC. admission is offered.

2. The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program

The added authorization courses will be offered to candidates in the Clear Education Specialist (Induction) program as an option to complete induction requirements.

Section 3. Preconditions for Preliminary Education Specialist Credential: Early Childhood Special Education Added Authorization.

holding or being eligible for that credential. The Sonoma State School of Education's Student Services Office and Credential Analyst will confirm each applicant's status, **using the linked form**, before **the ECSE added authorization is filed with the CTC.** ~~admission to the ECSE-AA is offered.~~

Initial Program Review Common Standard Response

During Initial Program Review, institutions are required to submit the additional information below. The information to be provided demonstrates how the proposed new program will integrate into the existing education unit. A Commission approved program sponsor must submit a full response to common standards in Year 5 of the accreditation cycle. A full description of what is required during [Year 5 Common Standards submission](#) can be found on the Commission website.

Directions: Provide a concise narrative and link any supporting documentation/evidence as it applies to the proposed program. Narratives should be less than 200 words.

Common Standard	Concise narrative and links to any supporting documentation/evidence
Common Standard 1: Institutional Infrastructure to Support Educator Preparation	
Provide the education unit or division organizational chart where the program will be housed, the chart includes the name and title of the person in charge of said unit/division and program.	Sonoma State University School of Education organizational chart illustrates where the Early Childhood Authorization will be housed. As noted, the Early Childhood Authorization will be housed in the Department of Educational Leadership and Special Education under the school supervision of Dean Dr. Carlos Ayala and department and programmatic supervision of the Department Chair Dr. Jennifer Mahdavi.
Describe how the institution determines that qualified faculty and instructional personnel teach courses, provide professional development, and supervise field based experiences and clinical practice for the proposed program.	Faculty members are highly qualified to perform their duties as defined by the mission statements of the University, School of Education, and by our CSU MOU contract. In order to qualify for a tenure-track position at SSU a faculty candidate must hold a doctorate in the appropriate discipline. Currently 100% of School of Education tenure/tenure-track faculty hold an earned doctorate. All adjunct faculty have a Master's degree, some hold doctoral degrees, and others have special qualifications (e.g., extensive early childhood special education teaching experience, special education administration experience, or behavior analytic expertise). At SSU, instructional personnel who supervise in the field must hold a teaching credential and 100% of adjunct faculty hold a teaching or service credential and have experience in PreK-12. Faculty demonstrate their expertise in myriad ways such as: (1)

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>academic preparation (tenure-track faculty have earned doctoral degrees, lecturers, have earned either a doctorate or a Master's degree), (2) direct participation in PreK-12 settings including teaching, supervision and in-service training, (3) scholarly activity including publication of books, journal articles, chapters, edited books, and presentations at meetings of national and state organizations, (4) participation in professional organizations, often in positions of leadership, and through (5) grants and projects that facilitate collaboration with members of the PreK-12 community.</p>
Common Standard 2: Candidate Recruitment and Support	
Provide the requirements for admission for the proposed program.	<p>Candidates pursuing the Early Childhood Special Education Authorization must meet the following overall SSU and CTC requirements:</p> <ul style="list-style-type: none"> • Candidates are admitted to credential programs on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. • SPED Admissions Requirements http://web.sonoma.edu/education/else/preliminary-education/es-description.html • ECSE-AA candidates must also hold or be eligible for a Preliminary or Clear Education Specialist Credential in Mild-Moderate or Moderate-Severe Disabilities.
Describe how and when candidates receive programmatic and academic information (progress toward completion, deadlines)?	<p>Across all preliminary credential programs (Multiple, Single, and Education Specialist) candidates receive programmatic advising before beginning the program and each semester thereafter. Candidates who are pursuing the ECSE Authorization will receive the same advising.</p> <p>The Special Education program has a comprehensive handbook that provides the information and forms candidates needed to meet program and credential requirements.</p> <p>http://web.sonoma.edu/education/handbooks/sped_fieldwork_handbook.pdf</p>
How will candidates requiring assistance be identified and receive guidance and support?	<ul style="list-style-type: none"> • The progress of candidates in all programs is carefully monitored and evaluated throughout each phase of the program by the department chair and program faculty. Evaluations are based on performance on course assignments, in the field, and through successful completion of program portfolios. Additional information is contained in the handbook linked above.

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<ul style="list-style-type: none"> • Candidates must maintain an overall GPA of 3.0 in professional education courses to continue through each phase and to be recommended for a credential. • Candidates must pass all classes with a C grade or better for credential course credit. • When candidates need assistance, the Department Chair and the candidate develop a plan and timeline for resolving problems. • Candidates who do not meet program requirements after receiving assistance are not retained in programs. http://www.sonoma.edu/UAffairs/policies/academic.htm
Common Standard 3: Fieldwork and Clinical Practice	
How will the institution implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program?	<p>The School of Education has long-standing partnerships with schools and educational agencies in our service area. Each credential program has a structure for collaborating with school sites.</p> <p><u>Clinical Field Placements</u></p> <p>All field placements are arranged by the Special Education Director Field Placements. All requirements for participation in a field experience (such as background check and TB testing) must be met and verified prior to arranging a placement.</p> <p>The Director of Field Placements works with area public and nonpublic special education administrators to identify an appropriate placement for each candidate. Placements are selected to be representative of current practices within the field of Special Education. The explicit criteria for site selection are:</p> <ul style="list-style-type: none"> • Recommendation by the local district administrator responsible for special education programs of an appropriate site for field work/student teaching • Demonstrated excellence on the part of the school, mentors, and support staff. Evidence of excellence includes: IEPs and compliance review data, standardized achievement results, criterion referenced test results, program quality review data, school report card, productive staff development programs • Informal reputation in the community as effective schools and field supervisors which are supportive of students with diverse learning needs • Demonstrated interest and commitment on the part of field supervisors and other site special and general education staff to support teacher development in the form of field work/student teaching

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<ul style="list-style-type: none"> • All mentors are fully certified and experienced in the area of the credential, have demonstrated interest and ability in mentoring or supervising student teachers, have been recommended by their administrators, and have indicated to the University their willingness to receive training in supervision and collaborative teamwork via their agreement to the terms and conditions of our <i>Student Teacher Handbook</i> • Diversity of student population within the school and classroom program • Evaluation of the field placements and clinical practice will be conducted in accordance with the requirements listed above. The Field Placement Director will check each new placement/mentor against the requirements listed in this section.
How will the institution ensure that candidates are provided opportunities to experience issues of diversity?	Placements must meet criteria regarding diversity of students at the school site. Priority is made on placing candidates in schools/classrooms that represent the ethnic and socio-economic diversity of our local community.
How will the institution ensure that site-based supervisors are certified and experienced in teaching in the specified content of the proposed program?	<p>All site-based supervisors for students pursuing ECSE authorization will possess the following qualifications:</p> <ul style="list-style-type: none"> • An Educational Specialist credential with Early Childhood Authorization (whether through initial credentialing or an added-authorization)A minimum of 3 years of experience teaching in an early-childhood setting (birth to age 5). This may include in-home intervention or school environments • A recommendation from their principal, site supervisor, program manager, or Director of Special Education
How will the institution ensure that supervisors are trained in supervision, oriented to the supervisory role, and evaluated in a systematic manner?	Recent changes in the CTC Multiple and Single Subject Program standards now offer greater specificity and accountability for the identification, orientation, training, and evaluation of District Employed Supervisors (2015 Preliminary Multiple/Single Subject Standards). The Education Specialist program at SSU is prepared to adopt these methods. Specifically, each Commission approved teacher preparation program must now meet Standard 3-D (Criteria for Selection of District-Employed Supervisors) which specifies how the institution will select and offer a minimum of 10 hours of training on the

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>program structure, curriculum, effective supervision practices. SSU will adopt and California state-wide online platform that will offer eight hours of common training and also require all Supervisors to attend 2 additional hours of training on SSU specific candidate supervision and program expectation practices.</p> <p>With regard to the evaluation of SSU supervisors, SSU utilizes an annual survey administered to all students who worked with a supervisor to collect feedback on their overall experience in the program and also the effectiveness of their Supervisor. These surveys are examined on an annual basis and assist the Department Chair and program faculty in determining the need for additional Supervisor training or support.</p>
Common Standard 4: Continuous Improvement	
<p>How will the proposed program be incorporated into the education unit's continuous improvement process that identifies program and unit effectiveness?</p>	<p>As a School of Education within Sonoma State University, the School (unit) participates in coherent assessment and accreditation activities focused on continuous assessment, reflection, and improvement. SSU is currently accredited by the Western Association of Schools and Colleges (WASC) which requires that each institution engage in periodic self-study and site review of all programs. The WASC multi-year rigorous self-study and site visit cycle encourages an ongoing examination of Quality Assurance and Improvement (Standard 6) processes and procedures that is inclusive of all professional preparation programs with in the School of Education. In addition to the ongoing WASC accreditation process, the SoE regularly assesses the quality of all its programs. The Director of Assessment and Accreditation and the Assessment Administrative Analyst, faculty and staff from School meet biannually to examine and consider all unit level information across our educator preparation programs. Program Assessment Coordinators also provide leadership as needed. The proposed ECSE Authorization would fall under these Unit level continuous improvement activities as appropriate.</p> <p>Program Effectiveness</p> <p>Given that the proposed ECSE Authorization will be aligned with our Preliminary Education Specialist program, all currently adopted programmatic assessment activities will now include assessment prompts for the ECSE Authorization as relevant. Under the guidance of a Program Assessment Coordinator, the department meets on a routine basis (monthly department meetings) to examine programmatic data in light of</p>

Common Standard	Concise narrative and links to any supporting documentation/evidence
	<p>our continuous improvement efforts. The multiple assessment practices and related data embedded at the course and program level include:</p> <ol style="list-style-type: none"> 1. Course Evaluations via Student Evaluation of Teaching Effectiveness (SETE) 2. Fieldwork and Supervision evaluation rubrics 3. Signature assignments within each course. 4. CSU/CTC Exit Survey(s) 5. CSU Evaluation of Graduates and their Supervisors 6. Community Advisory Committees <p>In addition, as new CCTC data and reporting requirement systems expand, the ECSE Authorization will examine and report on regularly collected data as required.</p>
<p>How will the institution oversee the effectiveness of the program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates?</p>	<p>Candidates completing the certificate/added authorization will complete a survey regarding their perceptions of the program. This survey will entail questions regarding the students' field mentors, opinions about the strengths of the coursework and program, and suggestions for improving the program for future students.</p> <p>Another method of program evaluation will be through consultation with early childhood special educators in our community. The special education program holds an annual Community Advisory Meeting at which our partners in the field discuss with us their needs in terms of local special education. This certificate/added authorization proposal is a result of requests from our local partners that have been made at these annual meetings, for example.</p>
Common Standard 5: Program Impact	
<p>What assessments will be used to indicate candidates meet the Commission adopted competency requirements as specified in the program standards?</p>	<p>Each course in the ECSE-AA will require a signature assignment that must be completed by each candidate. Signature assignments are aligned with ECSE-AA program standards.</p> <p>Faculty will review the results of these assignments annually to identify standards that students demonstrated competence with, and those with which they struggled. Patterns of struggle and of strength will reveal the extent to which instructional strategies are effective within each class. Program changes will be made accordingly.</p>

Education Specialist Early Childhood Special Education Added Authorization (ECSEAA) Program Standards

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Candidate Competency	Course Title and Number													
		EDSP 432: Yng Children w Spe Need	EDSP 522a: Family Partnerships in ECSE	EDSP 522b: Early Intervention Fieldwork	EDSP 523A Assmt & Inst. in ECSE	EDSP 523b: Preschool Sts w dis fldwk									
1	Candidates demonstrate comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with:														
	developmental delays	I	A	P	A	P									
	specific learning disabilities	I			A	P									
	mild/moderate intellectual disabilities	I	A	P	A	P									
	traumatic brain injury	I	A	P	A	P									
	other health impairment	I	A	P	A	P									
	autism spectrum disorders	I	A	P	A	P									
	moderate/severe intellectual disabilities	I	A	P	A	P									
	emotional disturbance	I			A	P									
	low incidence and multiple disabilities	I	A	P	A	P									

Standard	Candidate Competency	Course Title and Number	EDSP 432: Yng Children w Spe Need	EDSP 522a: Family Partnerships in ECSE	EDSP 522b: Early Intervention Fieldwork	EDSP 523A Assmt & Inst. in ECSE	EDSP 523b: Preschool Sts w dis fldwk										
	Candidates demonstrate skills required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental differences, and disability-specific needs.		I A P	A	P	A	P										
2	Candidates demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development.		I	A	P												
	Candidates demonstrate skills required to engage families as collaborative partners, and apply relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities.		I I	A	P												
	Candidates demonstrate understanding of the impact of the child's disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child.		I P A	P A	P												
	Candidates are able to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community.			I A													
	Candidates demonstrate skills required to implement routines-based interventions and assist families with embedding educational activities into daily life.			I A	P												

Standard	Candidate Competency	Course Title and Number	EDSP 432: Yng Children w Spe Need	EDSP 522a: Family Partnerships in ECSE	EDSP 522b: Early Intervention Fieldwork	EDSP 523A Assmt & Inst. in ECSE	EDSP 523b: Preschool Sts w dis fldwk									
3	Candidates demonstrate skills in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team.		I A A	I A	P	I A	P									
	Candidates demonstrate skills required for designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities.			I A	P	I A	P									
	Candidates demonstrate skills required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners.		I	A	P	A	P									
	Candidates demonstrate skills required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child's disability and maximize the child's learning potential and family outcomes.		I I I	A	P	A	P									

Standard	Candidate Competency	Course Title and Number	EDSP 432:Yng Children w Spe Need	EDSP 522a: Family Partnerships in ECSE	EDSP 522b: Early Intervention Fieldwork	EDSP 523A Assmt& Inst. inECSE	EDSP 523b: Preschool Sts w dis fldwk									
4	Candidates have in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs.		I P P	A	P	A	P									
	Candidates demonstrate skill in working with young children individually and in small and whole group settings.			I A	P	I A	P									

Early Childhood Special Education Added Authorization (ECSEAA)

Program Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs

Standard	Narrative Response	Documentation
<p>Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disabilities, emotional disturbance, and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental differences, and disability-specific needs.</p>	<p>Candidates are introduced to the developmental and learning characteristics of young children with disabilities in the <i>EDSP 432: Young Children with Special Needs</i> course. Assigned readings each week acquaint candidates with these traits. During 10 hours of fieldwork observations, candidates are directed to attend to the ways that teachers structure and organize the physical environment and instructional activities to support children with disabilities and later to write a series of reflective responses regarding these observations. Candidates deepen their understanding of children with disabilities and the supports they require by interviewing a birth-to pre-K specialist to learn more about his or her strategies to instruct children, as well as to identify children with disabilities.</p> <p>In <i>EDSP 523A: Assessment and Instruction in Early Childhood Special Education</i>, candidates move beyond awareness of evidence-based practice in ECSE toward application through readings and assignments. Candidates must conduct authentic informal, home- or school-based assessments of an infant or toddler as well as a preschool child with a disability, using the results to plan appropriate instruction. Formal assessments are also introduced through these assignments, along with a requirement to attend an IFSP or IEP meeting at which an initial eligibility determination is made. Candidates must also research and present one intervention or instructional practice that would support the development and growth of a child with a disability.</p>	<ul style="list-style-type: none"> ● EDSP 432 Syllabus: Tentative Course Outline ● EDSP 432 Fieldwork Observations ● EDSP 432 Professional interview ● EDSP 523A Tentative Course Schedule ● EDSP 523A Assessment Project ● EDSP 523A ECSE Instructional Practices Presentation

Early Childhood Special Education Added Authorization (ECSEAA)

Program Standard 2: Role of Family in Early Childhood Special Education

Standard	Narrative Response	Documentation
<p>Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child. Each candidate demonstrates required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into daily life.</p>	<p>Family systems and their role in a child's healthy growth, development, as well as the ways in which a child's disability affects the entire family are concepts introduced in EDSP 432 through readings. Candidates further explore these ideas in an assignment in which they interview the parents of a child with special needs. The family's perspective on raising a child with a disability as well as working within the educational system on that child's behalf are of utmost importance.</p> <p>In <i>EDSP 522A, Family Partnerships in Early Childhood Special Education</i>, strongly emphasizes collaboration and cultural responsiveness among families and ECSE professionals. Course readings introduce the practices and perspectives of families in a research-based way. The assignments within this course ask candidates to first explore their own experience within their families to better understand how one's culture colors how he or she understands other people and their families. The course's signature assignment requires an in-depth Partnering with Families project, in which the candidate builds an alliance with a family of a young child with a disability and learns about that family's priorities for their child. Then the candidate will assist the family with fulfilling a need they identified, whether that be information about respite care, assistive technologies, behavior challenges, or legal needs. A final element of this assignment, which bridges in to <i>EDSP 523A</i> is to conduct an informal assessment of the child in which the family participates, using those data to plan and implement in-home instruction.</p>	<ul style="list-style-type: none"> ● EDSP 432 Tentative Course Outline ● EDSP 432 Parent Interview ● EDSP 522A: Required Readings ● EDSP 522A Family Model ● EDSP 522A Partnering with Families Project ● EDSP 523A Assessment Project

Early Childhood Special Education Added Authorization (ECSEAA)

Program Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten

Standard	Narrative Response	Documentation
<p>Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child's disability and maximize the child's learning potential and family outcomes.</p>	<p>Candidates are introduced to authentic and informal assessments of early childhood within EDSP 432. In this course, they also consider the cultural and linguistic differences that have an impact on how students with disabilities develop. These experiences begin with course readings and expand through interview assignments and fieldwork observations.</p> <p>In the EDSP 522A course, candidates collaborate with families to assess children before developing intervention plans. These plans are specifically designed to support the child's progress, as well as to promote the priorities and values expressed by the family.</p> <p>EDSP 523A is heavily focused on the assessment-to-intervention cycle. Candidates will read about this process, conduct assessments with an infant or toddler, as well as with a preschool child. The child's school and home environment will also be assessed. These assessments will be key considerations as intervention plans are developed.</p> <p>The EDSP 523A assessment project is further connected to an instructional practices presentation, which requires candidates to review research about evidence-based early childhood interventions, as well as plan a lesson that is related to the assessment that has been done.</p>	<ul style="list-style-type: none"> ● EDSP 432 Tentative Course Outline ● EDSP 432 Professional interview ● EDSP 432 Fieldwork observations ● EDSP 522A Partnering with Families project part 3 ● EDSP 523A Tentative Course Schedule ● EDSP 523A Assessment Project ● EDSP 523A Instructional Practices Presentation

Early Childhood Special Education Added Authorization (ECSEAA)

Program Standard 4: Experience in Early Childhood Special Education Programs

Standard	Narrative Response	Documentation
<p>Each candidate has documented observations in a variety of settings from birth to prekindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings. Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.</p>	<p>Fieldwork observations are an important part of the entire ECSE-AA program. For each university course a candidate takes, there are a set number of hours or required time in the field. In EDSP 432, candidates are required to have proper clearances (including TB testing) before entering an early childhood placement. Candidates must also submit logs to their instructors to document the 10 required hours. Field placements must be in settings from birth to TK and are aligned with prompts for how to observe, as well as a final reflection on the experience.</p> <p>EDSP 522A and 523B are each 1 unit courses for fieldwork. Each one requires 15-20 hours of observation and participation. In EDSP 522A, candidates must work with an early intervention program providing services to infants or toddlers in a natural (home or daycare) setting. In EDSP 523A, candidates will work in a preschool setting with children who have disabilities.</p> <p>In each of these fieldwork experiences, candidates will be placed by an SSU faculty member with a site supervisor who is experienced with the relevant population and service-delivery model. Each experience will require an increasing level of participation within the relevant setting. Formal and informal reflections will also be required.</p>	<ul style="list-style-type: none"> • EDSP 432 Important Field Observation Requirements • EDSP 432 Fieldwork Observations • EDSP 432 Final Written Observation Reflections • EDSP 522B Practicum Requirements • EDSP 523B Practicum Requirements

EDSP 432-002: Young Children with Special Needs, Fall 2018

Instructor Contact Information

General Course Information

Thursdays 1:00-3:40 pm and online

Classroom: Salazar Hall 2022

Course Description

This course offers an introduction to theories, research, and practices related to providing appropriate services for young children with special needs (birth through 8), with an emphasis on creating effective inclusive environments. Early identification of exceptional needs, collaborative partnerships for inclusive education and the role of families are examined. Techniques, strategies, and resources for supporting the educational, social, behavioral and/or medical needs of young children as well as the requirements of special education laws are also explored. A field component is included which offers targeted observations designed to meet specific course objectives. Elements of this course will require the use of the Internet.

Required Textbooks/Readings

1. Allen, K & Cowdery, G. (2015). *The Exceptional Child: Inclusion in Early Childhood Education*, Eighth Edition
2. Additional on-line and hard copy readings (as assigned)

Course Objectives

Early Childhood Studies Major student learning outcomes:

- Identify and explain the key features of a wide variety of exceptionalities associated with any one or a combination of specific learning, physical, health, sensory, communication, developmental, social or emotional or cognitive difficulties. (SLO 1)
- Explain the foundational principles of Early Childhood Special Education, including legal issues and public policy provisions impacting the local, state, and national levels. (SLO 1 and SLO6)
- Identify typical and atypical developmental patterns in young children, as well as understand the characteristics of children who are at risk for developmental delays. (SLO1)
- Identify and describe key features of inclusive education programs in early childhood settings including assessment practices, curriculum design, instructional methods, and social and physical environment designs. (SLO 3)
- Identify and summarize major movements in education related to issues of diversity and equity. (SLO4)
- Create learning environments that promote the communication, cognition, motor skills, and social-emotional development for all young children, including those with disabilities. (SLO 5)
- Understand cultural/linguistic differences within the context of education. (SLO5)
- Implement effective intervention strategies including modifying or adapting instructional practices to improve access for students with special needs. (SLO4)

- Develop effective communication and collaboration skills; explain the skills needed to participate as an effective member of a collaborative team serving young children with special needs. (SLO6)
- Explain and generate examples of the value of the family's role in educational partnerships; explain the skills needed to collaborate with families to develop and implement Individual Family Service Plans. (SLO2)
- Identify local, state, and national educational resources in support of young children with special needs and their families (SLO6)
- Respect opposing viewpoints & collaborate with others (SLO6)
- Demonstrate intellectual rigor in all course assignments, utilizing the ECS Framework for Critical Reflection, found in the ECS Student Handbook. (Addresses SLO6)
- Produce writing that meets the ECS Standards for Critical and Thoughtful Writing, found in the ECS Student Handbook. (Addresses SLO6)

Early Childhood Special Education Added Authorization Standards:

ECSE AA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs

- i. candidate demonstrates knowledge of the developmental and learning characteristics associated with young children (birth-pre-k) with developmental delays, specific developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disabilities, emotional disturbance, and low incidence and multiple disabilities
- ii. candidate demonstrates knowledge of evidence based practice for young children (birth-pre-k) with developmental delays and disabilities
- iii. candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental differences, and disability-specific needs

ECSE AA Standard 2: Role of the Family in Early Childhood Special Education

- i. candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development
- ii. candidate demonstrates understanding of the impact of the child's disability on the family

ECSE AA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-K

- i. candidate reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews)
- ii. candidate reflects an understanding of the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team

ECSE AA Standard 4: Experience in Early Childhood Special Education Programs

- i. candidate has documented observations in a variety of settings from birth to prekindergarten.

Course Requirements

I expect all assignments to be completed on time. Notify me in advance if an assignment will be turned in past the due date. **I will not accept assignments one week past the deadline unless prior arrangements have been made.**

The course schedule is in the syllabus and on Moodle. Please check Moodle WEEKLY for modifications/changes to assignments, dates, etc. It is your responsibility to review Moodle regularly, and to be aware of the various assignments for each week's class.

EDSP 432 is based upon a grade-only format. A total of 400 points is possible in this course and your grade is based upon the percent of these points achieved following the criteria listed below:

A (100-95%)	A- (94-90%)	B+ (89-87%)
B (86-84%)	B- (83-80%)	C+ (79-77%)
C (76-74%) Minimum grade required	C- lower falls below program requirements	

Grading Elements

Assignments	Points	Due Date
Class participation and attendance	75 points (5 per class)	All semester
Online participation	25 points	All semester
Key concept papers	100 points (25 each)	KC 1 September 13 KC 2 October 4 KC 3 October 25 KC 4 November 15
Interview assignments	50 points (25 each)	Parent: October 18 Professional: November 8
Observation papers	100 points (4 at 25 each)	#1 Sept 7 #2 Oct 11 #3 Oct 25 #4 Nov 15
Final paper	50 points	December 7
Field Agreement Form	Program Requirement	September 6
Total	400 points	

Course Requirement # 1: Attendance and Participation

It is my expectation that you will attend all classes and contribute frequently and knowledgeably to our discussions. Class meetings will consist of lectures, videos, discussions, group activities, and independent activities. **Please refrain from texting, checking social media, having side conversations and working on other assignments during class.**

Attendance will be taken at each class. During the semester, if you know you will be missing a class, please email me as soon as possible. I try to begin class on time and end on time. Inform me ahead of time if you absolutely need to leave class early or will be late.

Course Requirement #2: On-line Assignments

Given that this is a four-unit course, the online component of this class extends learning in an asynchronous online format. As such, students are expected to engage in the following “on-line” elements of the course:

1. **Clicks/Clunks/Big Ideas (CCBI's) in Moodle** CCBI's are reflective responses for each chapter that are to be completed before class. Each group will collaboratively identify the “clicks” and “clunks” and the “big ideas” of an assigned chapter and post their joint summary online. Groups are available in Moodle. Individuals not participating in that chapter summary will read the CCBI and post a brief response in the designated forum. Further instructions posted online. POST BY 8:00 PM 2 days before class so your classmates have time to read your post and add their comments. Each person not in that week's CCBI group must post a response weekly. You can respond to what the group posted, or to a comment by any of your classmates, but you must post each week.
2. Visit the special education and related subject websites provided by the textbook website and the instructor, as well as those identified by yourselves and fellow classmates. Bring in questions arising from these visits to class for discussion.
3. Online Readings and Reflections. Read assigned articles posted on Moodle and answer any related discussion questions to refine your knowledge, skills and dispositions surrounding essential course objectives. Please come prepared to discuss additional readings in the course.

Course Requirement #3: Key Concepts Papers (4 papers)

These are intended as a relatively brief reaction on specific questions posed by the instructor. There will be a total of 4 questions posted throughout the semester. Specific requirements for each key concept paper will be posted in Moodle.

Course Requirement #4 Interview Assignments (2 interviews, 2 papers 3-5 pages in length)

1. **Parent Interview:** Candidates will be responsible for conducting an in-depth interview with the parent(s) of a student with special educational needs. The interview will focus on learning about parental perceptions (not your interpretation) surrounding their experiences in raising a young child with exceptional needs. There are many types of family diversity that early childhood educators work with; families of children with special needs are part of this diversity. This assignment is intended to help students more deeply understand the family perspective of having a child with a disability, and to use this understanding to create more respectful, supportive, and empowering relationships with families. Items to explore include:

- Assessment process and IFSP/IEP process as appropriate

- The system's responsivity to their wants, desires, beliefs, cultural background, linguistic issues, desire for inclusive ECE environment for their child
- The impact on the siblings of the student with special needs
- The system's reactions to their attempts at self or child advocacy
- What did you learn about involving families in the education of their children with special needs?
- WHAT YOU LEARNED; REFLECTION on interview

2. Professional Interview: Candidates will be responsible for conducting an in-depth interview with the professional working in a collaborative relationship in support of a young child with special needs. The interview will focus on learning about their role and function in an ECE/ECSE setting. Items to be explored include:

- Educational background and qualifications
- Description of their daily routine
- Strategies for the early identification of young children with disabilities
- Description of the benefits and challenges of collaborative partnerships
- Strategies for working with parents and caregivers
- Consideration of other important issues impacting the field
- WHAT YOU LEARNED; REFLECTION on interviews,

Course Requirement #5 Fieldwork observations (4 observations 2.5 hours each, 4 papers 3-5 pages each)

Ten hours of targeted observations allow the candidate to observe how specific course concepts apply in the daily ECE/ECSE classroom. Candidates will be directed to examine children's developmental characteristics, instructional activities including inclusive educational strategies, physical classroom, teacher/student interactions or other programmatic features relevant to the course objectives. Written reflections accompany their observations and reactions to the following the prompts:

1. Observe children in a structured and non-structured activity. Considering the major domains of development (cognitive, communication, motor, social, self-help skills), what behaviors did you observe that might be considered typical and atypical for the children you observed? Why? How do teachers screen or identify developmental levels and possible differences among their students?
2. Observe the (instructional) environment. How do teachers structure and organize their daily routine in terms of instructional activities? Do most children participate in developmentally appropriate ways to these activities? Now consider a child with a disability. Are the routines or tasks modified or changed in any way? Why or why not?
3. Observe the (physical) environment. How do teachers structure and organize their physical environment? Does the physical environmental design support or detract from their instructional objectives? Why or why not?
4. Observe the students and teachers where you can consider teacher/student interactions. Do these vary in location, duration, and purpose? What about student/student interaction? Do these vary in location, duration, and purpose? What is the value of both

teacher/student and student/student interactions? Keep the child/children with special needs in mind when conducting these observations, and include observations specifically relevant to the inclusion of that/those children.

I encourage you to focus on one prompt for each observation. For example, use prompt #1 for the focus of your first observation, prompt #2 for your second observation, etc. A sample observation note form is available in Moodle.

Important Field Observation Requirements:

- Students cannot begin their field placement until they have shown evidence of a negative TB test or satisfactory completion of a TB Screening. Turning in the screening questionnaire is not the required documentation. Please turn in the *Certificate of Completion* that has been signed/stamped by a health official asap to myself or to Elizabeth Jones (ECS department).
- The Field Placement/Confidentiality Agreement Form is **DUE NO LATER THAN September 6th**. We will discuss field placement requirements the first day of class. I highly recommend securing an observation location within the first two weeks of the semester to ensure timely completion of necessary paperwork. You will NOT be able to log observation hours until the form has been turned into me.
- Students are never to be left alone with children at their field sites! Please let me know immediately if this occurs at your field site.
- Students must turn in a field hour log (provided in class and available in the ECS handbook) when observation hours are completed. This form needs to be signed by the observation site supervisor and the EDSP 432 instructor. The form will be returned to you for your records. I highly suggest that you make a copy as well as scan to your computer. This form will be needed for your portfolio.

Course Requirement #6: Final Written Observation Reflections

In this paper, you will pull together your reflections from your 10 hours of observation. You may also include reflections on your parent and professional interviews. What did you learn about the pros and challenges of early childhood inclusion during these observations? How successful, in your opinion, were the inclusive environments that you observed, in terms of serving the needs of ALL children in these programs? What were some of the challenges to inclusion? What worked well? How do you feel about the idea of early childhood inclusion after observing in an inclusive environment and speaking with a parent of a child with special needs and a professional working with young children in an inclusive environment? What new and effective inclusive intervention strategies did you learn from your observations that you might use in your own work with young children? Other thoughts/reflections? This is not just a running record of your observations. I want REFLECTION and tying back into points we have discussed in class and from course readings. I expect that you will reference the textbook and/or additional course readings, websites and powerpoints to support your ideas. Please use APA format. **Five page minimum.** Additional assignment directions and rubric are available on Moodle.

Tentative Course Outline **Check Moodle weekly for any changes

Class Meeting Date	Topic	Assignment Due
August 23	Introductions, Course Requirements	
August 30	Chapter 1: An Inclusive Approach Chapter 2: Federal Legislation	Read Ch. 1 & 2 CCBI #1
September 6	Chapter 3 Inclusive Programs Chapter 9: Partnership with Families	Read Ch. 3 & 9 CCBI #2 FIELD AGREEMENT DUE
September 13	Chapter 4: Normal and Exceptional Development Chapter 5: Developmental Disabilities	Read Ch. 4 & 5 CCBI #3 Key Concept #1
September 20	Online Class	Check Moodle
September 27	Chapter 6: Sensory Impairments Chapter 7: Physical Disabilities and Health Problems	Read Ch. 6 & 7 CCBI #4 Observation Paper #1 Due
October 4	Chapter 8: Learning and Behavior Disorders	Read Ch. 8 CCBI #5 Key Concept #2 Due
October 11	Chapter 10: Assessment and the IFSP/IEP Chapter 11: Characteristics of Effective Teachers in Inclusive Programs	Read Ch. 10 & 11 CCBI #6 Observation Paper # 2 Due
October 18	Chapter 14: Facilitating Self-Care, Adaptive, and Independent Skills	Read Ch. 14 CCBI #7 Parent Interview Due
October 25	Chapter 15: Facilitating Social Development Play and children with disabilities	Read Ch. 15 CCBI # 8 Observation Paper #3 Due
November 1	Chapter 16: Facilitating Speech, Language, and Communication Skills	Read Ch. 16 CCBI #9 Key Concept #3
November 8	Chapter 17: Facilitating Pre-Academic and Cognitive Learning Trauma and children with disabilities	Read Ch. 17 CCBI #10 Observation Paper #4
November 15	Chapter 12: The Developmental Behavioral Approach Chapter 18: Managing Challenging Behavior	Read Ch. 12 & 18 CCBI #11 Professional Interview
November 22	THANKSGIVING	ENJOY

November 29	Chapter 13: Arranging the Learning Environment	Observation Hour Log Due Key Concept #4 Read Ch. 13 CCBI #12
December 6	Chapter 19: Planning Transitions to Support Inclusion Observation Reflections, Course Wrap-up	Read Ch. 19 FINAL PAPER DUE Dec. 7th BEFORE 5:00 pm

Sonoma State University
College of Education, Department of Educational Leadership and Special Education
EDSP 522a: Family Partnerships in Early Childhood Special Education

Instructor Contact Information Course Description

Build collaborative partnerships with the families of young children with disabilities. Develop the knowledge and skills to engage in culturally competent practices and be responsive to the needs, priorities and concerns of families. Collaborate with families to implement routines based interventions. Emphasis on family systems theory and family centered practice.

Students enrolled in the Early Childhood Special Education Added Authorization Program must be concurrently enrolled in EDSP 522b and complete fieldwork and additional assignments. Additional assignments are indicated in this syllabus. EDSP 522a consists of 15-20 hours of fieldwork with an early intervention program.

General Course Information

Hybrid: Alternative weekly meetings on campus and online

Course Objectives

ECSE AA Standard 2: Role of the Family in Early Childhood Special Education

1. Candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development.
2. Candidate demonstrates skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities.
3. Candidate demonstrates understanding of the impact of the child's disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child.
4. Candidate demonstrates skills required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community.
5. Candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into daily life.

ECSE AA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten

1. candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities

*ECSEAA Standard 4: Experience in Early Childhood Special Education Programs *Applicable to students enrolled in ECSEAA 422b*

- i. Candidate has documented observations in a variety of settings from birth to prekindergarten.
- ii. Candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs.
- iii. Candidate demonstrates skill in working with young children individually and in small and whole group settings.
- iv. Candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Required Texts/Readings for All Students

- Harry, B. (2010). *Melanie, Bird with a Broken Wing: A Mother's Story*. Baltimore, MD: Brooks Publishing
- Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.decsped.org/recommendedpractices> (download or reference online)
- i. Readings as assigned, all readings are available in Canvas, see reading list

Required for ECSEAA students only

Keilty, B. (2016). *The Early Intervention Guidebook for Families and Professionals: Partnering for success* (2nd ed.). New York, NY: Teachers College Press.

Course Requirements/Assignments

Assignment	Points	Due Date	Grading
Attendance	150		A: 100-94% A-: 93-90% B+: 89-87% B: 86-84% B-: 83-80% C+: 79-77% C: 76-74% <hr/> C- (failing grade) < 73%
Online Discussions	50		
Family Model	100		
Parent Information Project (Non ECSEAA students)	150		
Family Project (ECSEAA students)	150		
Total	450		

1. Class Attendance and Participation

2. Online Discussions

Students will engage with their peers in online discussions focused on families of children with disabilities. The activities will address important concepts in the field of ECSE. For some

discussions, ECSEAA students will be required to complete additional prompts linked directly to their fieldwork of EDSP 522b such as their experience attending an IFSP meeting. Student posts and responses must be completed by the date indicated in the schedule. No late discussion posts will be allowed.

3. Family Model

As an early interventionist and early childhood special educator, you will work with children and families from diverse cultural, ethnic, racial and language groups. Culturally competent practice requires that service providers demonstrate knowledge and skill to effectively work with families whose culture, ethnicity, race, or language is different from their own. Self-reflection on your own family and culture often is the first step of developing cultural competence.

Part 1: Reflect on your family using the prompts provided in Canvas (language, customs, views on disability, etc.). You will create and present a visual representation of three generations of your family. Acceptable mediums are models, mobiles, posters, collage, drawing, painting. You will present your visual representation during class.

Part 2: Written Reflection. Now that you have reflected on your own family, consider how does this impact your work with families of young children with developmental delays and disabilities. How does your own culture and upbringing impact your interactions with families? What about when in their home providing EI services? How will you address any biases you hold? How will you go beyond this initial step of reflection on your own family to continue to develop cultural competence? What approaches from your K-12 teaching experience will also work for parents of younger children? What are the special considerations for working with families of younger children?

4. Parent Information Project (For Non-ECSEAA Candidates)

Students will research a current topic/issue in the field of early intervention and early childhood special education. Students will research the topic and prepare a presentation, structured as a Parent Information Session, to help the class better understand the nature of this issue and how it is currently being viewed.

Students are required to include an annotated resource list containing 20 references. 15 of the the 20 resources must be peer-reviewed research based articles/book about the topic. The remaining 5 will be parent-friendly articles/books. MA candidates taking this course are required to include more resources. Further details are available in Canvas.

5. Partnering with Families Project (This assignment is a signature assignment for the ECSEAA and is only required for ECSAA students)

Part 1: Building an Alliance

Each student will identify a family who has a child with a developmental delay or disability. This needs to be a child from your EDSP 522b practicum. You will arrange opportunities to learn about the family's characteristics, interactions, functions, and life cycle. The purpose is to gain a comprehensive understanding of the family system elements that shape the family's perspectives

on their strengths, preferences, and needs. I will provide in class more information about project requirements

Part 2: Supporting families

In light of the preferences, strengths, and needs of the family who was the focus of your midterm project, you will collaborate with the family in providing them with information on one topic identified by the family as needed (e.g., how to access government benefits, what types of assistive technologies are available that might be appropriate for their child, how to prepare babysitters in understanding how to deal with their child's problem behavior; transition from EI to preschool, etc). You can use information from family-friendly websites, published resources, and information that you create on your own. Considering the range of options (e.g., research, real stories of other families and professionals, tips sheets, books and manuals, and organizations), you will tailor the information to the family's priorities for content, reading level, and format.

Part 3: Assessment and Routine Based Instruction for Infants and Toddlers

Families are integral partners when conducting assessment and providing instruction to infants and toddlers with delays and disabilities. Using the same family for part 1 and 2 of this assignment, select an IFSP goal to target for Part 3. Conduct an informal assessment with the child making sure to include family input. This may be the assessment data you used in EDSP 523a. Then, design and implement an instructional activity that addresses the IFSP goal within the families daily routine. You will turn in a lesson plan and reflection into Canvas. The reflection will include input from the family. More details on this assignment are available in Canvas.

***Tentative Course Schedule -Check Canvas for changes**

Date	Location	Topics	Assignment Due
1	SSU	Introductions Course Overview Families as advocates-Historical and Current Perspectives	
2	Canvas	Family Systems Theory	
3	SSU	Family Systems Theory cont.	
4	Canvas	Impact of Disability on Families	
5	SSU	Family Centered Practice	Family Model
6	Canvas	Ethical Practices	
7	SSU	Cultural Competence in ECSE	

8	Canvas	Support Based Home Visiting	
9	SSU	IFSP Meetings Supporting Families in Transitions Part C to Part B Pk-K	
10	Canvas	Helping Families address Challenging Behavior	
11	SSU	Talking with Families	
12	Canvas	Coordinating Services with Families	
13	SSU	Coaching Families	
14	Canvas	Advocacy	
15	SSU	Course Wrap up Presentations	Parent Information Project OR Family Project

Reading List

Corr, C., Santos, R. M., & Fowler, S. A. (2015). The components of early intervention services for families living in poverty A review of the literature. *Topics in Early Childhood Special Education*, 0271121415595551.

Dunst & Espe-Sherwindt. (2016). Family Centered Practices In Early Childhood Intervention. In B. Boyd, E. Barton & S. Odom. (Eds.), *Handbook of early childhood special education* (pp. 75-88). New York, NY: Taylor & Francis.

Harry, B. (2008). Collaboration with culturally and linguistically diverse families: Ideal versus reality. *Exceptional Children*, 74(3), 372-388.

McWilliam, R.A. (2016). Birth to three: Early intervention. In B. Boyd, E. Barton & S. Odom. (Eds.), *Handbook of early childhood special education* (pp. 75-88). New York, NY: Taylor & Francis.

[Poulsen, M. \(2013\). Infant/family and early childhood mental health.](#) In M. Hanson & E. Lynch. (Eds.), *Understanding families* (pp. 171-200). Baltimore, MD: Brooks Publishing.

Sonoma State University
School of Education, Department of Educational Leadership and Special Education
EDSP 522b: Early Intervention Program Fieldwork

Instructor Contact Information

Course Description

Students will participate in an early intervention program for infants and toddlers. Practicum activities are linked to instruction and assignments in EDSP 522a: Family Partnerships in Early Childhood Special Education. Students are required to observe, implement assessments, design and deliver instruction, work closely with families and early childhood professionals and engage in reflection.

Required Texts

No textbook required, readings as assigned in EDSP 522a

Course Objectives

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs

- i. Candidate has documented observations in a variety of settings from birth to prekindergarten.
- ii. Candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center-based preschool/prekindergarten settings that include children with IEPs.
- iii. small and whole group settings.
- iv. Candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Practicum Requirements

- Conduct 15-20 practicum hours with an early intervention program providing services to infants and toddlers in natural settings (e.g. home, daycare)
- The practicum must begin within the first two weeks of the semester. The practicum coordinator will work with the student in advance of the start of the semester to secure a practicum site.
- Early Childhood Special Education Candidates will start with a week of observation and then become increasingly more involved with and responsible for providing early intervention services. The student will complete EDSP 522a assignments at this practicum site.
- Students will engage in formal and informal reflection on their teaching practice including areas of improvement with their practicum mentor early interventionist, their university instructor and their peers.

EDSP 523a: Assessment and Instruction in Early Childhood Special Education

Instructor Contact Information

Course Description

Overview of assessment and instructional practices utilized in early childhood special education. Conduct developmentally appropriate assessments. Acquire a repertoire of developmentally appropriate instructional strategies, assistive technologies, and other supports for young children in natural and inclusive environments. Design and implement interventions that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities.

Students enrolled in the Early Childhood Special Education Added Authorization (ECSEAA) Program must be concurrently enrolled in EDSP 523b and complete fieldwork and a signature assignment as indicated in this syllabus. EDSP 523b requires 15-20 hours in a setting supporting preschool aged children with disabilities.

Required Texts/Readings

1. Grisham-Brown, J & Pretti-Frontczack (2011). *Assessing Young Children in Inclusive Settings*. Brooks Publishing: Baltimore Maryland.
2. Grisham-Brown, J. & Hemmeter, M. (2017) *Blended practices for teaching young children in inclusive settings*. Brooks Publishing: Baltimore Maryland.
3. Division for Early Childhood. (2014). DEC recommended practices in early intervention/early childhood special education 2014. Retrieved from <http://www.decsped.org/recommendedpractices> (download or reference online)
4. Readings as assigned, all readings are available in Moodle, see the attached reading list

Required Only for ECSEAA Students

5. Crawford & Weber (2014). *Early Intervention Every Day! Embedding Activities in Daily Routines for Young Children and Their Families*. Brooks Publishing: Baltimore Maryland.

Course Format and Instructional Methods:

Hybrid (SSU meetings and online, alternating weekly)

Course Objectives

ECSE AA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs

- i. Candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre-K) with developmental delays and disabilities
- ii. Candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental differences, and disability

ECSE AA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten

- i. Candidate demonstrates skill in assessment that leads to appropriate interventions
- ii. Candidate reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews)
- iii. Candidate demonstrates skill in assessment that reflects an understanding of the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team
- iv. Candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities
- v. Candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners.
- vi. Candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child's disability and maximize the child's learning potential and family outcomes.

*ECSEAA Standard 4: Experience in Early Childhood Special Education Programs *Applicable for students enrolled in EDSP 423b*

- i. Candidate has documented observations in a variety of settings from birth to prekindergarten.
- ii. Candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs.
- iii. Candidate demonstrates skill in working with young children individually and in small and whole group settings.
- iv. Candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Course Assignments

Assignment	Points	Due Date	Grading
Attendance	150		A: 100-94%
Reading Responses	75		

Assessment Project Part 1: Screening Part 2: Infants and Toddlers Part 3: Preschool Students Part 4: Evaluation	100	A-: 93-90% B+: 89-87% B: 86-84% B-: 83-80% C+: 79-77%
Instructional Practice Presentation	75	C: 76-74
Research Paper *MA candidates only	150	C- (failing grade) < 73%
Preschool Instruction Project *Only ECSEAA Part 1: Individual Part 2: Group	150	
Total	550	

Attendance and Participation

It is my expectation that you will attend all classes and contribute frequently and knowledgeably to our discussions. You will need to be prepared to discuss weekly readings. Class meetings will consist of lectures, videos, discussions, group activities, and independent activities. Please refrain from texting, checking social media, having side conversations and working on other assignments during class. Attendance will be taken at each face to face class. During the semester, if you know you will be missing a class, please email, call me or leave a message on my voicemail. I try to begin class on time and end on time. Inform me ahead of time if you absolutely need to leave class early or will be late.

Reading Responses

Online discussions based on the readings will occur the weeks we meet online. After reading the required reading for the week, students will post critical points in the readings, experiences from fieldwork, concerns with the topics, and issues in need of clarification based on questions posed for the students on the discussion board. Students will volunteer to be the “moderator” for each class session.

As the moderator, the student will answer all 4 questions. Other students will respond to the post and the conversation will continue. The monitor must keep the discussion going. More details are available in Canvas.

The assigned "moderator" start the discussion by answering the following four questions:

- What are four critical points made in this week’s readings
- What is an example from your current fieldwork or past teaching experience that you draw on to make sense of the readings?
- What is one difficulty or concern you have with one or more of the readings this week?
- What is one issue from the reading that you would like peers to discuss?

3. Assessment Project:

A. Developmental Screening:

- i. Administer the Ages & Stages Questionnaire (ASQ-3) with a child aged 2 months to 66 months and his/her parent
- ii. Prepare a report, critique the instrument, consider instructional implications using the guidelines posted in Canvas.

B. Assessment of Infants and Toddlers:

- i. Conduct informal authentic assessment with an infant/toddler in a natural environment (home, child care, park, etc.) Students enrolled in the ECSE AA program have the option of administering a formal measure using what is available at the site. This can be the same child and family used for your EDSP 523a activity.
- ii. Prepare report and answer questions in Canvas.
- iii. ECSE AA students are required to attend a qualification assessment session with young child, early childhood professionals and family and complete the reflection posted in Canvas.

C. Assessment of Preschool Students:

- i. Conduct authentic, informal, play based assessment with a preschool aged child
- ii. Prepare report, consider instructional implications and answer questions in Moodle
- iii. Students enrolled in the ECSE AA program have the option of administering a formal measure using what is available at the site. This will be the same student used for your instruction activity.

D. Program/Environment Evaluation:

- i. Conduct a formal assessment (e.g Infant Toddler Environmental Rating Scale, Preschool Program Quality Assessment) to evaluate environment (home, preschool)
- ii. Prepare report and answer questions in Canvas.

4. ECSE Instructional Practices Presentation

Groups of students will be assigned an instructional intervention for young children with disabilities to research and present to the class. Students will present a description of the instructional approach and provide a demonstration. See Canvas for specific content required and guidelines. **Master students will take this assignment further by completing a research paper on the instructional practice.** Details available in Canvas.

5. Preschool Lesson Plan, Implementation and Reflection: *This assignment is only for ECSEAA candidates and is a signature assignment. Part 1: Select a preschool aged student from your EDSP 423b fieldwork. You will design, implement and evaluate instruction for this individual student. The target skill should be from an existing IEP goal . The assessment data gathered earlier can help you design this activity. The activity must be embedded in the child's routine at preschool (e.g circle time, snack time, play time, etc). A lesson plan and reflection assignment must be turned into Canvas. Further details are available in Canvas.

Part 2: You will design and implement an instructional activity for a group of children with at least one child having a delay or disability. After speaking with the EC teachers, select an existing IEP goal, a part of an IEP goal or a new skill to target during the lesson. Further details are available in Canvas.

Tentative Course Schedule -Check Canvas for changes

Date	Location	Topics	Assignment Due
1	SSU	Introductions Course Overview Linking Assessment and Intervention in Natural and Inclusive Environments	
2	Canvas	Purposes of Assessment in ECSE	Readings
3	SSU	Assessing Infants and Toddlers Transdisciplinary Assessment	Readings
4	Canvas	Assessment of Developmental Domains	Readings
5	SSU	Involving Families in Assessment Authentic Assessment	Readings
6	Canvas	IFSPs and IEPs	Assessment Project
7	SSU	Instruction for Infants and Toddlers	Readings
8	Canvas	Involving Families in Instruction	Readings
9	SSU	Instruction for Preschool Aged Children Universal, focused, systematic strategies	Readings
10	Canvas	Lesson Plans	Readings
11	SSU	Embedded Instruction	Readings ECSE instructional practices presentation
12	Canvas	UDL in Preschool	Readings
13	SSU	Collaboration in ECSE Behavioral Supports in ECSE	Readings
14	Canvas	Assistive Technology in ECSE	Readings

15	SSU	Course Wrap up Presentations	Readings Research Papers OR Instruction Projects
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Reading List

Barton, E. E., & Smith, B. J. (2015). Advancing high-quality preschool inclusion: A discussion and recommendations for the field. *Topics in Early Childhood Special Education*, 35(2), 69-78.

Boyd, B. A., Odom, S. L., Humphreys, B. P., & Sam, A. M. (2010). Infants and toddlers with autism spectrum disorder: Early identification and early intervention. *Journal of Early Intervention*, 32(2), 75-98.

Bruder, M. B. (2010). Early childhood intervention: A promise to children and families for their future. *Exceptional children*, 76(3), 339-355.

Carta, J. (2015). Children should be identified and receive special education services in early childhood. In B. Bateman, J. Lloyd & M. Tankersley. (Eds.), *Enduring issues in special education: personal perspectives*. (pp. 351-365). Switzerland: Springer International Publishing

Camargo, S. P. H., Rispoli, M., Ganz, J., Hong, E. R., Davis, H., & Mason, R. (2014). A review of the quality of behaviorally-based intervention research to improve social interaction skills of children with ASD in inclusive settings. *Journal of autism and developmental disorders*, 44(9), 2096-2116.

Conroy, M., & Brown, W. (2004). Early identification, prevention, and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends, and a call for action. *Behavioral Disorders*, 29(3), 224-236. Retrieved from <http://www.jstor.org/stable/23889471>

Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., ... & Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The early start denver model. *Pediatrics*, 125(1), e17-e23.

Dunlap, G., Strain, P. S., Fox, L., Carta, J. J., Conroy, M., Smith, B. J., ... & Sailor, W. (2006). Prevention and intervention with young children's challenging behavior: Perspectives regarding current knowledge. *Behavioral Disorders*, 29-45.

Hart, K. C., Graziano, P. A., Kent, K. M., Kuriyan, A., Garcia, A., Rodriguez, M., & Pelham, W. E. (2016). Early intervention for children with behavior problems in summer settings: Results from a pilot evaluation in head start preschools. *Journal of Early Intervention*, 1053815116645923.

Horn, E., & Kang, J. (2012). Supporting young children with multiple disabilities what do we know and what do we still need to learn?. *Topics in Early Childhood Special Education*, 31(4), 241-248.

Jamison, K. R., Doswell, L. C., & Stanton-Chapman, T. L. (2012). Encouraging social skill development through play in early childhood special education classrooms. *Young Exceptional Children*, 15(2), 3-19, 1096250611435422.

McWilliam, R.A. (2016). Birth to three: Early intervention. In B. Boyd, E. Barton & S. Odom. (Eds.), *Handbook of early childhood special education* (pp. 75-88). New York, NY: Taylor & Francis.

Reichow, B. (2016). Evidence-based practice in the context of early childhood special education. In B. Boyd, E. Barton & S. Odom. (Eds.), *Handbook of early childhood special education* (pp. 107-121). Switzerland: Springer International Publishing.

EDSP 523b: Preschool Students with Disabilities Program Fieldwork

Instructor Contact Information

Course Description

Students will observe and work with preschool aged (ages 3-5) students with a disability in an early childhood classroom. Practicum activities are linked to instruction and assignments in EDSP 523a: Assessment and Instruction in Early Childhood Special Education. Students are required to observe, implement assessments, design and deliver instruction, work closely with families and early childhood professionals and engage in reflection.

Required Texts

No textbook required, readings as assigned in EDSP 523a

Course Objectives

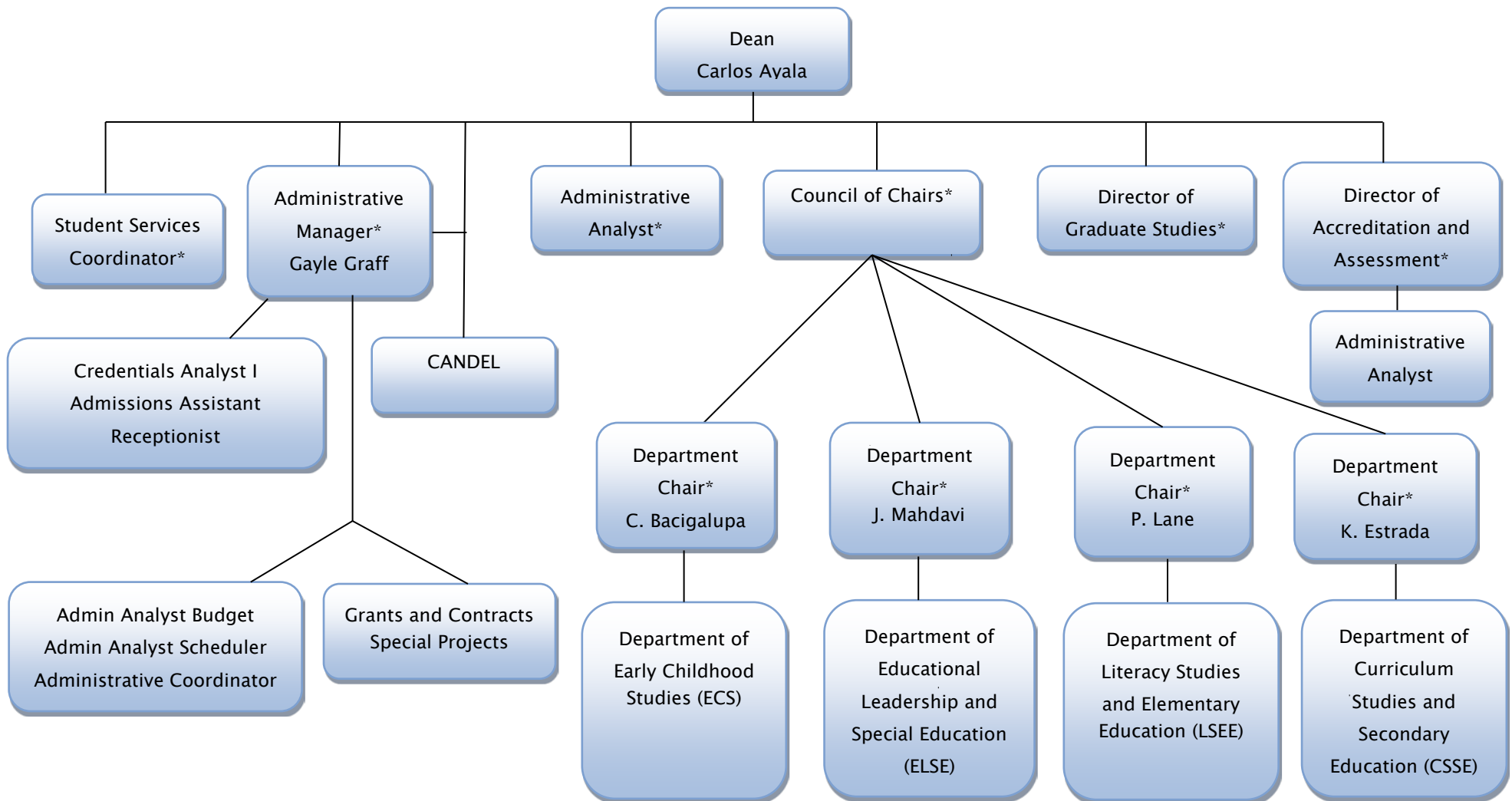
ECSEAA Standard 4: Experience in Early Childhood Special Education Programs

- v. Candidate has documented observations in a variety of settings from birth to prekindergarten.
- vi. Candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center-based preschool/prekindergarten settings that include children with IEPs.
- vii. Candidate demonstrates skill in working with young children individually and in small and whole group settings.
- viii. Candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Practicum Requirements

- Conduct 15-20 practicum hours in an early childhood setting with preschool aged students with disabilities.
- The practicum must begin within the first two weeks of the semester. The practicum coordinator will work with the student in advance of the start of the semester to secure a practicum site.
- Early Childhood Special Education Candidates will start with a week of observation and then become increasingly more involved with and responsible for providing specialized academic instruction. The student will complete EDSP 523a assignments at this practicum site.
- Students will engage in formal and informal reflection on their teaching practice including areas of improvement with their practicum mentor early childhood special education teacher, their university instructor and their peers.

Sonoma State University School of Education Organization Chart



* Council of Chairs

Sonoma State University School of Education

Organization Chart

Dean, School of Education:

Dr. Carlos Ayala

Department of Educational Leadership and Special Education (ELSE)

Department Chair:

Dr. Jennifer Mahdavi

Tenured/Tenure Track

Faculty

Dr. Sandra Ayala

Dr. Viki Montera**

Dr. Suzanne O'Keeffe

Dr. Paul Porter**

Dr. Lori Rhodes

Department of Literacy Studies and Elementary Education (LSEE)

Department Chair:

Dr. Paula Lane

Tenured/Tenure Track

Faculty

Dr. Susan Campbell

Dr. Rhianna Casesa

Dr. Paul Crowley**

Dr. Aja LaDuke

Department of Curriculum Studies and Secondary Education (CSSE)

Department Chair:

Dr. Kelly Estrada

Tenured/Tenure Track

Faculty

Dr. Karen Grady

Dr. John Kornfeld**

Dr. Edward Lyon

Dr. Rajeev Virmani

Department of Early Childhood Studies (ECS)

Department Chair

Dr. Chiara Bacigalupa

Tenured/Tenure Track

Faculty

Dr. Kristina deKorsak

Dr. Charles Elster

Dr. Johanna Filp-Hanke

Dr. Ayumi Nagase

Dr. Sheri Schonleber

Dr. Elita Virmani

From:

To:

Cc:

Subject:

Request regarding Early Childhood added authorization

Date:

Wednesday, April 10, 2019 6:42:57 PM

Dear Colleagues,

CTC has returned our Early Childhood Special Education Added Authorization (ECSE-AA) documents to us requesting a few minor revisions before we can have approval. I could use your help with this one:

“Provide assurance from sample of school administrators that ... districts will... hire or assign additional personnel to serve in the credential category.”

To your knowledge, will your districts/agencies be hiring early childhood special educators (birth to 5) in the foreseeable future?

CTC needs an answer from us here by Tuesday, so a quick response will really help me.

Thanks so much,

Jennifer

--

Jennifer N. Mahdavi, Ph.D, BCBA-D

Professor and Chair

Department of Educational Leadership and Special Education

Sonoma State University

From: [REDACTED]
To: [REDACTED]
Subject: Re: Request regarding Early Childhood added authorization
Date: Wednesday, April 10, 2019 6:57:02 PM

Hi Jennifer

The current Roseland Pre-k special education teacher is expected to retire within the next five years or soon, so we will be hiring for sure! Let me know if you need something on formal letterhead.

Thank you

On Wed, Apr 10, 2019 at 6:42 PM Jennifer Mahdavi <[REDACTED]> wrote:

Dear Colleagues,

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Thanks so much,
Jennifer

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Jennifer N. Mahdavi, Ph.D, BCBA-D

Professor and Chair

Department of Educational Leadership and Special Education

Sonoma State University

|

--

Maeve Mulholland
Special Education Services
Roseland School District
1691 Burbank Avenue
Santa Rosa, CA 95407



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Thank you.

From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: Request regarding Early Childhood added authorization
Date: Wednesday, April 10, 2019 7:09:50 PM

Yes.

Sent from my iPhone

On Apr 10, 2019, at 6:42 PM, Jennifer Mahdavi <[REDACTED]> wrote:

Dear Colleagues,

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Jennifer

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Jennifer N. Mahdavi, Ph.D, BCBA-D
Professor and Chair
Department of Educational Leadership and Special Education
Sonoma State University

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Thank you.

From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: Request regarding Early Childhood added authorization
Date: Wednesday, April 10, 2019 9:34:40 PM

Yes.

Diane Conger
Sent from DiPhone

On Apr 10, 2019, at 7:09 PM, Melinda Susan <[REDACTED]> wrote:

Yes.

Sent from my iPhone

On Apr 10, 2019, at 6:42 PM, Jennifer Mahdavi
<[REDACTED]> wrote:

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Sonoma State University

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From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: Request regarding Early Childhood added authorization
Date: Thursday, April 11, 2019 6:24:18 AM

Absolutely!!

Sent from my iPad

On Apr 10, 2019, at 9:34 PM, Diane Conger [REDACTED] wrote:

Yes.

Diane Conger
Sent from DiPhone

On Apr 10, 2019, at 7:09 PM, Melinda Susan <[REDACTED]> wrote:

Yes.

Sent from my iPhone

On Apr 10, 2019, at 6:42 PM, Jennifer Mahdavi
[REDACTED] wrote:

Dear Colleagues,

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Thanks so much,

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Jennifer N. Mahdavi, Ph.D, BCBA-D

Professor and Chair

Department of Educational Leadership and Special Education

Sonoma State University

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From: [REDACTED]
To: [REDACTED]
Subject: Re: Request regarding Early Childhood added authorization
Date: Thursday, April 11, 2019 7:47:32 AM

Yes!

Nancy Alcott, M.A.
Executive Director
Lattice Educational Services
[REDACTED]

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On Wed, Apr 10, 2019 at 6:42 PM Jennifer Mahdavi <[REDACTED]> wrote:

Dear Colleagues,

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Thanks so much,
Jennifer

--

Jennifer N. Mahdavi, Ph.D, BCBA-D

Professor and Chair

Department of Educational Leadership and Special Education
Sonoma State University

From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: Request regarding Early Childhood added authorization
Date: Thursday, April 11, 2019 8:04:20 AM

YES!

Kathryn Hill, M.Ed.
Director of Special Education
Windsor Unified School District
9291 Old Redwood Hwy, Bldg 500
Windsor, CA 95492
[REDACTED]

"The highest result of education is tolerance." Helen Keller

On Thu, Apr 11, 2019 at 6:23 AM Debbie Blanton <[REDACTED]> wrote:
Absolutely!!

Sent from my iPad

On Apr 10, 2019, at 9:34 PM, Diane Conger <[REDACTED]> wrote:

Yes.

Diane Conger
Sent from DiPhone

On Apr 10, 2019, at 7:09 PM, Melinda Susan [REDACTED] wrote:

Yes.

Sent from my iPhone

On Apr 10, 2019, at 6:42 PM, Jennifer Mahdavi
[REDACTED] wrote:

Dear Colleagues,

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Education Added Authorization (ECSE-AA)

documents to us requesting a few minor revisions before we can have approval. I could use your help with this one:

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Jennifer

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Jennifer N. Mahdavi, Ph.D, BCBA-D

Professor and Chair

Department of Educational Leadership and Special
Education

Sonoma State University

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From: [REDACTED]
To: [REDACTED]
Cc: [REDACTED]
Subject: Re: Request regarding Early Childhood added authorization
Date: Thursday, April 11, 2019 8:48:42 AM

This is fantastic!

Tracy Whitaker, M.A.
Principal, K-12 Programs for Students with Severe Disabilities
Special Education Services Department
Sonoma County Office of Education
5340 Skylane Blvd
Santa Rosa, CA 95403

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On Thu, Apr 11, 2019 at 8:04 AM Kathryn Hill <[REDACTED]> wrote:
YES!

Kathryn Hill, M.Ed.
Director of Special Education
Windsor Unified School District
9291 Old Redwood Hwy, Bldg 500
Windsor, CA 95492

"The highest result of education is tolerance." Helen Keller

On Thu, Apr 11, 2019 at 6:23 AM Debbie Blanton <[REDACTED]> wrote:
Absolutely!!

Sent from my iPad

On Apr 10, 2019, at 9:34 PM, Diane Conger <[REDACTED]> wrote:

Yes.

Diane Conger
Sent from DiPhone

On Apr 10, 2019, at 7:09 PM, Melinda Susan <[REDACTED]> wrote:

Yes.

Sent from my iPhone

On Apr 10, 2019, at 6:42 PM, Jennifer Mahdavi
<[REDACTED]> wrote:

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Jennifer

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Jennifer N. Mahdavi, Ph.D, BCBA-D

Professor and Chair

Department of Educational Leadership and Special
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**Special Education Program
Community Advisory Committee
Meeting Agenda
May 2, 2014, 4:00-6:00 PM**

Introductions

Updates

- ❖ Faculty changes
- ❖ Assessment and accreditation news
- ❖ Induction Program

Adapted Physical Education Added Authorization

Early Childhood Special Education Update

Certification for Paraprofessionals

Issues from the field

- ❖ Common Core State Standards infused into Special Education
- ❖ Speech Pathology at Sonoma State
- ❖ Writing Present Levels of Performance and IEP goals
- ❖ Crisis Prevention training
- ❖ Role of Special Education in Co-teaching and Inclusion



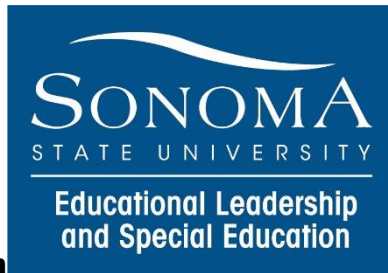
**Special Education Program
Community Advisory Committee
Agenda
May 3, 2018, 10:00-Noon
Sonoma Valley Room, Student Center**

Welcome and Introductions

From SSU

- ❖ Program News
 - Welcome & Farewell
 - Faculty Publications and Presentations.
- ❖ Credential candidates 2017-18 update
- ❖ Integrated Teacher Education Program in Development
 - Early Childhood BA + Preliminary MM or MS Education Specialist Credential in 4 years to be launched in Fall, 2019
 - Added authorization in Early Childhood Special Education in 1 more semester
 - Present program design for feedback
- ❖ New program standards
 - Subject matter waiver programs are back for elementary education so that pathway will be available again at SSU.
 - PUERTA grant at SSU will be a support for CLD candidates to help them become teachers. Related to SSU's status as Hispanic Serving Institution. To include tutoring, help with passing exams.
- ❖ Induction Update

From the field



**Special Education Program
Community Advisory Committee
Agenda
Friday, March 29, 2019 11AM-1PM
Bennett Valley Room, Student Center**

Welcome and Introductions

From SSU

- Faculty Updates
- Credential Candidates
- Program News
 - Induction--new standards came from CTC regarding clearing all
 - Early Childhood Studies/Education Specialist Credential: Integrated Teacher Education Program (ECS-ITEP)
 - Early Childhood Special Education-Added Authorization
 - Final program design to share
 - Updated Education Specialist Credential Standards from CTC

From the Community

- Teacher Shortage in Special Education
- General educators learning UDL
- Need additional content on classroom management in gen ed.
- Speech pathology or school psychology programs at SSU

Sonoma State University
School of Education/Credentials Office
1801 E. Cotati Avenue
Rohnert Park, CA 94928
707-664-2832 Fax 707-664-2083
www.sonoma.edu/education
credentials.office@sonoma.edu

EARLY CHILDHOOD SPECIAL EDUCATION ADDED AUTHORIZATION (ECSEAA)

Name: _____

Special Ed. Credential: PRELIM M/M _____ PRELIM M/S _____
CLEAR M/M _____ CLEAR M/S _____

Exp. Date: _____

		Do	Met
EDSP 432: Young Children with Special Needs	(4)		
EDSP 522a: Partnering with Families in EC Special Education	(3)		
EDSP 522b: Partnering with Families fieldwork	(1)		
EDSP 523a: Assessment and Instruction in Early Child. Sp. Ed.	(3)		
EDSP 523b: Assessment and Instruction Fieldwork	(1)		

Total Units: 12

Notes:

Do Met

FEE:		
------	--	--

Transcripts

Do

Met

SSU		

Semester Completed: _____

Completer Date: _____

Cum GPA: _____

Evaluated by: _____

Date