



CALIFORNIA STATE UNIVERSITY, SACRAMENTO
College of Education
Department of Special Education, Rehabilitation, School Psychology & Deaf Studies

SUPPLEMENTAL NOTES
CSUS Clear Level II Education Specialist Program
with
Portfolio Development Guidelines

Revised
Summer, 2009

in accordance with the
CTC Standards for Level II Clear Credential Programs
Mild/Moderate, Moderate Severe &
Early Childhood Special Education

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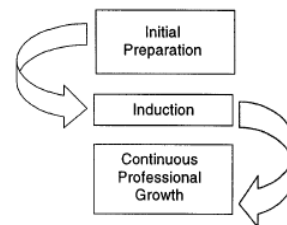
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The CTC Continuum of Professional Preparation Model and the Education Specialist Program

In California, the Commission on Teacher Credentialing has developed a two tiered system for teacher preparation. Level I standards are addressed during initial preparation for teaching and Level II standards are addressed as part of an ongoing process of professional development. The model assumes that initial teacher preparation may be provided prior to or concurrent with full time employment in the selected credential area or program of concentration. Upon completion of a Level I program (with verification of employment in an appropriate setting) specialist candidates develop an Induction Plan (EDS 252 A/B), identify a field-based mentor, and work collaboratively with a CSUS Level II advisor to establish goals for improving current practices in the field.

FIGURE 2.2
Continuum of Professional Preparation



The CSUS Level II Program Philosophy

CSUS is committed to supporting teachers with varying levels of experience and skill in the development of a thoughtful plan for professional growth. The Level II Program at CSUS is focused on meeting individual needs and allowing candidates to be **highly self-directed** in documenting all competencies for Level II. CCTC allows five years for candidates to fulfill all program and experience requirements, however, the CSUS coursework component is designed such that it can be completed in one year. Knowledge and skills are directly related to the appropriate Level II credential standards that the candidate must fulfill with requirements for documentation of standards achieved in a **Level II Professional portfolio**.

- **Constructivism** – a belief that knowledge is created by active efforts to make meaning from experience and individual interpretations of events. It is characterized by reflection and interactive dialogue with others
- **Reflection** - “how we consider, ponder, tax our minds about topics and experiences, . . . experience and reflection lead each of use to construct, somewhat unique meanings for *teaching* and *learning*“ (Siefert, 1999, pp 6-7).
- **Interactive Dialogue** - the active sharing of views intended to clarify differences and to identify common ground. It is characterized by active listening, examination of assumptions, and systems thinking.

The CSUS Level II Program Structure

Course #	Units	Course Title
EDS 252 A/B	2 + 1	Induction planning with reflection on standards and current goals Field-based Support Provider identified and formal mentor letter developed. Program coursework advisement plan filed with a specific emphasis area identified. Initial development of Level II Portfolio Narrative Induction Plan completed. (<i>120 days from Level I filing requirement</i>)
EDS 267 A/B	3 + 3	Seminar and fieldwork (90 hrs) with focus on selected standards Specific Emphasis, Advanced Communication, Collaboration & Consultation, Transition & Transition Planning , Parent & Staff Development
EDS 268 A/B	3 + 3	Seminar and fieldwork (90 hrs) with focus on selected standards Data-based decision-making, advanced behavioral and emotional supports Advanced Communication Strategies, Current & Emerging Research, Leadership & Management, curriculum & Instruction, Assessment
Elective	3	Per advisement or approved Field-Based Activities (45 hrs) related to Professional development goals

Additional Clear Credential Requirements:

Health e.g. HLSC 136
Ed Technology e.g. EDS 291A/B

Documentation of a minimum of successful teaching in an appropriate setting,
Completion of all Level II requirements (*5 years allowed to complete requirements*)

Level II Advisement

The instructor for EDS 252A/B is typically assigned as the Level II advisor and is designated as the individual responsible for assisting the candidate with the procedures for filing the necessary paperwork and the Level II induction plan with the department office. The advisor informs the candidate of all relevant requirements related to portfolio development and the timeline for completion of the Level II program. It should be noted, however, that ultimate responsibility for attaining appropriate signatures, completing activities and verifying program completion in a timely fashion rests with the Level II candidate.



Level II Induction Plan Components

The department is committed to supporting teachers with varying levels of experience and skill in the development of a plan for professional growth. The Level II program is focused on meeting individual needs and allowing candidates to be highly self-directed in documenting competencies for Level II.

In the initial seminar (EDS 252 A/B) candidates develop a written induction plan that is filed with the department and in the individual's Level II portfolio. The induction plan narrative includes:

Induction Plan (Narrative)

- I. **Summary of the candidate's past and current experiences** in teaching i (e.g., paraprofessional, group home, non-profit org, gen/sp ed teacher).
- II. **Reflections on the Level II standards, learning goals for ongoing professional growth** and identified **area of specific emphasis** (e.g., autism spectrum disorders, inclusion family supports, transition planning, curric, RtI., ELL strategies, etc.).
- III. Identification of a **district-based support provider** and projected **strategies for mentorship** - documented by a formal letter
- IV. Summary of the CSUS **Level II coursework enrollment plan** (filed with the department) with projected timeline for completion and specified elective related to the individual's professional goals. For the elective, the candidate may elect to use 45 hours of district-based activity centered around a specific learning goal. The elective is non-university based and thus will not show on a transcript. The 45 hours may be designated as the elective on the initial program plan and must be summarized for the final Level II portfolio review.
- V. Summary of projected activities (e.g., visitations, interviews, workshops, conference attendance, BTSA, special projects, etc.) for meeting professional induction goals.

Resources: *Available online*

California Commission on Teacher Credentialing (Dec, 1996). *Standards of quality and effectiveness for education specialist credential programs*. Sacramento, CA: State of California
<http://www.ctc.ca.gov/educator-prep/standards/speced.pdf>

Council for Exceptional Children (2003). *What every special educator must know : Ethics, standards and guidelines for special educators* (5th ed.). Arlington, VA: Author.
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/Red_book_5th_edition.pdf

Level II Standards List

The Level II program requirements at CSUS are designed around the specific CTC standards developed for each of the specialist credentials. A basic listing of the Clear Level II standards for each of the CSUS education specialist credentials is listed below. The full text that includes the standards statement, the rationale and the factors to consider for a full range of special education credentials may be found at the CTC website. <http://www.ctc.ca.gov/> .

Home page, (top) Program Sponsors, (rt - Under Program Info) Standards, (middle) Educator Prep – scroll down
Go to Part 5 Preconditions and Standards of Program Quality and Effectiveness for Professional Level II Education
Specialist Credential Programs (Page 196 of 258 in pdf)

SEE: <http://www.ctc.ca.gov/educator-prep/standards/speced.pdf>

Level II Standards

Mild/Moderate & Moderate/Severe Disabilities

Common Standards 13-17 apply to both M/M & M/S Level II programs

- STANDARD 13** Data-Based Decision-Making
- STANDARD 14** Advanced Behavioral, Emotional, and Environmental Supports
- STANDARD 15** Current and Emerging Research Practices
- STANDARD 16** Transition & Transition Planning
- STANDARD 17** Development of Specific Emphasis (**Your Area of Specialization**)

Mild/Moderate Disabilities

- STANDARD 18** Assessment of Students
- STANDARD 19** Curriculum and Instruction
- STANDARD 20** Collaboration and Consultation

Moderate/Severe Disabilities

- STANDARD 18** Advanced Communication Skills
- STANDARD 19** Leadership and Management Skills

Early Childhood Special Education

- STANDARD 13** Parent Education and Staff Development
- STANDARD 14** Management and Leadership
- STANDARD 15** Advanced Studies and Special Topics

(ECSE Students are encouraged to select an area of focus for Specialization)

Relationship of Preliminary Level I Preparation to Clear Multiple/Single Subject & Education Specialist

The credential requirements for the Clear or Level II Credential for Multiple/Single Subject teachers and for Education Specialist teachers have a number of similarities and some critical differences. Professional Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. The Level II program is designed to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success. Level II should be advanced and not duplicative of Level I coursework. For example, positive behavioral support (PBS) is addressed in Level I and entry level skills are taught. In Level II the depth of knowledge and applied skills should be expanded to topics such as comprehensive behavioral supports, social skills intervention, crisis management and curricular adaptation. Level II preparation should also provide opportunities to build on the Level I foundational instruction and develop a specific content or performance emphasis (specialization area) such as: transition; inclusive education; behavioral intervention; serious emotional disturbance; or augmentative communication.

Relationship to BTSA Induction Programs

BTSA Induction is both an approved credential program and a state funded program of induction into the teaching profession. The individual working towards an Education Specialist Level II credential is participating in BTSA as a program of induction into the teaching profession only. Therefore, any activity that the approved university Level II program includes as part of its approved Level II program should be completed by the individual. The approved Education Specialist Level II program is the program that will recommend the individual for the clear credential. Therefore the individual and the BTSA Induction program should look to the approved Education Specialist Level II program for guidance as to which requirements for the Clear Education Specialist credential can be completed in conjunction with the BTSA program. The approved Level II program is able to consider work completed within a BTSA program based on Education Specialist program

Additional Information is available from the CTC website (August, 2007)

[Requirements for Program Completion and Guidance for BTSA Induction and Education Specialist Level II Programs ONLY](#)

Portfolios and Certification

In 1987, a National Board for Professional Teaching Standards (NBPTS) was formed for the purpose of setting standards for the teaching profession. Since that time, state departments of education have been promoting the use of portfolios (both written and electronic) as an authentic assessment tool for holding individuals accountable for teacher certification. National Board certification is voluntary and is designed to complement entry-level state licensing. It is based on teacher self-reflection and linked to your own teaching practice. Accomplished teachers form the core of the teaching profession and are central to any effort to educate all of our students to high academic standards. The NBPTS has confirmed with the U.S. Department of Education that National Board Certified Teachers (NBCTs) do meet the definition of a "highly qualified teacher" as defined in the No Child Left Behind Act (NCLB, 2001). Further information about California Certification and the requirements for Certification by the National Board for Professional Teaching Standards can be found at: <http://www.cde.ca.gov/pd/nbpts/>.

What is a Portfolio?

A portfolio is not a scrapbook or a notebook of materials or assignments collected from a series of classes. *"A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching"* (Campbell, Cignetti, Melenyzer, Nettles & Wyman, 2004, pp 3-4). While it is a collection of documents and other types of artifacts, it is designed to provide tangible evidence of the knowledge, skills, attitudes and talents that you possess as an accomplished educator. The documents included and the specific format and organization are self-selected to reflect your individuality and autonomy as a professional.

The portfolio that you develop for Level II will be used for assessment of your professional competencies. Some people who are developing a portfolio begin by collecting many samples of materials (e.g., lesson plans, reflective journals, handouts from conferences, etc.) in a box or other file system that is commonly referred to as the "working portfolio." The working portfolio can serve as the framework upon which you self-reflect and then select samples for inclusion in your presentation portfolio.

Two general rules for your presentation portfolio are:

- ***For each standard, a reflection statement must be included to explain why artifacts (3 minimum) were selected for submission and how they demonstrate competency***
- ***Overall, less is sometimes more.***

Your portfolio may be a paper-based notebook (3 inch, 3 ring binder with front or sidelabel) or an electronic portfolio, but in all cases it should be organized and easy to review.

Organizing Your Level II Portfolio

The CSUS credential program requires the development of a portfolio for Level II and you are required to include the complete standard appropriate for your credential authorization (available for download from the CTC website), three artifacts per standard with a description of why you chose them for presentation, and documentation of mentorship activities with your designated field-based support provider.

First, you will need a **3-ring 3-inch notebook** with side and /or front pockets for labeling. With this option, be sure to use labeled tabs that are easy to see and readable (e.g. Avery stick-ons)

OR – good technology skills and a **memory stick or website** for your materials
Next, you will need to organize your artifacts around the standards and highlight your selected area of emphasis. The following outline demonstrates how to organize your portfolio for review:



Level II Portfolio Outline



Introduction Page - with your name ,date, picture (optional) and a description of you, your current employment situation and your overall reflections on teaching.

Table of Contents

- TAB **Level II Induction Program Advisement FORM**
- TAB **Mentor Field-based Support Provider (Mentor) Letter**
- TAB **Induction Plan** (Narrative)
- TAB **Current CTC Preliminary Credential**
(Include the 5 year dates for program completion)
- TABS **One for each standard applicable to your credential program**
(i.e.. 13-17 plus 18-20 for Mild/Mod; 13-17 plus 18-19 for Mod/Sev; or 13-15 for ECSE)
With your reflection statement and 3 artifacts per standard
- TAB **Summary of Your Fieldwork Reflections for EDS 267A/B**
- TAB **Summary of Your Fieldwork Reflections for EDS 268A/B**
- TAB **Summary of Elective Fieldwork or Coursework Documentation**
- TAB **Current Transcript (copy) to Verify Completion of All Coursework**
- TAB **Documentation of Mentorship Activities and Reflections on Practice**

- TABS **Related Materials (Optional):**
 - Current Resume
 - Philosophy on Inclusive Teaching
 - Certificates, RICA, CBEST
 - Letters of Recognition or Recommendation
 - Pictures of Your Classroom Design, (Students w/permission), etc.

Note: For CTC you will need documentation of at least
Two (2) years of Successful Experience under Preliminary Credential

Required Standards for Each Credential

Mild/Moderate Disabilities	Early Childhood Special Education	Moderate/Severe Disabilities
STANDARD 13 Data-Based Decision-Making STANDARD 14 Adv Beh, Emot Environ Supports STANDARD 15 Current & Emerging Research STANDARD 16 Transition & Transition Planning STANDARD 17 Development of Specific Emphasis	STANDARD 13 Parent and Staff Development & Education STANDARD 14 Management & Leadership STANDARD 15 Advanced Studies and Special Topics	STANDARD 13 Data-Based Decision-Making STANDARD 14 Adv Beh, Emot Environ Supports STANDARD 15 Current & Emerging Research STANDARD 16 Transition & Transition Planning STANDARD 17 Development of Specific Emphasis
STANDARD 18 Assessment of Students STANDARD 19 Curriculum and Instruction		STANDARD 18 Adv. Comm Skills STANDARD 19 Leadership & Man Skills

For each required CTC standard in your portfolio, include a full copy of the CTC standard, the rationale and the factors to consider. You can download the .pdf from the CTC website and then copy and format the text in a WORD document. Here is an example:

Standard 16 Transition and Transition Planning

Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

Rationale

It is essential that educators understand the sequential and continuous nature of preparing students with mild to severe disabilities for successful adult transition and continuing educational, social, behavioral, and career development. Programs must facilitate the development of candidates who are knowledgeable about and sensitive to the unique transition needs of individual students and their families.

Factors to Consider: *The following factors serve as a guide for initial program design and ongoing program evaluation.*

- Each candidate examines factors that affect all stages of development in the life of individual students with mild/moderate and/or moderate/severe disabilities relative to planning for educational and transitional experiences.
- 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.
- 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.
- 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.
- 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.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Organizing Materials for a Given Standard in Your Level II Portfolio

Once you have created the tabs and downloaded the CTC standards in your portfolio, you will need to reflect on what you knowledge and skills you already have as result of your Preliminary credential training and your field experiences. You will need to consider what activities are appropriate for you to gain advanced skills in this area as they relate to your current teaching assignment. You are required to include a minimum of three artifacts per standard to demonstrate your advanced competencies.

Here is a page with a format that you can use to list your three artifacts for a given standard. It also includes the reflection statement prompt so that you will remember to describe why and how these items were selected demonstrate your increased knowledge and skills. You can use the blank form as a template for your information for each standard. The following page provides an example of how to use this template.

Standard Artifacts List and Reflection Statement:

STANDARD:

List a minimum of three (3) artifacts to demonstrate your knowledge and skills related to this standard and provide a reflective statement describing why these items were chosen to demonstrate what you have learned and your advanced competencies at the clear credential level.

Artifact #1 _____

Artifact #2 _____

Artifact #3 _____

Reflection Statement:

Describe the Rationale for Selection of Artifacts and How They Demonstrate Advanced Competencies for Professional Practice.

EXAMPLE:: Standard Artifacts List and Reflection Statement:

STANDARD: *16 Transition and Transition Planning Common Mild/Moderate/Severe*

List a minimum of three (3) artifacts to demonstrate your knowledge and skills related to this standard and provide a reflective statement describing why these items were chosen to demonstrate what you have learned and your advanced competencies at the clear credential level.

Artifact #1 *Adolescent Development Theory and Strategies for Working with Teens in the Juvenile Justice System: Summary of Online Research* <http://www.njdc.info/pdf/maca1.pdf>

Artifact #2 *Reflections on Transition Planning & Self-Determination Group Presentation: EDS 267 Sample ITP Included: Evidence of Knowledge Regarding Transition Planning*

Artifact #3 *Resource list of agency services . local contacts, online resources related to transition and self-determination curriculum and self-advocacy skills for students with disabilities*

Reflection Statement:

Describe the Rationale for Selection of Artifacts and How They Demonstrate Advanced Competencies for Professional Practice

To meet the requirements for this standard, I focused primarily on online research, review of materials and websites presented in the in-class group presentation on transition planning and self-determination, and exploration of transition services in my school district. I currently serve elementary-aged students (grades 3-6) in a self-contained class for students with learning disabilities and behavioral challenges. I wanted more information on adolescent development for atypical students and the requirements for ITP planning. I was not familiar with the Workability program and other agency services in my district. The focus for this standard was to increase my knowledge and make contact with other service providers so that I could better prepare my students for the expectations and challenges they will meet when they transition to the secondary level. As a result of these efforts, I now have a better understanding of how important it is to teach my students to take responsibility for their own learning. I also developed a resource list of agency services and contact names/numbers which I will be using to support my curriculum development in this area.

The **Standard Artifacts List and Reflection Statement** should be followed by the three artifacts that were selected to demonstrate competence with this standard. Samples of student work and other paperwork samples should be screened for confidentiality. Artifacts should not simply be a collection of handouts or blank forms: artifacts should demonstrate a candidate's personal usage, adaptation or reflections related to the standard.

Appendices

1. Clear (Level II) Induction Program Advisement Form
2. Sample Induction Plan (Narrative)
 - I. Summary of the candidate's past and current experiences in teaching i (e.g., paraprofessional, group home, non-profit org, gen/sp ed teacher).
 - II. Reflections on Level II standards, learning goals for ongoing professional growth and identified area of specific emphasis (e.g., autism spectrum disorders, inclusion family supports, transition planning, curric, Rtl., ELL strategies, etc.).
 - III. Identification of a district-based support provider and projected strategies for mentorship
 - IV. Summary of the CSUS Level II coursework enrollment plan with projected timeline for completion and specified elective related to the individual's professional goals. The candidate may elect to use 45 hours of district-based activity centered around a specific learning goal
 - V. Summary of projected activities (e.g., visitations, interviews, workshops, conference attendance, BTSA, special projects, etc.) for meeting professional induction goals.
3. Sample Field-Based Support Provider (Mentor Letter)
 - **Mentor Letter Key Elements**
 - **Mentor (Field-based Support Provider) Letter** – original MUST be submitted on letterhead (district/agency):
 - Full name of Level II Clear credential candidate
 - Employment status, school district and job position (grades/role) currently held by the candidate
 - Clear Credential for which candidate is applying:
 - Mild/Moderate, Moderate/Severe or Early Childhood Special Education
 - Full name and employment position/credential of the district-based mentor designated to serve as the **Field-based Support-Provider** for the candidate during the induction period.
 - Full name of the **CSUS Level II faculty Support-Provider** designated to serve as the academic program advisor for the clear credential candidate during the induction period
 - Statement acknowledging the willingness of designated support-provider to assist the clear credential candidate in meeting professional goals outlined in the Individual Induction Plan (IIP).
 - **Field-based Support-Provider/Mentor signature** and contact information
 - **District/Agency Administrator signature** and contact information and date