

**Report of Findings  
Commission on Teacher Credentialing  
Initial Program Review Feedback**

**Early Childhood Special Education Added Authorization Standards**

Institution	California State University, Sacramento
Date of initial review	August/September 2019
Subsequent dates of review	
Date Preconditions Complete	
Date Common Standard Aligned	
Date Program Standards Aligned	

**General Comments:** The program is an on-line program as evidence through this description within each course. However, this is not stated within the general program explanation. Having it clearly stated in the introduction to the program would be helpful.

This program is 12 units of course work, 1 unit of seminar related to practicum experience, and 15-30 units of field work and student teaching experience. This amount of teaching opportunity is a tremendous benefit to the teacher candidate, and this program should be noted for providing this type of extensive experience. The program provides candidates with activities that build strong collaborative relationships in cross cultural settings with an emphasis on families as partners.

Status	Standard
More Information Needed	<p><b>Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs</b>  <b>Questions, Comments, Additional Information Needed:</b>            Additional specific information of the characteristics of infants, toddlers and preschools with various disabilities is needed. For example, standard 1.1 and 1.2 request knowledge of the young children with various disabilities. It was not clear to the readers where this was within the curricula or how teacher candidates demonstrated their knowledge in this area. There was no indication of how teacher candidates demonstrated their knowledge of IFSP and the difference between IFSP and IEP plans.</p>
More Information Needed	<p><b>Standard 2: Role of the Family in Early Childhood Special Education</b>  <b>Questions, Comments, Additional Information Needed:</b>            The response addresses most of the content of the standard and provided appropriate documentation, however, it was noted that information and skill in “parental legal rights and advocacy” was not provided for. How do candidates demonstrate their knowledge of parental rights and advocacy processes?</p>
More information needed	<p><b>Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten</b>  <b>Questions, Comments, Additional Information Needed:</b></p>

Status	Standard
	<p>More information is needed to specifically address assessment practices for early childhood and preschool. It is not clear how the candidates demonstrate skills with a variety of assessment practices, including student observation, play-based assessment, standardized assessment and response measures. Observation of pre-school environments, and family interviews are represented within the program.</p>
<p>More information needed</p>	<p><b>Standard 4: Experience in Early Childhood Special Education Programs</b>  <b>Questions, Comments, Additional Information Needed:</b>  The course syllabus for EDSP 234 is incomplete as it is missing content as presented in the syllabus. There is a significant amount of what appears to be determined content.</p>