



Sped Program Area Group Orientation

ALL New Education Specialist Programs:

MMSN, ESN, ECSE

Friday, August 23, 2024

10:40am - 12:20pm



01

Opening Activities

Today's Agenda

The focus of this meeting is to connect across our special education programs & prepare for my first week of classes.

Opening Activities

Mix & Mingle, Introductions, 4 Corners, Carousel Discussion

Sped Program Information

Handbook, Program Requirements, Shared Coursework, Student Support, MAT

Your Weekly Schedule

Program Specific Schedules

Introductions



Faculty
MMSN
ESN
ECSE



4 Corners



Directions: when a question is posed, go to the corner of the room that represents your answer. Then discuss with your colleagues why that's the best answer and choose a rep to share out.

A

Elastigirl



B

Ms. Marvel



Hulk

C



Shuri

D



4 Corners

If you were a superhero, who would you be?

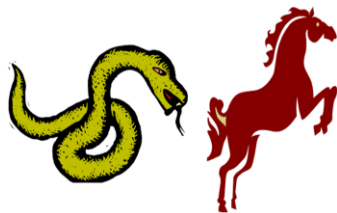
A

a bear and a pig



B

a snake and a horse



a cat and a dog

C



a cow and a duck

D



4 Corners

Which two animals would you have change voices?

A

Do something outdoors
like sports or camping



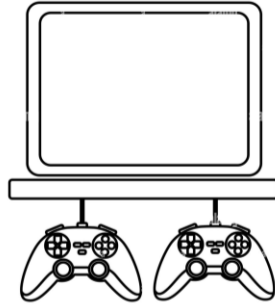
B

Do something quiet like
read a book or knit



Play video games

C



Hang with friends

D



4 Corners

What do you most like to do for fun?

**"INJUSTICE ANYWHERE IS A THREAT
TO JUSTICE EVERYWHERE."**

Martin Luther King, Jr.





Following up on Dr. Porter's elevation of our college's important goal for all of you as teachers:

We want you to become teachers who are capable of creating inclusive, racially and socially just educational learning environments

“Black, Indigenous, and disabled people of color experience the world at the intersection of racism and ableism, and no matter how uncomfortable it is to hear, we as a community must listen to and validate those experiences.”

Imani Barbarin

#DisabledWomensHistory



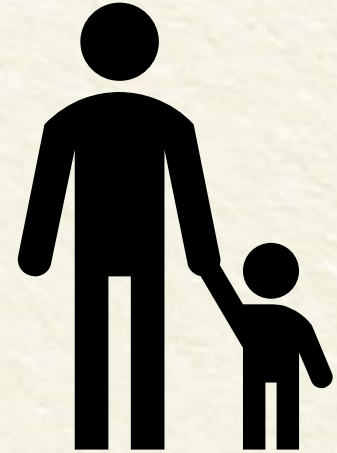
This is especially important for anyone going into special education

There is a strong intersectionality between racism and ableism, and the actual data on how this plays out in our schools.

Look at this quote from a parent:

“I will continue to use those words [racism and ableism], because when we talk about biases and when we talk about stereotyping, it is easy to make one person a bogeyman. It is even easier to make the system the bogeyman, and not talk about the ways in which it is practiced in IEP meetings—those are individuals who were in the room making choices. That is, it is not the system functioning as in some kind of air that we breathe. It is peoples’ conscious decisions in those moments, sometimes fostered and funneled by unconscious thoughts, beliefs and ideas. But then that plays out in actual practice.”

*(Talina Jones, Parent Participant, National Council on Disability Quarterly Meeting and **Convening** on the School-to-Prison Pipeline, October 2014)*



Implicit Biases



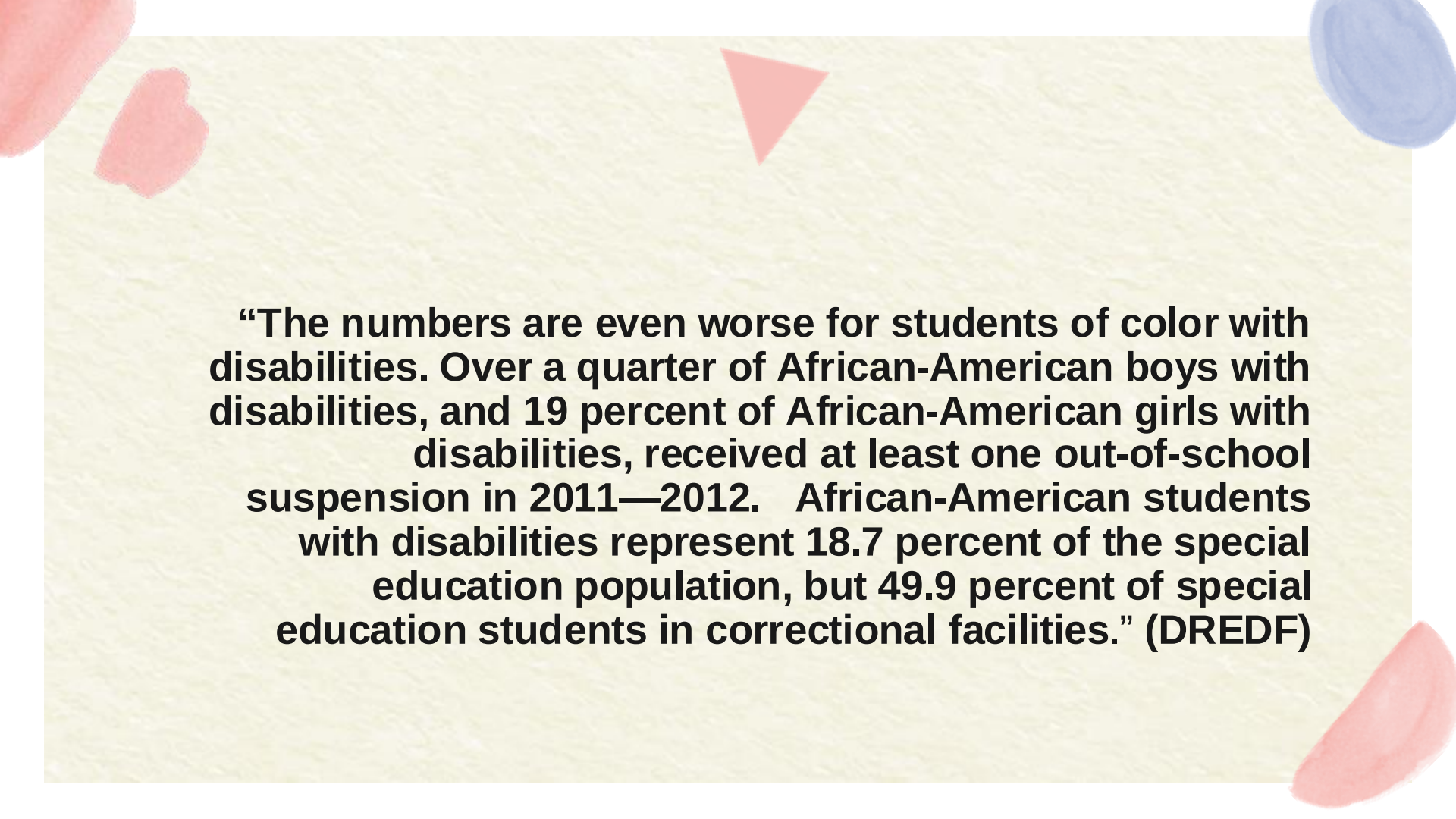
- It's important for us as teachers to understand, reflect, and work on our own implicit biases
- Recently, Dr. Gee has written two articles in which she cites implicit bias as the reason for the segregation of children with disabilities in our schools – the implicit bias is against people with intellectual disabilities.
- Consider two children entering the same school system with the same characteristics – one IEP team is not biased and places the child in inclusive general education with supports and services provided; the other IEP team only sees “deficits” and, with implicit bias, places that child in a separate class without even trying an inclusive placement.

There is even more bias, when a child is black or brown, or an English language learner – and, more segregation

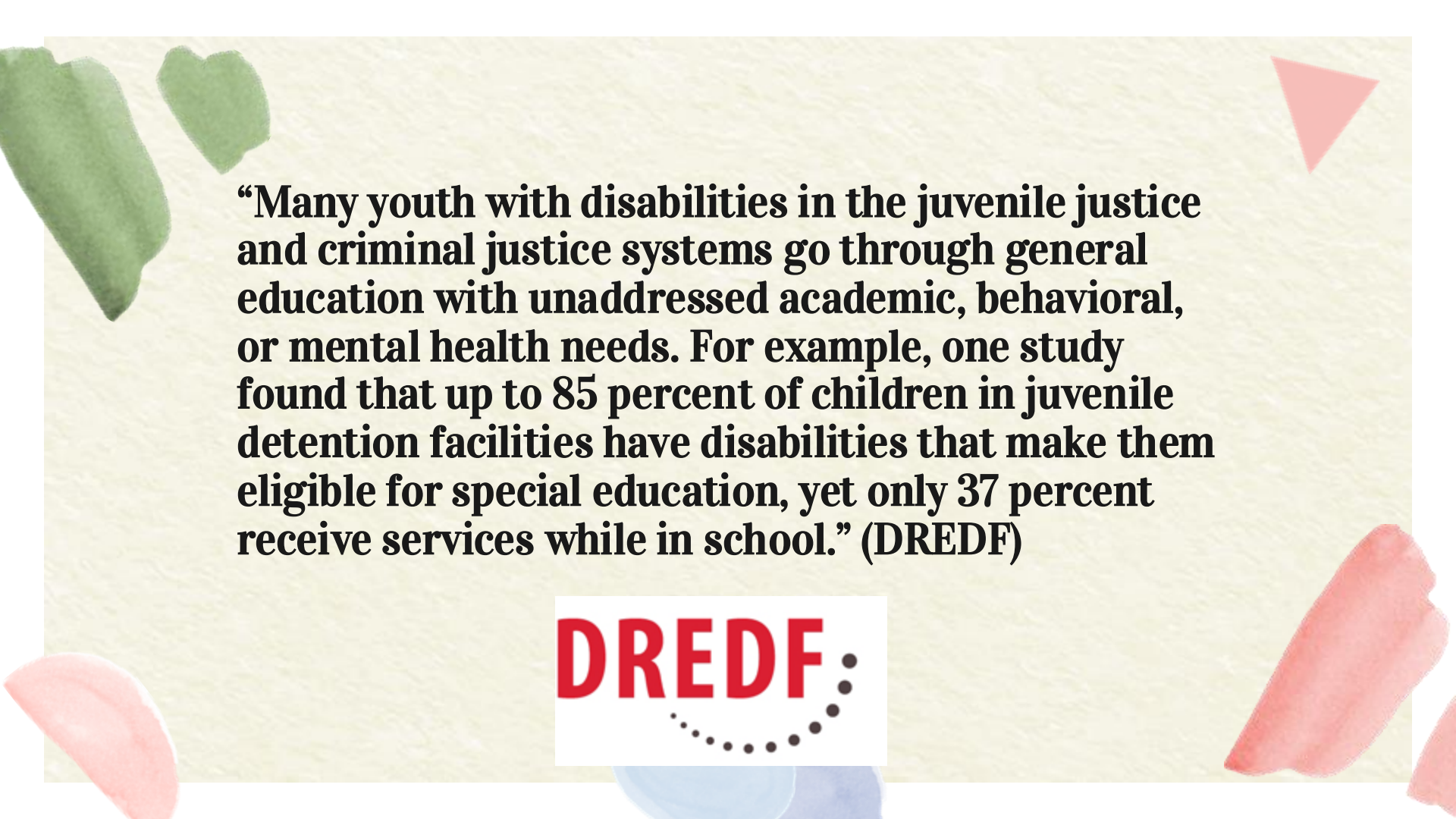
The “School-to-Prison Pipeline” (STPP) refers to the policies and practices that push our nation’s schoolchildren, especially our most at-risk children, out of classrooms and into the juvenile and criminal justice systems. (Disability Rights and Education Fund - DREDF)



Students who qualify for special education too often receive inferior services in segregated settings and incur repeated disciplinary actions. According to the U.S. Department of Education (PDF), students with disabilities are more than twice as likely to receive an out-of-school suspension (13 percent) than students without disabilities (6 percent). Students with disabilities represent 12 percent of the overall student population, yet make up 25 percent of all students involved in a school-related arrest, 58 percent of all students placed in seclusion, and a staggering 75 percent of all students physically restrained at school. (DREDF)



“The numbers are even worse for students of color with disabilities. Over a quarter of African-American boys with disabilities, and 19 percent of African-American girls with disabilities, received at least one out-of-school suspension in 2011—2012. African-American students with disabilities represent 18.7 percent of the special education population, but 49.9 percent of special education students in correctional facilities.” (DREDF)



“Many youth with disabilities in the juvenile justice and criminal justice systems go through general education with unaddressed academic, behavioral, or mental health needs. For example, one study found that up to 85 percent of children in juvenile detention facilities have disabilities that make them eligible for special education, yet only 37 percent receive services while in school.” (DREDF)



DREDF

- Being anti-racist is essential to being a socially just teacher
- Recent events over the past couple of years have added a sense of urgency to our commitment to this goal
- We hope you will embrace your own need to reflect on your own biases as you interact with students and their families



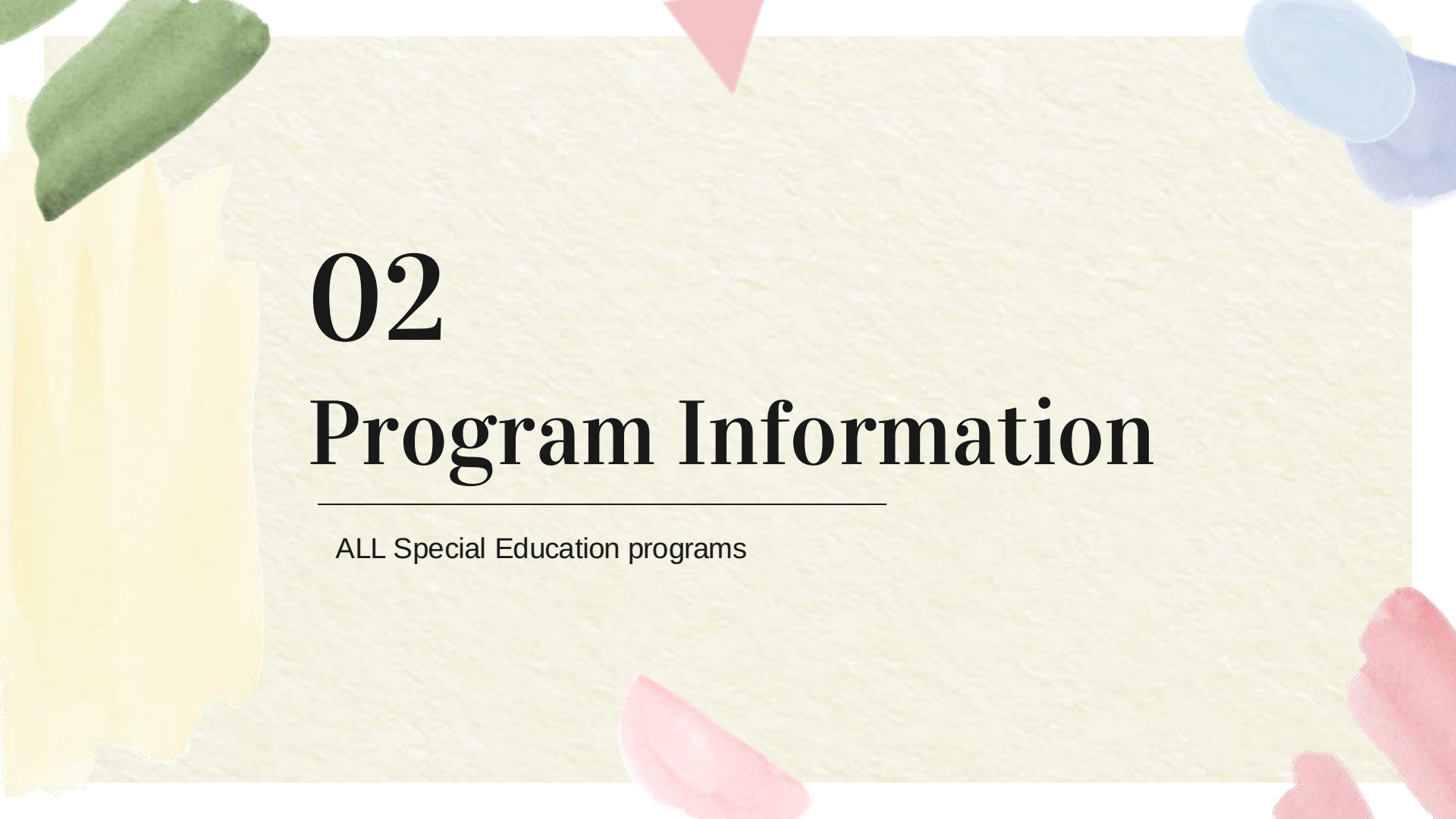
Antiracist Baby is bred, *not* born.

Antiracist Baby is raised
to make society transform.

Carousel



Go to your poster with the same color dot on your name tag and with your team discuss the prompt and record your thoughts. After 5 minutes you'll go to the next poster.



02

Program Information

ALL Special Education programs

3 Handbooks

Scan and download your program handbook.

www.csus.edu/college/education/teaching-credentials/current-students.html



Teaching
Credentials
Policies and
Procedures

Your
Program's
Handbook
(ECSE, ESN,
or MMSN)

MAT-SPED
handbook

Who's your program advisor??

Extensive Support Needs & Dual

Program & Field
Coordinator



Dr. Kathy Gee

Mild/Moderate Support Needs

Program & Field
Coordinator



Dr. Mei Shen

Early Childhood Special Education (ECSE)

Program & Field
Coordinator



Dr. Cindy Collado

Program Requirements

Have you completed everything in order to earn your credential?

- ✓ Pre-req courses and requirements
- ✓ Program coursework
- ✓ Program fieldwork
- ✓ Assessments
- ✓ Individual Development Plan (IDP)
- ✓ Credential Analyst tasks

Great! Then you'll be recommended for your teaching credential by our credential analyst to the California Commission on Teacher Credentialing (CTC), you'll pay your credential fee, and then you'll receive notification you have earned your credential (they no longer mail a paper credential) and can find your name added to the CTC website list of teachers.

NOTE: If you're earning your Preliminary Credential then you'll work on clearing your credential in your first 2 – 3 years of teaching, which is called Induction.

Pre-Reqs Check-In

(submit evidence in Canvas)

Subject Matter
Requirement (not ECSE)



EDUC 100AB*

COC



EDUC 170*

Good news! Basic Skills Requirement met
already because you all already have your BA



Other courses*

(ECSE: CHAD 30; MMSN: PUBH 136)

*Note: Can take during the year with other coursework

Courses taught across all 3 Ed Specialist Programs (MMSN, ESN, ECSE)

**EDSP
119**

Legal & Social
Foundations
of Special
Education

**EDSP
209**

Augmentative
and Alternative
Communication
(AAC)

**EDSP
217**

Positive
Behavior
Intervention
and Supports
(PBIS)

**EDSP
208/230**

Evidence
Based
Assessment
and
Intervention

**EDSP
293**

Strategies for
Inclusive
Classrooms
*(taken with Multiple
& Single Subject
candidates too)*

**EDSP
238**

Culminating
Seminar for
Education
Specialists

More Shared Courses

ESN & MMSN

**EDSP
220**

Language and Literacy in
Inclusive Classrooms I

**EDSP
221**

Language and Literacy in
Inclusive Classrooms II

**EDSP
292**

Teaching English Learners
with Disabilities

**EDSP
207/237**

Secondary/Post-secondary
and Transition planning for
students with disabilities

ESN & ECSE

**EDSP
218**

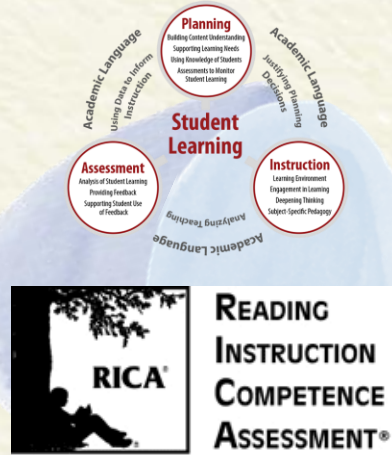
Advanced Program Planning
& Instruction for Students with
Extensive Support
Needs/Multiple Disabilities

Assessments



Subject Matter Requirements

Note: not required for ECSE



edTPA & RICA

Performance Assessment submitted for outside review of a teaching segment and your reflection. (ECSE – no edTPA but participate in pilot LPA)



Taskstream Ongoing Portfolios

Signature assessments, fieldwork evaluations, Individual Development Plan (IDP)

What If I'm Struggling?

Contact your program advisor

They can direct you to the right supports

Statement of Concern

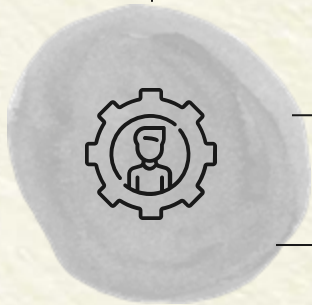
If you repeatedly demonstrate difficulties then your team may develop a plan to help you get back on track

Course Incomplete

Talk to your instructor and advisor about more time to complete the work – only for extenuating circumstances

Credential Appeals

If you don't clear your incomplete or pass a class then you will need to take a semester off to complete it or write a letter of appeal to the committee to request continuing



Fieldwork Experiences



Fieldwork

Candidates completing fieldwork in a 400-level course will take on increasing responsibilities over time. This is also where projects related to classes are completed.



Student Teaching

Candidates completing a culminating fieldwork experience in a mentor teacher's classroom



Residencies & 1-year Intensive

Candidates completing 1 year or Residents accepted into our Sacramento Metro Teacher Residency (SMTR) Scholarship 1-year program completing extended fieldwork in their Mentor's program



Internships

Candidates who are ready to apply to be accepted by the Special Education faculty to be the teacher of record in a program where they complete their fieldwork as the lead teacher

Finishing up with your MAT-Sped



Credential Program

Some courses double count for your MAT & you learn beginning research skills.



MAT Info Session & Survey

Spring semester at the end of your credential you can attend the MAT info session & then decide if you will continue with your MAT, defer one year, or decline.




MAT Courses

You'll begin your MAT core course sequence in the summer with a writing intensive course and then take two courses in the fall and one in the spring.



MAT Classroom Inquiry Portfolio

Your focus is developing an action research project that culminates in spring with your classroom inquiry portfolio and poster presentation.



03

My Weekly Schedule

Split up into program specific groups

Lunch & District Expo

12:30-1:30p BYO lunch (Meet & Greet with your supervisor/program) & District Expo

Ballroom 3 - Two half hour sessions by alphabetical order; students attend either Expo OR lunch with supervisor then flip for 2nd half hour

After lunch... 1:30pm – 5pm

Credential Program Long-Intros

Extensive Support Needs: Capital Room (3rd Floor)

Mild to Moderate Support Needs: Folsom Room (3rd Floor)

Early Childhood Special Education: Auburn Room (3rd Floor)