



**HUMBOLDT STATE UNIVERSITY**

**Clear Level II  
Education Specialist Credential**

**Candidate Handbook  
2008 - 2009**

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Updated 8/2008

## **Clear Level II Education Specialist Program**

### **Philosophical Orientation**

The Education Specialist Credential Program at Humboldt State University promotes the vision that students with disabilities can enjoy academic confidence and developmental, educational growth by interacting with teachers who maximize their learning potential and provide a student-centered learning environment.

Successful special education teachers model advocacy for their students. They work well as team players within an expanded educational community student support system of parents, colleagues and community members but also demonstrate strong leadership skills. They are approachable, adaptable and flexible. They demonstrate sound subject matter knowledge and pedagogical methods.

### **Educational Goals**

The Humboldt State University Special Education Program is based on the belief that learning is a developmental process, and our coursework is designed as a continuum of learning opportunities. Candidates progress from the general to the specific through an integration of theory and classroom applications. Theory, presented as research, is realistically versus ideally-based. Candidates study and discuss exemplary educational programs. They progress from students to professional teachers who view learning as a lifelong process demanding they keep current in their field. Candidates are capable of translating and modeling the concept of a continuum of learning opportunities for their students' developmental, educational goals.

Credential candidates in the program (a) understand the characteristics of students with disabilities, (b) utilize informal and formal assessment tools to identify individual student strengths and needs areas, and (c) develop and implement individualized educational programs that include matching teaching and learning styles. Candidates value their students. They demonstrate sensitivity toward and respectfulness of students by building curriculum from the foundation of what students know, and creating intellectual scaffolding for student's academic success. They create a learning environment in which students develop both individually and as learners within diverse groups.

As advocates for their students, candidates learn the importance of their consultative roles while working in a supportive fashion with colleagues, parents, students and community members. They gain professional confidence as they are sought as resource personnel with specialized expertise.

## **Clear Level II Education Specialist Program Requirements**

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## **Clear Level II Education Specialist Program Requirements**

A major purpose of the Clear Level II Education Specialist Program is to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. Level II includes academic requirements, an individualized Professional Development Induction Plan with a support component, and an option to allow some requirements to be met with non-university activities.

The Level II at Humboldt State University includes four components:

- (1) a Professional Development Induction Plan
- (2) a Level II portfolio
- (3) Clear Level II Coursework
- (4) Non-University activities

Candidates are supported by their university advisor, a district support provider and a district evaluator during their Level II experience. The program begins with the development of a Professional Development Induction Plan in SPED 651 and concludes with a review of that plan as approved by a district representative and university advisor in SPED 661. A candidate has 5 years in which to complete the program. During those five years, candidates must complete a minimum of 2 years of full-time teaching employment, or equivalent, in their emphasis area, in addition to all program and department requirements.

### **I. Preconditions for Level II**

Candidates enter the Clear Level II Education Specialist Credential program approximately one year after the completion of their Preliminary Level I Education Specialist Credential and employment experience as a special education teacher in their emphasis area. This program is integrated with the second year BTSA program, and candidates maintain their BTSA support providers from year one.

The preconditions, listed below, are necessary prior to commencing Level II activities:

- Copy of the Level I Preliminary Induction Plan (At HSU, preliminary induction plans are developed during the Level I student teaching, and/or part of a BTSA program experience. Other campus programs may develop the individual induction plans at a different program stage.)
- Preliminary Level I Education Specialist Credential or Letter of Completion from the Credentials office.
- Verification of Employment completed by the district in which the teacher (Level II candidate) is employed, or complete the fieldwork agreement form to propose a pre-employment option.

## **II. Program Sequence**

### **A. Application to the Program**

Apply to the Level II program

1. If you are a continuing HSU post baccalaureate student, complete a Change of Objective form and submit it to Enrollment Management. If you are currently a second bachelor's candidate at HSU you will need to file an application to the university with application fee. Submit a copy of your employment verification to the Credential Program Office.
2. If you have never attended HSU, complete a university application (submit to the Office of Enrollment Management) and Special Education Program application (submit it and your employment verification form to the Special Education Program).
3. Submit a copy of Level I Credential.

### **B. Initial Course in the Program**

During a teacher's first course in the Level II Education Specialist Program, he/she completes the following four steps:

1. Enroll in *SPED 651 Professional Development in Special Education* and complete the following requirements:
  - a. Identify district/BTSA support provider and complete appropriate form (appendix page 30).
  - b. Develop the professional development induction plan (appendix page 22) and have it authorized by a university advisor and district support provider.
  - c. Begin Level II portfolio that includes the following sections:
    1. Professional Development Induction Plan and employment verification authorized by district representatives and university advisor,
    2. Professional Development Induction Plan review record (appendix page 25) authorized by district support provider and university advisor,
    3. objective statements and reflections of accomplishments,
    4. coursework documentation (syllabi and work samples), and
    5. non-IHE activity documentation authorized by district support provider and university advisor.
2. Level II coursework is started and non-University activities are planned and discussed with support provider.

3. No later than the final course meeting date of SPED 651 submit two copies of an authorized Professional Development Induction Plan Review Record to the Special Education Program Coordinator.

### **C. Semester One**

- Continue with Level II coursework, non-University activities, and portfolio tasks and assignments.
- Have district support provider and university advisor evaluate portfolio at the conclusion of the semester and complete the Professional Development Induction Plan Review Record.
- Have district support provider observe your teaching and include the review in your portfolio.
- At the conclusion of the semester, submit 2 copies of authorized Professional Development Induction Plan Review Record and district observation to the Level II mailbox in the Special Education main office.

### **D. Semester Two**

Continue with Level II coursework, non-IHE, and portfolio activities, working with a district representative and university advisor.

1. Early in the semester submit a green Request for Credential Check for with fee.
2. Complete additional coursework: Health (HED 705) and CPR, and technology (EDUC 390).
3. Have district support provider observe your teaching.

### **E. Final Course in the Program**

Enroll in SPED 661: The Reflective Special Education Practitioner

1. Complete a district observation of your teaching.
2. Have Professional Development Induction Plan Review Record completed by district evaluator and university advisor.
3. At the conclusion of the semester, submit the following to your university advisor:
  - a. authorized Professional Development Induction Plan
  - b. copy of authorized Professional Development Induction Plan Review Record
  - c. copy of unofficial transcripts
  - d. all non-University forms
  - e. district observations
  - f. Level II Portfolio

**Insert Program Planning  
Form Here**

### **III. Program Components**

#### **A. Professional Development Induction Plan**

Once Level I is successfully completed and the student has been hired as a special education teacher in his/her area of emphasis, most teachers participate in a local BTSA support program. Following a year of teaching experience and BTSA support, teachers concurrently participate in the year two BTSA program and Clear Level II credential program. Teachers enroll in SPED 651 and develop the Professional Development Induction Plan as part of this course. The Professional Development Induction Plan is an extension of the first year/preliminary Induction Plan. SPED 651 course sessions have two primary foci. The foci are listed below.

#### **SPED 651: Professional Development in Special Education**

##### **Emphasis I**

- Level II requirements will be reviewed.
- Topics related to reflective practice and professional development will be discussed.
- Students will begin to identify goals for the Professional Development Induction Plan.

##### **Emphasis II**

- Professional Development Induction Plans will be developed, and portfolios will begin to be constructed.
- Students will identify their district-appointed/BTSA support provider.
- The SPED 651 instructor will establish a recording system that documents for each student his/her district of employment and support provider. This information will be forwarded to the Credential Program Coordinator.

The Professional Development Induction Plan is developed during enrollment in SPED 651, and the following key individuals are involved in the development of the Induction Plan.

The Special Education Teacher. The special education teacher (Level II candidate) develops the Professional Development Induction Plan and presents it to his/her district support provider and university advisor for approval. It is the candidate's responsibility to secure their signatures on his/her plan. He/she is also responsible for having the District Support Provider complete the Support Provider Agreement (appendix page 30). These forms are due by the conclusion of the first enrollment in SPED 651.

The District/BTSA Support Provider (school district). This district individual is referred to as the District Support Provider. The District Support Provider supports the candidate's induction activities. He/she must be someone other than the teacher's supervisor or building principal. The responsibilities of this support liaison are to meet periodically and review progress on Professional Development Induction Plan activities with the new employee. The support provider will assist in reviewing lesson plans, discussing instructional practices, and collaborating on ways to apply principles and strategies that were learned in the Level I program. Support may involve both meetings and observations (appendix page 32). In addition, the support provider will work closely with a university advisor to ensure that the new teacher is making progress toward achieving Level II goals.

The qualifying criteria for the support provider as established by the Commission on Teacher Credentialing (CTC) are listed below.

- Credential licensed staff member of a public or private school;
- At least three years of successful teaching experience in special education;
- Knowledge of curriculum/adaptations to meet students' needs;
- Leadership skills;
- Willingness to participate in support provider/assessor training;
- Willingness to discuss and share instructional ideas and materials;
- Effective interpersonal skills and willingness to work collaboratively;
- Demonstrated commitment to own professional growth and learning;
- Willingness to provide support activities that are balanced to address the full range of teaching responsibilities;
- Knowledge of effective strategies to teach students from diverse populations.

A support provider has to be assigned during the professional development/BTSA year two employment period.

The Institution of Higher Education (the university). Each Level II teacher candidate is assigned a university advisor in his/her area of emphasis. Candidates are to meet with their advisor on a regular basis throughout enrollment in Level II. The advisor's signature is required on the Professional Development Induction Plan and review form at the conclusion of the first two semesters in the program. The advisor also signs-off on required paperwork at the conclusion of the Level II program.

### **B. Level II Portfolio**

All candidates are required to complete a portfolio during the Level II program. Artifacts from the portfolio are submitted during the final course of the program when enrolled in SPED 661.

The purpose of the Level II portfolio is to document candidates' activities throughout the Level II period. The portfolio includes the following sections:

1. Professional development Induction Plan and employment verification authorized by district representatives and university advisor. The candidate develops the Professional Development Induction Plan during first enrollment in SPED 651, secures the signature of their support provider and university advisor, and places a copy of it in his/her professional portfolio.
2. Professional development Induction Plan Review Record authorized by district support provider and university advisor. As previously indicated, the Professional Development Induction Plan Review Record is reviewed and signed-off by the candidate's district support provider and university advisor at the end of each of the first two semesters of enrollment in the Level II program. The form is again reviewed at the conclusion of the Level II program. At this stage, the university advisor and a district evaluator (an individual other than the support provider, such as a building principal or candidate's special education supervisor) sign-off on the Professional Development Induction Plan Review Record indicating the candidate has met all requirements.
3. Professional Development. During each semester of the program, the **candidate is to develop a list of 3 goals**. These objectives represent the professional goals the candidate has set for that particular semester of work. These goals and objectives are to be an **extension** of their BTSA preliminary induction plan work. At the conclusion of each semester, the candidate is to list what he/she did to meet

these objectives, **write a reflection addressing what was accomplished**, and present evidence to verify completion. These objectives must relate to the overall goals and objectives listed in the induction plan. They represent steps toward the achievement of these over-arching goals and objectives for the Level II professional development period.

4. Coursework documentation (syllabi and work samples). Candidates are to include copies of syllabi and selected work samples for all courses completed during Level II. At the conclusion of the program, candidates are to include an updated unofficial HSU university transcript to further document successful course completion. If candidates choose to complete equivalent courses at other universities, they should seek approval by their university supervisor prior to enrolling in the courses. Unofficial transcripts that document successful completion of these courses must be included in the portfolio.
5. Non-IHE activity documentation authorized by district support provider and university advisor. If a candidate chooses to meet HSU Level II requirements through participation in non-IHE activities such as workshops and conferences, the candidate must maintain documentation of each of these activities. For each activity, the candidate must complete the non-IHE activity form and have the form signed-off by: (1) the presenter of the activity, (2) their district support provider, and (3) the university advisor. Sign-off indicates these individuals approve the activity and consider it to be of the necessary rigor to count toward Level II requirements.

### **C. Clear Level II Coursework**

#### **Core Courses (13 units required)**

##### **SPED 651 Professional Development in Special Education—(2 (summer session)**

- The course includes: an examination of current research and practice in special education; an introduction to Level II program requirements, options, and course content; development of the Professional Induction Plan; and an introduction to Level II Portfolio requirements.

##### **SPED 652 Advanced Studies in Assessment Instruction (3)**

- Advanced topics. Conduct comprehensive assessment, instruction, and evaluation project.

**SPED 653 Advanced Studies in Consultation, Collaboration, and Transition (3)**

- An in-depth examination of issues related to interdisciplinary consultation, collaboration, and transition in special education for students with mild to moderate disabilities is presented. Instruction emphasizes the role of ongoing assessment in informing instruction and programmatic decisions.

**SPED 654 Advanced Behavioral, Emotional, and Environmental Support (3)**

- The course presents an in-depth examination of issues related to behavioral, emotional, and environmental supports in special education for students with mild to moderate disabilities. The course emphasizes the role of ongoing assessment in informing instruction.

**SPED 661 The Reflective Special Education Practitioner (2)**

- The course includes: an examination of current issues and divergent perspectives in special education; an examination of legal issues in special education; completion of Level II credentialing requirements; candidate presentation and evaluation of the Professional Induction Plan; and candidate presentation and evaluation of the Level II Portfolio.

**(Emphasis Courses 6 units electives)**

**Candidates complete at least one of the following:**

**SPED 655 – Advanced Studies in Learning Disabilities (3)**

- The course presents an in-depth examination of issues related to special education assessment and curriculum and instruction for students with learning disabilities. The course emphasizes the role of ongoing assessment in informing instruction.

**SPED 656 – Advanced Studies in Mental Retardation (3)**

- The course presents an in-depth examination of issues related to special education assessment and curriculum and instruction for students with Mental Retardation.

**Candidates may complete two of the above courses, or they may select one course from the following:**

- EDUC 604 - Education in Society (2)
- EDUC 625 – Knowledge of Print: Decoding and Encoding (3)
- EDUC 633 – Pedagogy: Practice and Research (2)
- EDUC 650 - Educational Psychology (2)
- EDUC 680 – Single-Case Research Design (2)
- SPED 799 – Directed Study (3)

*Note: In accordance with the Commission on Teacher Credentialing requirements, the HSU Clear Level II Credential program will allow candidates to substitute non-university activities (e.g., district-sponsored trainings, institutes, workshops) for up to six units of emphasis courses. The non-university activities may be taken for university credit, but they need not be. Candidates should consult with their HSU Level II advisor for prior approval of any substitutions.*

- **Additional State Requirements:**  
*Note that these requirements are usually completed during BTSA work*  
**EDUC 705 – School Health Programs (2)**  
**EDUC 390 – Teacher Computer Competency (2)**  
 (@ Sonoma State)
- **Program Total = 24 units**

#### **D. Non-University Activities (optional)**

Other professional development activities that make up to 25% of the total Clear Level II program may be included in the Induction Plan. These activities may take the place of the emphasis courses' coursework identified for Level II. For example, a candidate may elect to meet the requirement by completing a total of 45 hours of non-university activities in the area of teaching strategies presented by their local school district. Equivalency for non-university activities is 15 hours of activity per one unit of university coursework.

Non-University activities must meet criteria established by the California Commission on Teacher Credentialing. The University and school district will jointly approve the activities. Generally, the non-university activities included in the candidate's Professional Development Induction Plan must reflect an instructional design that is sequential, developmental, and based upon a conceptual framework. Additionally the following criteria are used to assist candidates in selecting non-university activities:

- County Office of Education and Professional organization activities are highly encouraged
- Presenters must have the appropriate professional knowledge and experience and an understanding of professional development strategies for adults

- The activity must be implemented in a sustained block of time, delivered in a variety of modalities and require application beyond attendance
- The activity is clearly designed and presented to assist candidates to enhance the delivery of special education services to individuals with disabilities.

The workshop provider, the candidate’s district support provider, and the university advisor must verify completion of non-university activities identified on a student’s Professional Development Induction Plan. A non-University Activity Form must be completed for each activity. This form, with appropriate signatures, and documentation of the event (e.g., sample handouts) must be included in Section E of the candidate’s Level II portfolio. See Appendices for the non-university activity form used for verification purposes.

#### **IV. Evaluation and Completion of Level II**

Candidates are eligible for Level II evaluation and completion when they have done all of the following:

- Minimum of two years of full-time teaching employment, or equivalent, in their emphasis area.
- University courses and non-university activity requirements.
- Level II Technology Course
- Health Education Course, including CPR requirement (HED 705).

Upon meeting the above requirements, candidates enroll in SPED 661. The primary activity of SPED 661 at this stage is the evaluation of the candidate’s professional development activities during the Level II period. At this stage, SPED 661 has two emphases. They are:

##### **Emphasis I**

- Level II requirements (including all forms and needed signatures) will be reviewed and student completion of required activities will be assessed.

##### **Emphasis II**

- Small-group meetings will be scheduled to complete the following activities:
  1. A review with group members of individual student Induction Plans and Portfolios, and
  2. Verification to the course instructor of all Level II requirements, including needed documentation and signatures on relevant forms.

The following key individuals are involved in the evaluation and completion of Level II.

**The Special Education Teacher** The special education teacher (Level II candidate) presents his/her Professional Development Induction Plan and Level II portfolio to the district evaluator (described below) and university advisor for evaluation and final approval. It is the candidate's responsibility to secure signatures of the district evaluator and university advisor on the Professional Development Induction Plan review form.

**The Employer (school district)** At this stage, the district individual is referred to as an evaluator. The evaluator reviews the teacher's Professional Development Induction Plan and Level II Portfolio. If the evaluator believes the provided information meets requirements set for Level II, he/she signs off on the teacher's Professional Development Induction Plan Review Record. An evaluator must be someone other than the teacher's support provider and could be the teacher's supervisor or building principal.

**Humboldt State University** Candidates present their completed Professional Development Induction Plan and Level II portfolio to their university advisor for evaluation and approval. If the advisor believes the provided information meets requirements set for Level II, he/she signs off on the teacher's Professional Development Induction Plan Review Record.

During this final semester of Level II and enrollment in SPED 661, teachers will complete the following evaluation activities:

- A. The district evaluator completes a final observation of the candidate's teaching. This observation is to be included in the Level II portfolio. The observation follows guidelines and procedures established by the district/agency in which the candidate is employed.
- B. The candidate's district evaluator and university advisor complete the Professional Development Induction Plan Review Record. Candidates present their completed portfolio to their district evaluator and university advisor for evaluation. If the portfolio meets set requirements, the two individuals will sign-off on the Professional Development Induction Plan and Professional Development Induction Plan review form, indicating completion of Level II requirements.
- C. At the conclusion of the final semester, candidates must submit the following to the university advisor:
  1. Authorized Professional Development Induction Plan
  2. Copy of authorized Professional Development Induction Plan Review Record
  3. Copy of unofficial transcripts

4. All non-university activity authorization forms and related documentation
5. District observation

**V. Application for Level II Credential**

Once the candidate has completed all required evaluation activities, he/she may apply for the Clear Level II Education Specialist Credential. Candidates apply for their credential through the Credential Analyst, Marilyn Claypool.

**VI. Renewal of the Level II Credential**

The Clear Level II Education Specialist Credential is valid for a period of five years. Information regarding renewing your credential is available at the California Professional on Teacher Credentialing (CCTC) website at [www.ctc.gov](http://www.ctc.gov).

# Appendices

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## CLEAR LEVEL II CREDENTIAL DOCUMENTATION CHECKLIST

- Beginning of Program
  - ❑ Support Provider Agreement Sheet (One copy for Level II Advisor; Original in Portfolio page 30)
- End of First Semester
  - ❑ Begin Level II Portfolio (Actually turned in during candidate's last semester in the program)
  - ❑ Professional Development Induction Plan (One copy for Advisor; Original in Portfolio page 22)
  - ❑ Professional Development Induction Plan Review Record (One copy for Advisor; Original in Portfolio page 25)
  - ❑ Develop goals and Reflections on Accomplishments (see Handbook, Page 9 [#3]; (One copy for Advisor; Original in Portfolio page 23)
  - ❑ 1<sup>st</sup> Semester Coursework Documentation (syllabi and major assignments; originals in Portfolio; Actually turned in during candidate's last semester in the program)
- End of Second Semester
  - ❑ Professional Development Induction Plan Review Record (One copy for Advisor; Original in Portfolio page 25)
  - ❑ Lesson Observation by Support Provider (One copy for Advisor; Original in Portfolio page 31 or BTSA Observation Form)
  - ❑ Repeat on goals Objective Statements and Reflections on Accomplishments (See Handbook, Page 9 [#3]; One copy for Advisor; Original in Portfolio page 24)
  - ❑ Coursework Documentation (Syllabi and major assignments; Originals in Portfolio; Actually turned in during candidate's last semester in the program)
  - ❑ Submit a green Request for Credential Check form with fee.
  - ❑ Submit a Credential Check form along with fee (Get form from Credential Office)
- End of Final Course in Program
  - ❑ Completed Professional Development Induction Plan (One copy for Advisor; Original in Portfolio page 22)
  - ❑ Completed Professional Development Induction Plan Review Record (Signed by *District Evaluator*; One copy to Advisor; Original in Portfolio page 25)
  - ❑ Lesson Observation by *District Evaluator* Other Than Support Provider (One copy for Advisor; Original in Portfolio)
  - ❑ All Non-University Authorization Forms (Optional; One copy of all forms for Advisor; Original in Portfolio pages 42-46)
  - ❑ Completed Level II Portfolio (Turn in to SPED 661 instructor)
  - ❑ Turn in a folder with all copies to advisor & original verification letter.

Humboldt State University  
College of Professional Studies  
Education Department

**Clear Level II Education Specialist Credential Program**

**-SAMPLE-  
Verification of Experience Letter**

**School/District Letterhead**

**Date**

Program Leader/Coordinator  
Special Education Program  
Humboldt State University  
1 Harpst Street  
Arcata, CA 95521

Dear Program Leader/Coordinator:

Please be advised that \_\_\_\_\_ a candidate to the Clear Level II Education Specialist Credential Program at HSU, has completed a minimum of two (2) years full-time teaching in Special Education Mild/Moderate/Severe Disabilities in our school district while holding a Level I Education Specialist credential:

His/her inclusive dates of the above service run from \_\_\_\_\_ to \_\_\_\_\_.

Very truly yours,

\_\_\_\_\_  
District Superintendent/Principal (signature)

**Humboldt State University  
Clear Level II Education Specialist  
Credential Program**

**Fieldwork Agreement: Non-Employment Option**

This document serves as a formal agreement between the Special Education Credential Program and the contracted school. The agreement is to be acceptable to the student, mentor teacher, support provider, and the university advisor. The document must be completed and filed with the Level II Advisor. Any deviation must be duly noted with additional documentation or clarification placed in the Level II candidate's file.

-----

The following is an agreement between \_\_\_\_\_ who is

In the Clear Level II Education Specialist Credential Program and with

\_\_\_\_\_ a mentor teacher in grade \_\_\_\_\_.

At \_\_\_\_\_ School, from \_\_\_\_\_ to \_\_\_\_\_.  
(list dates)

The Level II Candidate will complete the obligation of \_\_\_\_\_\*hours by

Adhering to the following pattern:

\*(candidates must complete 45 hours for each semester of Level II coursework)

<u>Days</u>	<u>Hours</u>	<u>Classes</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Level II Candidate

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Mentor Teacher

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Support Provider

Signed \_\_\_\_\_ Date \_\_\_\_\_  
University Advisor

## EDUCATION SPECIALIST CREDENTIAL LEVEL II PORTFOLIO REVIEW

**NOTEBOOK SECTIONS:**

**COMPLETE  
YES NO**

<p>1. Introduction</p> <ul style="list-style-type: none"> <li>❖ Personal Profile</li> <li>❖ Philosophy of Teaching</li> <li>❖ Teaching Experience</li> <li>❖ Reflection as a Special Education Practitioner</li> <li>❖ Future Plans as an Educator</li> </ul>		
<p>2. Professional Development Induction Plan and Review Record authorized by District support provider and University Advisor District Evaluator Observations Current Practices &amp; Self Evaluations</p>		
<p>3. Professional Development-semester objectives &amp; reflections about accomplishments</p>		
<p>4. Support Provider Documentation</p>		
<p>5. Program Standard 19 Teaching English Learners (Case Study Lesson Plan Template)</p>		
<p>6. Coursework documentation</p> <ul style="list-style-type: none"> <li>❖ Syllabi</li> <li>❖ Work Samples</li> <li>❖ Reflections</li> <li>❖ Course Substitutions</li> </ul>		
<p>7. Non-University Credit Proposal &amp; Documentation Forms (If appropriate)</p>		
<p>8. Clear Level II Credential Check Documentation</p> <ul style="list-style-type: none"> <li>❖ Preliminary Level-I Credential (copy)</li> <li>❖ Original Letter Verifying 2-Years F/T Teaching</li> <li>❖ Original Level II Contract of Program</li> <li>❖ Non-University Coursework—Credit Summary Forms</li> </ul>		

**CLEAR LEVEL II EDUCATION SPECIALIST**

**PROFESSIONAL DEVELOPMENT INDUCTION PLAN  
MILD/MODERATE/SEVERE DISABILITIES (M/M)**

<b>Name</b>	<b>SSN</b>
<b>Address</b>	<b>Home Phone</b>
<b>Current Employment</b> <span style="float: right;"><b>Level</b></span>	<b>Work Phone</b>
<b>SPED Program Leader/ Faculty Advisor</b>	<b>Advisor Phone</b>

**Admission Requirement: Completion of Preliminary Level I Education Specialist Credential Program and verified Employment in the area of Mild/Moderate/Severe Disabilities**

<b>Professional Development Induction Plan Development and Implementation: 2 units</b>		
<b>GRADE</b>		
SPED 651 Professional Development in Special Education First Semester in Program		_____
<b>Core Courses</b>		<b>GRADE</b>
SPED 652		_____
SPED 653		_____
SPED 654		_____
<b>Emphasis Courses (6 units)</b>	<b>NON- UNIVERSITY EQUIVALENT</b>	<b>GRADE</b>
SPED 655	_____	_____
SPED 656	_____	_____
Elective	_____	_____
SPED 661 Reflection as a Special Educator		_____
<b>State Requirements</b>		<b>COMPLETED</b>
Health		_____
Computers (Level II)		_____

**SIGNATURES:**

\_\_\_\_\_  
Student \_\_\_\_\_ Date

\_\_\_\_\_  
Employer Designated Support Provider \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

# PROFESSIONAL DEVELOPMENT INDUCTION PLAN MILD/MODERATE/SEVERE DISABILITIES

NAME

DATE

UNIVERSITY FACULTY ADVISOR

EMPLOYER DESIGNATED SUPPORT PROVIDER

## AREAS FOR PROFESSIONAL GROWTH AND DEVELOPMENT

In determining the areas of need of need and/or interest for professional growth and development, candidates for the Clear Level II Education Specialist Credential should consider the elements addressed by the California Standards for the Teaching Profession: (1) Engaging and Supporting All Students in Learning; (2) Creating and Maintaining an Effective Environment; (3) Understanding and Organizing Subject Matter; (4) Planning Instruction and Designing Learning Experiences; (5) Assessing Student Learning and (6) Developing as a Professional Educator. The following standards are program specific:

- Standard 13: Data-Based Decision Making
- Standard 14: Advanced Behavioral, Emotional, and Environmental Supports
- Standard 15: Current and Emerging Research and Practices
- Standard 16: Transition and Transition Planning
- Standard 17: Development of Specific Emphasis
- Standard 18: Assessment of Students
- Standard 19: Curriculum and Instruction
- Standard 20: Collaboration and Consultation

## ASSISTANCE TO BE PROVIDED BY UNIVERSITY FACULTY ADVISOR


## ASSISTANCE TO BE PROVIDED BY EMPLOYER DESIGNATED SUPPORT PROVIDER


NAME: \_\_\_\_\_

**CLEAR LEVEL II EDUCATION SPECIALIST CREDENTIAL PROGRAM  
Summary of Professional Development Goals and Performance Indicators**

Goal:

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Performance Objective:

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Measurement and Supporting Evidence:

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Goal:

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Performance Objective:

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Measurement and Supporting Evidence:

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Goal:

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Performance Objective:

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Measurement and Supporting Evidence:

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NAME: \_\_\_\_\_

Goal:

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Performance Objective:

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Measurement and Supporting Evidence:

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Goal:

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Performance Objective:

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Measurement and Supporting Evidence:

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Goal:

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Performance Objective:

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Measurement and Supporting Evidence:

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# PROFESSIONAL DEVELOPMENT INDUCTION PLAN REVIEW RECORD

Candidate \_\_\_\_\_ Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ FAX \_\_\_\_\_ e-mail \_\_\_\_\_

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University Advisor \_\_\_\_\_ Extension \_\_\_\_\_

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Employer Designated Support Provider \_\_\_\_\_ Work Phone \_\_\_\_\_

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Employer Designated Evaluator \_\_\_\_\_ Work Phone \_\_\_\_\_

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Employer Induction Plan \_\_\_\_\_ Start Date of Professional Development \_\_\_\_\_

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Address Induction Plan \_\_\_\_\_ Anticipated End Date of Professional Development \_\_\_\_\_

## CANDIDATE PROGRESS MONITORING

	Accomplished Induction and Portfolio Activities	Satisfactory Progress or Completion
Year 1 Semester 1		<b>Support Provider</b>
		Signature _____ Date _____
		<b>University Advisor</b>
		Signature _____ Date _____
Year 1 Semester 2		<b>Support Provider</b>
		Signature _____ Date _____
		<b>University Advisor</b>
		Signature _____ Date _____
END OF INDUCTION PERIOD		<b>District Evaluator</b>
		Signature _____ Date _____
		<b>University Advisor</b>
		Signature _____ Date _____

## **Level II District Support Provider**

Each teacher candidate enrolled in a Level II program is assigned a District Support Provider. The District Support Provider supports the candidate's induction activities during the first induction year. The District Support Provider plays a significant role in the professional development of the new special education teacher.

### **Responsibilities**

The responsibilities of the District Support Provider include the following:

- Meet periodically with the teacher candidate to review his/her progress on Professional Development Induction Plan.
- Assist the candidate in reflecting on his/her practice by discussing instructional practices and collaborating with him/her on ways he/she can apply principles and strategies developed in the Level I program.
- Observe the candidate in action in the classroom.
- Work closely with the candidate's university advisor to ensure that the new teacher is making progress toward achieving Level II goals.
- Sign-off on all needed forms during the candidate's first two semesters of Level II enrollment.

### **Qualifications**

The qualifying criteria for the support provider as established by the California Commission on Teacher Credentialing (CCTC) are:

- Credential licensed staff member of a public or private school;
- At least three years of successful teaching experience in special education;
- Knowledge of curriculum/adaptations to meet students' needs;
- Leadership skills;
- Willingness to participate in support provider/assessor training;
- Willingness to discuss and share instruction ideas and materials;
- Effective interpersonal skills and willingness to work collaboratively;
- Demonstrated commitment to own professional growth and learning;
- Willingness to provide support activities that are balanced to address the full range of teaching responsibilities;
- Knowledge of effective strategies to teach students from diverse populations.

A candidate's support provider must be a person other than the candidate's principal or immediate supervisor.

## **Guidelines For Level II Support Providers**

The support provider is a key professional in the development of the Educational Specialist candidate, serving as a role model of effective teaching, and guiding the Professional Development Induction Plan. A support provider is described as a counselor, friend, and advocate.

The role of the Support Provider is characterized by the following:

- Mutual Professional Respect
- Discussion and Assessment of Substantial Professional Issues
- Professional Support and Guidance
- High Quality Interactions on a Regular Basis

The support provider observes as the candidate interacts with teachers, students with mild to moderate disabilities, parents, and colleagues. The support provider assists the candidate to prepare and present an effective special education instructional program. These activities put the support provider in the best position to assess the candidate's strengths and areas needing improvement. The Support Provider helps guide the Professional Development Induction Plan of the candidate.

With the assistance of superintendents and school boards in cooperating schools, support providers selected to participate in the Level II Education Specialist Credential program at Humboldt State University.

1. Model effective instructional strategies with their students, presenting demonstrations/application activities to observe.
2. Demonstrate excellent communication skills in working with students with disabilities, families, colleagues, and community members.
3. Are committed to providing support for the candidates' ongoing reflections and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns.
4. Are committed to a proactive leadership style providing the best educational opportunities for the candidate.

### **What are the Clear Level II Credential Requirements of Support Providers?**

At the beginning of the induction phase, support providers are required to attend a meeting held to orient them to their roles. This is an important opportunity for candidates and support providers in cooperating schools to meet the Program Leader who will be working with Level II candidates. The Program Leader discusses the Professional Development Induction Plan concept and reviews key relationship issues between the support provider and the candidate. Support Providers are encouraged to raise any question they wish to discuss.

### **What are the Support Provider's responsibilities to the Educational Specialist candidate?**

New education specialist teachers have a wide variety of backgrounds and experiences. While many will be ready to take a leadership role, some will be under stress in this new situation; all will appreciate friendship and guidance. Support Providers should strive to establish a collegial professional relationship. It is helpful to lead the candidate into the role of a “partner” in a common enterprise, equally interested in and responsible for the progress of students with disabilities in the classroom.

The support provider will discover through interaction with the candidate what skills, talents, and interests the candidate brings to the teaching. This analysis will help the support provider suggest activities that will benefit the candidate.

The following guidelines may be helpful:

1. Take a leadership role in orienting the candidate to the school site, classroom practices, and curriculum.
2. Set a specific time for conferencing with the candidate. This will allow for open communication and discussion and usually helps prevent problems that arise. When time is a major factor, consider conferencing by phone, making a list of topics to discuss, writing notes, and/or using e-mail.
3. Be aware of the competencies which education specialists need to acquire before they are recommended for a Level II Credential.
4. Share planning strategies (daily and weekly) throughout the year.
5. Provide the candidate with professional advice and models of current special education techniques.
6. Offer an opportunity to review plans before important assignments and activities are carried out.
7. Keep the University Program Leader apprised of the candidate’s gains in proficiency. Please inform the HSU Program Leader of any difficulties that are not being resolved in a satisfactory manner.
8. Complete all university required assessment of Professional Development Induction Plan progress forms in a timely manner.

## **What Competence is Expected?**

Each candidate in the program is required to display competence and perform effectively in special education teaching. As part of an ongoing program of assistance, candidates are informed of their strengths and weaknesses. It is critical that this process continues as candidates complete their Professional Development Induction Plan. If weaknesses are observed the support provider is encouraged to present and suggest opportunities for professional development. Similarly strengths should be indicated to candidates so that they are able to develop a realistic appraisal of their abilities. The following are identified as critical areas for candidate competence:

- Data based decision making
- Advanced behavioral, emotional, and environmental supports
- Current and emerging research and practices
- Transition and transition planning
- Assessment of students
- Curriculum and instruction
- Collaboration and consultation

A final program assessment of the candidate will include the above areas. In the development of the final assessment a systematic and fair process including evaluation of strengths and weaknesses is expected. Wherever possible, assessment should include multiple measures and multiple sources.

## **What are the support provider's responsibilities to the University Program Coordinator?**

1. Provide time (at mutual convenience) for conferences. These should be ongoing and regular.
2. Document candidate performance to share with the Program Leader and candidate on a regular basis.
3. Attendance is required at two university-sponsored meetings and a workshop for support providers. Other training in mentorship/supervision may be substituted.
4. Complete university-required Professional Development Induction Plan forms when required.
5. Inform the university coordinator of any problems that are not being resolved in a timely manner.

**Humboldt State University  
Department of Education**

**SUPPORT PROVIDER AGREEMENT SHEET**

Name \_\_\_\_\_ SSN \_\_\_\_\_

Work Phone \_\_\_\_\_ FAX \_\_\_\_\_ e-mail \_\_\_\_\_

Name of District and School

Address

Current Position

<b>Degrees Held</b>		
Title Awarded	Institution	Date
Title Awarded	Institution	Date
Title Awarded	Institution	Date

<b>Credentials Held</b>		
Type Expires	State	Date
Type Expires	State	Date
Type Expires	State	Date

I agree to serve as the district support provider for: \_\_\_\_\_

(Name of HSU Level II Candidate)

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Signature of Support Provider

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Date

# Lesson Observation Form

Credential Programs  
Department of Education  
Humboldt State University

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Support Provider \_\_\_\_\_ Grade Level \_\_\_\_\_

School \_\_\_\_\_

\_\_\_\_\_  
(Candidates Signature)

\_\_\_\_\_  
(Support Provider Signature)

(INCLUDE STRENGTHS & AREAS FOR IMPROVEMENT)

# Support Provider Contact Log

Credential Programs  
Department of Education  
Humboldt State University

Candidate \_\_\_\_\_

Support Provider \_\_\_\_\_

School \_\_\_\_\_

Contact# \_\_\_\_\_ Date \_\_\_\_\_ By e-mail/phone  In person  On site  Observation   
Brief Summary:

Contact# \_\_\_\_\_ Date \_\_\_\_\_ By e-mail/phone  In person  On site  Observation   
Brief Summary:

Contact# \_\_\_\_\_ Date \_\_\_\_\_ By e-mail/phone  In person  On site  Observation   
Brief Summary:

Contact# \_\_\_\_\_ Date \_\_\_\_\_ by e-mail/phone  in person  on site  Observation   
Brief Summary:

Humboldt State University  
Education Specialist Level II

VII. Assessment of Candidate Competence

Instructions:

For each statement the district support provider indicates whether the performance standard set by the California Commission on Teacher Credentialing (CCTC) has been met or not met by initialing responses. Make any comments relative to each performance standard as necessary.

**CCTC Standard 13  
Data Based Decision Making**

	Met	Not met	Not Obs
1. Each candidate analyzes student performance data and uses the analysis to determine whether targeted outcomes have been met and to make necessary modification in instructional strategies on an ongoing basis.			

Comments:

2. Each candidate conducts outcome driven educational programs including actively collecting, analyzing and synthesizing input from colleagues, families, students, performance data, and observations to adjust curricula, instruction and/or daily routines for the efficient and effective learning and educational experiences.			
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Comments:

3. Each candidate utilizes informal assessment and collaborates with specialists and EP team members to meet the on going needs and preferences of students in the areas of communication, social/behavioral, health care, motor and sensory functioning.			
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Comments:

4. Each candidate assesses typical school and community environments and creates adaptations or modifications necessary for active participation of individual students.			
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Comments:

5. Each candidate adapts general education curriculum via both pre-planned and on-the-spot modifications in general education instructional settings.			
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Comments:

	Met	Not Met	Not Obs
6. Each candidate uses and evaluates a variety of group instructional strategies, such as cooperative learning and other heterogeneous grouping strategies, to maintain active participation and learning of diverse groups of learners.			

Comments:

7. Each candidate utilizes validated practices that maximize academic learning time, teacher-directed instruction, student success, and content coverage			
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Comments:

8. Each candidate designs, implements, and evaluates instructional sequences for effective teaching of concepts, rules, and strategies in reading, math, and other content areas.			
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Comments:

### CCTC Standard 14 Advanced Behavioral, Emotional, and Environmental Supports

	Met	Not Met	Not Obs
1. Each candidate participates as a member of behavior intervention teams, implementing, evaluating, and adjusting behavior support plans so they result in the acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reductions in problem behavior.			

Comments:

2. Each candidate works collaboratively with other agencies, such as Mental Health or regional center, to address the social, behavioral and emotional needs of individual students.			
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Comments:

3. Each candidate, along with the IEP team and mental health specialists, identifies indicators of crisis or life threatening situations as a part of the functional assessment process and develops a proactive plan to provide any needed and immediate supports.			
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Comments:

	Met	Not Met	Not Obs
4. Each candidate is familiar with a variety of programs and strategies for teaching specific social skills and implements them according to individual student needs.			

Comments:

5. Each candidate teaches students strategies, such as organization of materials, listening strategies, note taking, and textbook reading, for responding to consistent class demands and for gaining information in classes.			
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Comments:

6. Each candidate demonstrates procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors.			
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Comments:

7. Each candidate demonstrates knowledge about the integration of academic instruction with affective development and behavior management techniques.			
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Comments:

8. Each candidates demonstrates the use of variety of non-aversive procedures, including voice modulation, facial expressions, planned ignoring, proximity control, and tension release, for the purpose of modifying target behaviors.			
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Comments:

9. Each candidate demonstrates effective procedures for providing corrective feedback to students.			
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Comments:

10. Each candidate communicates closely with physicians to monitor the impact of medication. Carefully observing the student's behavior and documenting behavioral changes to report to physicians.			
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Comments:

	Met	Not Met	Not Obs
11. Each candidate utilizes non-intrusive crisis management techniques to diffuse potential crisis situations.			

Comments:

12. Each candidate develops appropriate activities to be implemented before, during and following a crisis episode.			
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Comments:

13. Each candidate describes the effects of prescription medication/drugs on student behaviors.			
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Comments:

14. Each candidate demonstrates the ability to work with the IEP/ITP team to examine the viability and value of needed accommodations to assure post school/social supports.			
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Comments:

15. Each candidate identifies issues, resources, and techniques for transitioning students with complex emotional and behavioral needs from restrictive environments, including special centers, nonpublic schools, psychiatric hospitals, and residential treatment programs to lesser restrictive settings.			
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Comments:

16. Each candidate delineates theoretical approaches, such as biogenic, psychodynamic, behavioral, and etiological, and their applications for students with complex emotional and behavioral needs.			
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Comments:

### CCTC Standard 15 Current and Emerging Research and Practices

1. Each candidate demonstrates knowledge and application of current and emerging theories and research related to the education of students with and without disabilities.			
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Comments:

	Met	Not Met	Not Obs
2. Each candidate demonstrates knowledge of and implications for teachers of legislation, results of litigation, and policies impacting education of students with mild to severe disabilities.			

Comments:

3. Each candidate demonstrates the ability to effectively implement educational programs that reflect current best practices; updating programs as new practices emerge.			
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Comments:

4. Each candidate participates actively within the school district and local community to facilitate the development of policies and implementation of practices that reflect current information.			
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Comments:

### CCTC Standard 16 Transition and Transition Planning

1. Each candidate examines factors that effect all stages of development in the life of individual students with Mild/Moderate/Severe and/or moderate/severe disabilities relative to planning for educational and transitional experiences.			
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Comments:

2. Each candidate demonstrates the ability to collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community.			
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Comments:

3. Each candidate demonstrates the appropriate development of individualized transitional plans and the use of transition planning teams in assisting students to move successfully toward independent living in society.			
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Comments:

	Met	Not Met	Not Obs
4. Each candidate demonstrates knowledge of promoting student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period.			

Comments:

5. For the moderate/severe credential, each candidate demonstrates the ability to work with the ITP team to examine the viability and value of needed accommodations such as personal attendants, supported living environments and assistive technology devices during and after the transitional phases.			
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Comments:

### CCTC Standard 18 Assessment of Students

1. Each candidate develops and implements individualized assessment plans that provide for non-biased, non-discriminatory assessment of students with mild and moderate disabilities to evaluate student performance, learning environment and teacher performance.			
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Comments:

2. Each candidate demonstrates skill in selecting, designing, administering, and interpreting informal assessments, including anecdotal records, questionnaires, direct behavioral observations, performance graphs, work samples, portfolio assessments, and student records.			
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Comments:

3. Each candidate identifies and utilizes strategies for promoting non-biased assessment of students from culturally diverse backgrounds.			
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Comments:

4. Each candidate writes assessment reports that include background information, results of current assessment,			
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conclusions, and recommendations for instruction.			
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Comments:

	Met	Not Met	Not Obs
5. Each candidate effectively communicates assessment results and their implications for regular classroom teachers, parents, and other educational professionals.			

Comments:

6. Each candidate demonstrates knowledge of research, issues, law, policies and procedures related to non-biased and non-discriminatory screenings and referral assessment for students with mild and moderate disabilities.			
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Comments:

7. Each candidate uses performance data and teacher, student and parent input to make or suggest appropriate modifications in learning environments.			
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Comments:

8. Each candidate used various types of assessment procedures, such as norm-referenced and curriculum-based assessments, work samples, observations, and task analysis, appropriate to students with mild and moderate disabilities.			
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Comments:

9. Each candidate demonstrates skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socioeconomic, cultural, linguistic and other considerations of relevance to students with mild to moderate disabilities.			
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Comments:

### CCTC Standard 19 Curriculum and Instruction

1. Each candidate teaches and maintains school success and survival strategies such as the organization of materials, note taking, study skills, learning strategies, for students			
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with mild to moderate disabilities.			
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Comments:

	Met	Not Met	Not Obs
2. Each candidate selects, modifies and evaluates validated curriculum that is specific and appropriate for projected outcomes.			

Comments:

3. Each candidate teaches life skills relevant to independent, community and personal living with an emphasis on future employment and/or post-secondary education			
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Comments:

4. Each candidate describes a variety of instructional procedures and demonstrates the ability to utilize appropriate instructional processes and strategies for students from ethnolinguistically diverse backgrounds across a variety of settings.			
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Comments:

5. Each candidate implements strategies for generalizing positive school behaviors, organizational skills, and learning strategies to a variety of educational and community settings.			
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Comments:

6. Each candidate evaluates instructional software and develops lesson plans that incorporate software programs and other technologies.			
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Comments:

7. Each candidate encourages students to become self-advocates at IEP, ITP and similar meetings			
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Comments:

**CCTC Standard 20  
Collaboration and Consultation**

1. Each candidate demonstrates the use of group process strategies necessary for collaboration among educators, disciplines, and agencies.			
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Comments:

	Met	Not Met	Not Obs
2. Each candidate demonstrates the ability to use culturally competent strategies in working with families whose culture or language differ from their own.			

Comments:

3. Each candidate demonstrates a systematic and collaborative problem-solving approach.			
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Comments:

4. Each candidate demonstrates competence in coordinating referral and assessment procedures and in facilitating IEP team meetings.			
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Comments:

5. Each candidate demonstrates competence in planning and supervising the duties of classroom paraprofessionals.			
--	--	--	--

Comments:

6. Each candidate plans and presents special education in-service workshops to parents, school staff, and community members.			
--	--	--	--

Comments:

7. Each candidate collaborates with community agencies to provide resources and services to students with special needs.			
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Comments:

8. Each candidate collaborates with general education teachers in obtaining and utilizing evaluation data for the modification of instruction and curriculum.			
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Comments:

9. Each candidate describes factors involved in conflict resolution or problem-solving and evaluates his/her own effectiveness in this area.			
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Comments:

10. Each candidate assists other teachers with the development of classroom management plans.			
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Comments:



**Humboldt State University  
Department of Education**

**PROPOSAL FOR NON-UNIVERSITY CREDIT  
Form 1**

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Expected Outcomes and Anticipated Learning:

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Describe the Format of the Activity (type of presentation and pedagogy);

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Approval

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Employer's Representative

Date

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Program Leader

Date

*Attach an agenda/syllabus/program schedule for the activity that includes qualifications and professional experiences of presenter(s).*



**Humboldt State University  
Department of Education**

NON-UNIVERSITY CREDIT SUMMARY  
Form 2

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Activity Evaluation

On a 1-5 scale, 1 positive and 5 negative, respond to the following questions (circle your responses).

1. The quality of the physical facilities in which the program was offered?  
(positive) 1      2      3      4      5      (negative)

2. The quality of the oral presentation by each presenter.

Presenter \_\_\_\_\_  
(positive)      1      2      3      4      5      (negative)

Presenter \_\_\_\_\_  
(positive)      1      2      3      4      5      (negative)

3. The quality of the written program materials provided by the presenter.

Presenter \_\_\_\_\_  
(positive)      1      2      3      4      5      (negative)

Presenter \_\_\_\_\_  
(positive)      1      2      3      4      5      (negative)

4. Evaluation of Total Experience:

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**Humboldt State University  
Department of Education**

**NON-UNIVERSITY CREDIT SUMMARY  
Form 2**

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5. Comments:

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Hours approved (Units) \_\_\_\_\_

APPROVAL			
_____	_____	_____	_____
Employer's Representative	Date	Program Leader	Date

*Attach agenda/syllabus/program schedule for the activity and place in your portfolio*

**Support Provider  
Evaluation**

**Special Education Program**

*Directions:* Your perspectives as candidates and school site administrators are important to us as we continuously strive to improve the Education programs at Humboldt State University. Please evaluate the performance of the support provider who worked with you this year by circling the appropriate ratings for each criterion listed below. You may write comments in the spaces provided (and continue on the reverse side).

**Support Provider's Name** \_\_\_\_\_ **School Site** \_\_\_\_\_

Check appropriate box.

Evaluated by:            Candidate                             School Site Administrator

**Please evaluate the Support Provider on the following criteria:**

<u>Met</u>	<u>Met</u>	<u>Partially Met</u>	<u>Not</u>
1. Maintained clear and open communication about roles and responsibilities Comments:	4	3	2      1
2. Maintained clear and open communication about program requirements, Procedures, and timelines. Comments:	4	3	2      1
3. Visited and observed in the classroom on a regular basis. Comments:	4	3	2      1
4. Provided effective feedback, support, and encouragement on successes and on Areas for improvement. Comments:	4	3	2      1
5. Offered constructive suggestions which are appropriate, relevant, and useful. Comments:	4	3	2      1
6. Collaborated effectively in guiding and evaluating performance. Comments:	4	3	2      1
7. Showed respect and sensitivity for concerns and feelings expressed. Comments:	4	3	2      1
8. Demonstrated professional competence, effective organization, and integrity. Comments:	4	3	2      1
9. Was readily available for conferencing. Comments:	4	3	2      1
10. Overall rating of support provider. Comments:	4	3	2      1

PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE