UNIVERSITY OF **OREGON** | **College of Education**

University of Oregon

EI/ECSE Master's & Licensure Program

Student Handbook

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Handbook updated: 9/15/2023

Welcome!

Welcome to the University of Oregon (UO) Early Intervention/Early Childhood Special Education (EI/ECSE) Master's & Licensure program!

This handbook is intended to assist you by providing general overview to help you understand the program and requirements. Matriculated students will also be added to SPED EI and UO Student Licensure Canvas sites which provide detailed information to support successful completion of both the master's and licensure programs in EI/ECSE.

We recommend that you read through this handbook carefully and refer to it during your orientation and transitions throughout the program. For clarification, we encourage you to consult with your graduate academic advisor.

https://education.uoregon.edu/sped/graduate/ms

Introduction

Since 1979, the personnel preparation component of the UO's EI/ECSE Program has offered high-quality courses and field placements leading to a master's degree, a teaching endorsement, and a doctoral degree. This training program is designed to prepare personnel to provide quality services to young children from birth to five years, who are disabled or at risk, and their families.

The UO's EI/ECSE Program is in the Department of Special Education (SPED) in the College of Education (COE), and is housed in the Center on Human Development, a University Center for Excellence in Developmental Disabilities. The EI/ECSE Program provides an interdisciplinary field of specialization focusing on infants, toddlers, and preschool-aged children with or at risk for disabilities, and their families.

This specialization combines a theoretical, research, and clinical base from fields such as early childhood education, psychology, communication disorders and sciences, medicine, sociology, and special education. Graduates are prepared to fill a variety of roles, including interventionists who deliver services to children and their families, program coordinators or supervisors who manage and direct personnel that deliver direct services, policy analysts, researchers and instructors.

The EI/ECSE Program is composed of four separate but interconnected components:
1. personnel preparation offered at the master's and doctoral levels;
2. program development focused on the creation of state-of-the-art intervention programs for infants and young children and their families;
3. research funded by a variety of grants that explores new strategies and develops new tools for assessment and intervention; and
4. dissemination activities designed to share information, research findings, and new approaches with professional and paraprofessional audiences.

Philosophy

The five major philosophical perspectives that guide our personnel training program are transactional, family involvement, developmental, educational, and interdisciplinary.

1 Transactional Perspective

The transactional (Cicchetti et al., 1988; Sameroff & Chandler, 1975; Sameroff & Fiese, 1990) or interactional (Lewis, 1987) model is focused upon the social responsiveness of the environment and interactive nature of the child-environment exchange. The child's growth and development occur through actions to and reactions from the environment over time (Sameroff, 1981, 1993; Shonkoff, 2015). Consequently, concern must extend to children and their impact on the environment as well as the reverse. The transactional perspective is represented in the simple schematic below, which was designed to indicate the cyclical and reciprocal nature of the child-environment interaction.

In addition to the emphasis on the reciprocal aspects of interactions, the transactional model reinforces attention on the importance of the child's social environment. The infant's and young child's initial exposure to the environment is largely mediated by the primary caregivers. This social mediation should be a focal point for interventionists interested in facilitating the development of infants and young children (Shonkoff, 2010).

2 Family Involvement

As the transactional perspective suggests, family involvement is fundamental to the success of EI/ECSE efforts. Family-centered practices, treating families with respect, active participation, and interventionists' responsiveness are core principles in EI/ECSE (Dunst & Espe-Sherwindt, 2016). The greater the family's involvement, the greater the probability that the child's potential will be realized. The federal mandate of the Individuals with Disabilities Education Act (IDEA; 2004) has provided legislative credence to family involvement and has emphasized to all agency personnel delivering services to young children the importance of including family members in planning, executing, and evaluating programs of intervention.

To be effective in intervention efforts, EI/ECSE personnel must take into account families' larger social context (Seligman & Darling, 2007) and understand the family system. Sameroff (1982; Sameroff & Fiese, 2000) and Simeonsson (1988) have articulated the need to consider the resources, stresses, cultural values, and desires of family members before developing elaborate intervention plans that the family may find unsuitable or even distasteful. Shonkoff and Phillips (2000) among others (i.e., Aber, Jones, & Cohen, 2000; Bornstein & Tamil-LeMonda, 2004; Crockenberg & Leerkes, 2000; Holmes, Reich, & Pasternak, 1984; McLinden, 1990; Roberts & Wasik, 1990; Brooks-Gunn, Duncan, & Aber, 1997; McCormick, Brooks-Gunn, & Buka, et.al., 2006) have assembled evidence that strongly suggests intervention efforts are significantly enhanced when the primary caregiver receives adequate support from social partners and when caregivers, in turn, receive adequate community support, whether from extended family members, friends, or organizations (e.g., church, social agencies). Thus, it is important to place the family in the larger ecological context (Bronfenbrenner, 1979; Dunst & Trivette, 1990; Singer & Irvin, 1989; Turnbull & Turnbull, 1986, Cowan & Cowan, 2006).

3 Developmental Perspective

Developmental theory provides a general description of normal development during infancy and early childhood. The application of general developmental theory is enhanced by the skill theory perspective. Fischer (1980) suggests that cognitive and other domains of behavior are a composite of individual skills. Skill acquisition follows a developmental hierarchy that moves from the simple concrete level, to the representation level, to the level of abstraction. A skill sequence develops relatively independently to certain levels, at which time coordination between skills or clusters of skills occurs.

The skills that develop and the speed with which they are acquired are dependent upon environmental input and emphasis. Developmental theory provides general maps of emerging behavior. These maps suggest typical patterns of development for the young child in the motor, cognitive, social-emotional, and adaptive domains. These developmental hierarchies should be viewed as composites of sequentially acquired skills that are, in many instances, the focus of interventions. Such a framework specifies long-range goals and also suggests intervention sequences. However, these sequences only provide general guidelines and the interventionist should expect that many children who are disabled will deviate from the typical pattern and show variation in acquisition rates across skill areas.

4 Educational Perspective

Another perspective underlying this training approach is its educational orientation. This approach is designed to permit the interventionist to focus on actively arranging environmental contingencies to produce change in the child. This perspective requires that education be defined in its broadest sense and does not refer exclusively to programming of skills more traditionally thought of as academic (e.g., reading and writing). Rather, education refers to any skill or behavior that can be acquired through some form of environmental manipulation. Thus, most interventions formulated by allied health professionals appropriately fall under this definition of education.

To deliver the appropriate intervention content to children, a child-directed, activity-based technique is emphasized in this program (Bricker, Pretti-Frontczak, & McComas, 1998; Johnson, Rahn, & Bricker, 2015). The activity-based intervention approach is designed to take advantage of children's motivation in high interest activities to teach functional, generalizable skills, and to do so in a way that is objective and measurable. Activity-based intervention is a child-directed, transactional approach that embeds children's individual goals and objectives in routine, planned, or child-initiated activities and uses naturally and logically occurring antecedents and consequences to develop functional and generative skills (Johnson, Rahn, & Bricker, 2015).

In this approach, intervention is woven into the child's ongoing activities. For example, rather than directly teaching names of objects, items are named in the context of a relevant and motivating activity. Integration of intervention targets into the child's daily and preferred activities often eliminates motivational problems. When embedding targeted objectives in child-selected activities, contingent events can be naturally reinforcing. Further, this approach assists in keeping intervention objectives functional and relevant for the child. Each acquired skill is useful and aids the child in adjusting to and coping with environmental demands.

5 Interdisciplinary Partnerships

The educational orientation of this program is tempered by the recognized need for multiagency, multidisciplinary collaboration if high quality services are to be developed (Bricker & Widerstrom, 1996; Harbin, McWilliam, & Gallagher, 2000). High quality services often require the cooperation of many disciplines and agencies (e.g., medical, social, educational). If the family is environmentally at risk, social service or legal agencies may be involved and therapeutic services may also be essential. Increasingly, the children and families being served in EI/ECSE programs have multiple and often chronic needs.

To meet these needs, EI/ECSE leadership personnel must have a conceptual framework to incorporate this reality. They must also be committed to the development and implementation of programs that include and coordinate input from a variety of agencies and disciplines. No single agency, discipline, or person can solve the many challenges facing children with or at risk for disabilities and their families.

Faculty

The EI/ECSE program has four core faculty members. In addition, doctoral students supervise students and may assist faculty in teaching courses. Core teaching faculty include:

Lillian Durán, Ph.D.
University of Minnesota

Lillian Durán has a Ph.D. in Educational Psychology from the University of Minnesota and is currently an Associate Professor in the Department of Special Education and Clinical Sciences at the UO. Dr. Durán teaches Early Literacy for Diverse Learners. Her research is focused on improving instructional and assessment practices with preschool-aged dual language learners (DLLs). She is currently a Co-Principal Investigator on an IES Goal 5 measurement grant to develop a Spanish version of the Individual Growth and Development Indicators (S-IGDIs), an early language and literacy general outcome measure for screening and progress monitoring in preschool. Dr. Durán frequently delivers presentations nationally on the topic of recommended practices in assessment and intervention with young DLLs with and without identified disabilities. Prior to Dr. Durán's work in higher education she worked for 9 years as an early childhood special education teacher both in Prince George's County, Maryland, and in rural south central Minnesota.

Gounah Choi, Ph.D.
University of Washington

Dr.Choi is a lecturer in the Department of Special Education and Clinical Sciences. She lectures and supervises Early Childhood Special Education Practicum Students. As a Board Certified Behavior Analyst and a former special education teacher, she has worked with young children with developmental delays/disabilities in various settings, including home, public/private school, and clinic. Her research interest is in parent-implemented interventions for social-emotional learning of children with disabilities/delays, particularly those from underrepresented communities. She has participated in various research projects related to promoting children's social emotional development through improving teachers' and families' implementation fidelity of evidence-based practices.

Megan Kunze, Ph.D.
University of Oregon

Dr. Kunze is a lecturer in EI in the Department of Special Education and Clinical Sciences and a Research Assistant Professor in the Center on Brain Injury Research and Training. Her research interests include accessibility and impact of early diagnosis, professional preparation in Applied Behavior Analysis, and coaching of family-focused naturalistic interventions for children with developmental delays.

Sara Schmitt, Ph.D.
Oregon State University

Dr. Schmitt is an associate professor in the Special Education and Clinical Sciences Department and a research scientist in the prevention sciences institute. Her research interests center around how children develop strong self-regulation and school readiness skills in early childhood and how to strengthen those skills.

Stephanie Shire, Ph.D.
University of California Los Angeles,

Dr. Shire is an Assistant Professor in Early Intervention and Early Childhood Special Education and the EI/ECSE program director. She currently teaches Autism in EI and Curriculum in EC/EI. Dr. Shire's research interests include the development and deployment of assessment and early intervention tools for children with autism spectrum disorder and other neurodevelopmental disorders. Her work has focused on working closely with community partners to bring naturalistic developmental behavioral interventions to under-served and under resourced communities in North America and abroad. Dr. Shire is happy to bring students into her research focusing on developing community capacity to support children's learning including their social engagement, regulation, and communication skills.

Program & Practicum Contacts

Program Name	Contact	Phone
Special Education & Clinical Sciences Dept.	SPED@uoregon.edu	(541) 346-1638 340 HEDCO
College of Education Assessment, Licensure, and Field Services Office. Oregon Educational Preparation Provider (EPP)	• Assistant Dean for Academic Accreditation and Operations, jcolorad@uoregon.edu • Licensure Programs Representative, coelicensure@uoregon.edu • Field Services Coordinator, coeplacement@uoregon.edu	

Program & Field Placement Questions	Contact	
SPED EI Practicum Clinical Coordinator	Dr. Gounah Choi, gounahch@uoregon.edu	
Scheduling days and times off of field-based activities and responsibilities	Each of the following should be contacted for these questions: • Practicum Supervisor • Gounah Choi: gounahch@uoregon.edu • Cooperating teacher/Professional	
Roles and responsibilities required in field-based placements		
Intervention procedures or policies within field based placements		
EI/ECSE course requirements	Your graduate academic advisor	
Teaching sample requirements for licensure	EI/ECSE Handbook and/or field experience coordinator, methods instructor	

Program Overview

In Oregon, student teaching and all licensure requirements including program admissions, academic preparation, program of study, field placement, supervision and assessments, are under the regulations and jurisdiction of the state Teaching Standards and Practices Commission. TSPC is responsible for issuance, renewal, and oversight of Oregon teacher licenses, levels, and renewals.

In January 1995, Oregon's Teacher Standards & Practices Commission (TSPC) approved the UO's SPED EI/ECSE Program to provide students with the option of earning a teaching license with an endorsement in Special Education: Early Intervention/Early Childhood (SPED:EI/EC). This post-baccalaureate program provides evidenced-based training in how to teach young children with special needs in their home and preschool environments.

In 2021, the UO College of Education and the Special Education: Early Intervention program were awarded full accreditation through the national Association for Advancing Quality in Educator Programs (AAQEP). The program was recognized for its focus on inclusive practices and family-guided intervention.

Initial licensure and Endorsement

Most students in the EI/ECSE program are pursuing an initial teaching license. Students can complete the program in 1 or 2 years and students may be able to complete their required practicum experiences at their workplace, while they are on the job. See sample EI/ECSE Master's degree/licensure program course schedule on page 20.

Licensure candidates completing all degree and endorsement requirements apply for n Oregon TSPC initial teaching license with an endorsement in SPED:EI/EC. This license permits graduates to be employed as an EI/ECSE specialist in any public school site, including Education Service Districts in Oregon with children birth to five years of age.

Added Endorsement

Currently licensed general/special education teachers, with a valid Oregon teaching license may add an Early Intervention endorsement through additional courses, practicum, and testing. Requirements for the added endorsement are listed in the table below.

Added Endorsement Requirements

Fall	Winter	Spring
• SPED 680: Foundations in EC/EI • SPED 687: EI/ECSE Methods I • SPED 611: EI/ECSE Practicum • SPED 691: Professional Practices in EI/ECSE • SPED 540: Early literacy for Diverse Learners	• SPED 681: Diverse Families in EI • SPED 682: Assessment and Evaluation in EI • SPED 688: EI/ECSE Methods II • SPED 611: EI/ECSE Practicum • SPED 691: Professional Practices in EI/ECSE	• SPED 683: Curriculum in EC/EI
Total Credits: 13	Total Credits: 12	Total Credits: 3
• Completion of 1 teaching sample with passing score • Passing score on PRAXIS II test Special Education: Preschool/Early Childhood (test code 5692)		

Program Objectives

01   Provide high quality EI/ECSE services to infants, toddlers, and preschooler that are at risk for and experiencing disabilities.

02   Provide services in a culturally sensitive manner to meet the needs of children and families from diverse situations and backgrounds.

03   Facilitate the inclusion of children in community programs and provide family-guided intervention, using evidence-based practices.

04   Assess and evaluate child/family progress and program effectiveness within a variety of service delivery models with an emphasis on inclusive settings.

05   Operate effectively within an inter-agency, interdisciplinary team approach.

06   Understand and interpret research studies to enhance educational services delivered to children who are at risk for and/or experiencing disabilities and their families.

Institutional Supports

The EI/ECSE program graduate academic advisor / program director will provide you with information about the endorsement/teaching license throughout your academic experience. All classes, including practica, have been organized to help candidates complete both degree and licensure endorsement requirements.

As you prepare for your pre-service practicum, you will work with the faculty clinical program coordinator, who will assign you with a placement site(s), a cooperating teacher, and a university supervisor. This team of people will work together to provide instructions, resources, and supports you need to:
- navigate your placement,
- establish positive professional relationships with mentor, school colleagues, and students, and
- assume the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.

The Assessment, Licensure, and Field Services office, serves as the UO's state approved Educational Preparation Provider (EPP), serving as the COE's liaison between the state, university, and district partners.

Cooperating Teacher

University Supervisor

Clinical Coordinator

SPED EI Faculty

Program Director

Candidate
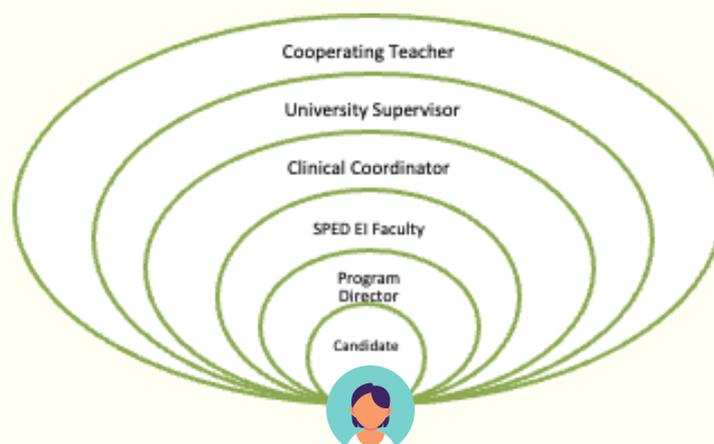
Core Competency Areas

Eight core competency areas guide the content for coursework and field experiences in the program. Satisfactory completion of all required objectives in the first eight competency areas is required for completion of the EI/ECSE Licensure Program. Coursework and field experiences have different objectives associated with each. Coursework competency objectives are identified each term in the "Student Learning Outcomes" section of the syllabi for EI/ECSE core courses.

1.0 Foundations in Early Intervention

The early interventionist is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting the profession of early intervention.

2.0 Typical and Atypical Development

The early interventionist is able to demonstrate knowledge across developmental domains of the sequence and age of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with pediatric disabilities.

3.0 Infant, Toddler, and Preschool Assessment

The early interventionist is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting the profession of early intervention.

4.0 Family Involvement

The early interventionist is able to select, administer, summarize results in writing, and interpret to professionals a family guided assessment to identify the family's resources, priorities, and concerns important to the development of their infant, toddler, or preschool child who is at risk of or has a disability.

5.0 Design of Intervention

The early interventionist is able to design a family-guided EI/ECSE program for infants, toddlers, and preschool children who are at risk or have a disability and their families.

6.0 Implementation of Intervention

The early interventionist is able to implement a family-guided EI/ECSE program for infants, toddlers, and preschool children.

7.0 Evaluation of Intervention

The early interventionist is able to evaluate a family=guided Ei/ECSE program for infants, toddlers, and preschool children.

8.0 Interdisciplinary and Interagency Collaboration

The early interventionist is able to assume the professional roles and responsibilities of an interdisciplinary member, a service coordinator, a supervisor, a consultant, a community liasion, and an educator.

9.0 Research Application

The early interventionist is able to identify quality research and demonstrate knowledge of current research related to the profession of EI/ECSE

Early Intervention Coursework Competencies

1.0 FOUNDATIONS IN EARLY INTERVENTION/EARLY CHILDHOOD SPECIAL EDUCATION:
Student is able to discuss the implications of federal and state legislative decisions, regulations, policies and procedures, and ethics affecting their field.

1.1	Demonstrates knowledge of the legal basis of EI/ECSE, including PL 94-142 and PL 99-456, related litigation, and the impact of public policy on the delivery of services to young children with or at-risk for disabilities.
1.2	Discusses state and local regulations affecting the delivery of services to young children with or at-risk for disabilities.
1.3	Identifies and discusses roles, responsibilities, and goals of early interventionists in the delivery of services to children with or at-risk for disabilities and their families.
1.4	Demonstrates knowledge of the professional standards of competency in EI/ECSE.
1.5	Demonstrates knowledge of federal, state, and local resources important to the advancement of the profession of EI/ECSE and the improvement of services to children with or at-risk for disabilities and their families.

2.0 TYPICAL AND ATYPICAL DEVELOPMENT
Student demonstrates knowledge across developmental domains of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with disabilities

2.1	Demonstrates knowledge of biological and environmental factors associated with prenatal development and birth.
2.2	Demonstrates knowledge of the range of typical child development including the sequences, characteristics, and interrelationships in development across domains.
2.3	Identifies medical conditions, biological and environmental factors that place a child at risk for atypical development.
2.4	Recognizes the etiology and characteristics of common developmental disabilities in children, including cognitive, behavior disorders, vision and hearing impairments, speech and language impairments, orthopedic and health impairments, autism, and multiple disabilities.
2.5	Recognizes the potential developmental impact of specific disabilities, delays, or risk factors on developmental domains.
2.6	Interprets available child and family histories and reports concerning young children.
2.7	Demonstrates knowledge of handling and positioning, including adaptive equipment, orthotic and prosthetic devices, and feeding requirements of young children.

3.0 INFANT, TODDLER, AND PRESCHOOL ASSESSMENT
Student is able to select, administer, summarize results in writing, and interpret to parents, caregivers, and professionals a comprehensive assessment of infants, toddlers, and preschool children who are at risk or disabled.

3.1	Demonstrates knowledge and understanding of best practice in the selection of norm-referenced, criterion referenced, and curriculum based assessment instruments for screening, diagnosis, program planning, and child progress and program evaluation purposes.

3.2	Identifies and compares, valid, reliable, and culturally sensitive assessment instruments appropriate to age, population, disability, and setting.
3.3	Demonstrates ability to administer norm-referenced, criterion referenced, and curriculum based assessment instruments for screening, diagnosis, program planning, and child progress and program evaluation purposes.
3.4	Collects, interprets and summarizes in writing information from available records of children in the program.
3.5	Gains familiarity with alternative methods of assessment including informant interview, behavior rating scales, parent-child interaction, observation of daily routines and play environment, or interdisciplinary assessment.
3.6	Interprets evaluation information based on assessment, observation and parent report, and writes summary.

4.0 FAMILY INVOLVEMENT

Student demonstrates knowledge of family-centered practices, family systems theory, and the ability to apply family capacity-building practices in order to support families to make informed decisions and advocate for their young children. They understand the importance of engaging families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.

4.1	Demonstrates knowledge of the importance of family systems theory and its application to EI/ECSE.
4.2	Within the ecological model recognizes the effect of a child with or at-risk for disabilities on the family unit
4.3	Identifies and discusses cultural, socio-economic, ethical, racial, historical factors, and personal values affecting the family and the development of the child.
4.4	Gains familiarity with, and demonstrates knowledge of best practice in the selection of family-based assessment instruments to identify the families' resources, priorities, and concerns.
4.5	Administers a family-based assessment instrument to identify the family's priorities, resources, and concerns.
4.6	Completes an Ecomap to identify and develop internal and external resources, a social support network, and advocacy skills.
4.7	Student is able to select, administer, summarize results in writing and interpret a family-guided assessment to identify the family's resources, priorities and concerns important to the development of their infant, toddler, or preschool children who are at risk or disabled.

5.0 DESIGN OF INTERVENTION

Student is able to design a family-guided EI/ECSE program for infants, toddlers, and preschool children who are at risk or disabled and their families

5.1	Prioritizes child and family needs based on child's history, developmental age, family resources and preferences, and the recommendations of the interdisciplinary team.
5.2	Demonstrates sound professional decision making in determining an appropriate EI/ECSE service model

5.3	Based on appropriate assessment information, writes measurable and observable goals with corresponding long and short-term behavioral objectives, which include recommendations of the child's team and priorities of the family.
5.4	In collaboration with the family and the other members of the interdisciplinary team develops an Individualized Family Service Plan (IFSP) to meet the needs of the family and young child.
5.5	In collaboration with the family and other team members, develops a comprehensive intervention plan for addressing individual children's goals and objectives.

6.0 IMPLEMENTATION OF INTERVENTION
Student is able to implement a family-guided EI/ECSE program for infants, toddlers, and preschool children who are at risk or disabled.

6.1	Demonstrates knowledge of child development and learning theories
6.2	Demonstrates knowledge of evidence-based intervention strategies

7.0 EVALUATION OF INTERVENTION
Student is able to evaluate a family-guided EI/ECSE program for infants, toddlers, and preschool children who are at risk or disabled.

7.1	Produces accurate and comprehensive documentation of child progress and family outcomes, including recommendations for referral, continued services, transition, or termination of services
7.2	Based on routine data collection, student makes recommendations to revise an IFSP/Individualized Education Program (IEP)

8.0 INTERDISCIPLINARY AND INTERAGENCY COLLABORATION
Student is able to assume the roles and responsibilities of an interdisciplinary team member, a case manager, a supervisor, a consultant, and a community liaison.

8.1	Demonstrates the knowledge and ability to function as an interdisciplinary team member, a case manager, a supervisor, a consultant, and a community liaison.
8.2	Demonstrates an understanding of the role of interdisciplinary EI/ECSE team members, including the family, physical and occupational therapist, speech-language specialist, psychologist, social worker, early childhood educator, and physician.
8.3	Demonstrates knowledge of the dynamics of group interactions and determines strategies for team development.
8.4	Identifies the administrative and personal factors that influence the effectiveness of a team.

Program Courses
See UO Catalog SPED EI link & Course Descriptions

SPED 691, 692, 693 Seminar: Professional Practices I/II/III

The professional practices seminar coincides with SPED 611(Practicum) in the fall and winter, and SPED 625 (Student Teaching) in the Spring. The purpose of the Professional Practices seminar is to provide students with information that assists in the acquisition of necessary knowledge and skills to be successful in their field experiences and supports them in the completion of their teaching samples, Professional Practices will include team meetings.

SPED 625 Final Supervised Field Experience
Full-time student teaching - only required for licensure.

Students have responsibility for the full range of teaching duties for an eleven-week period. Teacher Standards and Practices Commission (TSPC) defines "full responsibility" to mean that the student teacher is engaged for the entire school day in activities comparable to a regular classroom teacher. These experiences may include, but are not limited to, the following: 1) joint planning and team teaching with the cooperating teacher(s); 2) working with small groups and individual students to attain or exceed the state and district standards for grade and subject; 3) teaching the large group of students while the cooperating teacher works with small groups or individual students; 4) planning teaching and evaluating units of instruction to create teaching samples to document student learning gains; 5) researching and planning curriculum in consultation with the cooperating teacher.

SPED 611: Early Intervention Practicum or Non-licensure Field-based Study

Field-based experience with young children at risk for, or who have, a disability and their families. Four objectives: 1) to provide specific content information relevant to the various practicum settings; 2) to provide opportunities to practice the content; 3) to provide input on topics that may not be covered in coursework or practicum settings; and 4) to provide an opportunity for students to ask questions, share concerns, and provide relevant information about various practicum settings.

SPED 687, 688, 689: EI/ECSE Methods I/ II/ III

The EI/ECSE Methods course sequence is designed to provide specific content on evidence-based practices within EI/ECSE. Coursework competencies will address topics such as developmentally appropriate practice, universal design for learning, the linked-system approach, response to intervention, curriculum modifications and adaptations, naturalistic intervention, embedded learning opportunities, activity based intervention, domain specific interventions (e.g., language and literacy interventions, positive behavior interventions and support), curriculum development, and program evaluation. Students will also learn how to complete a curriculum-based assessment tool, create functional goals and objectives, develop an IFSP, and monitor child progress. Classroom activities and assignments are directly linked to field experience sites. Successful completion of activities and assignments in Methods I and Methods II will lead to the completion of the first teaching sample required by the SPED EI/ECSE Master's program.

SPED 680: Foundations in Early Childhood/Early Intervention

Overview of the rationale for the field of Early Intervention, including historical perspectives, legislative foundations, and theoretical basis of EI/ECSE. Information is provided regarding normal developmental sequences and atypical development, the effects of early interactions between the developing child and the environment, as well as the effects of disabling and at-risk conditions.

SPED 681: Diverse Families in Early Intervention

Provides the knowledge and skills necessary to implement family guided, relationship-based intervention for a diverse range of families with infants, toddlers, or preschool children with or at-risk for disabilities using strength-based and effective approaches. Topics covered include historical and current perspectives of family involvement; family systems and social system theories; intervention strategies and service delivery methods; communication skills; self-evaluation strategies.

SPED 682: Assessment and Evaluation in Early Intervention

Addresses different purposes and types of assessment in the field of EI/ECSE and provides direct and indirect experience with measures commonly used in EI/ECSE. Strategies for using measures with children who are linguistically and culturally diverse, including families in the assessment/evaluation process, and methods for communicating assessment and evaluation results with families are also addressed.

SPED 686: Autism in Early Intervention

The purpose of this seminar is to provide the knowledge and skills necessary to implement recommended, evidence-based practices with young children with autism (under 8 years of age). The seminar will provide information regarding the etiology of autism, core challenges experienced by young children with autism, current theoretical approaches to autism intervention, and current research on supporting young children with autism and their families in community settings. An in-depth treatment of evidence-based practices in the assessment, intervention, progress monitoring, and collaboration with families of children with autism will be included. The focus of the seminar will be on interventions with research support for young children with autism in naturalistic, specialized, and inclusive settings.

SPED 511: Foundations of Disability I

This introductory course surveys the range of exceptionalities of individuals ages birth through 21. Particular focus is allocated to school-age students and their special education needs. Course content is organized in three areas: (a) foundation and context of education for individuals with disabilities, (b) characteristics, definitions, and educational considerations for individuals with disabilities, and (c) issues and trends in special education. Individual disabilities will be examined from within- and across-categorical perspectives.

SPED 683: Curriculum in Early Childhood and Early Intervention

Theoretical foundations and historical evolution of relationships between ECE and EI/ECSE; review and evaluation of popular curricula and curricular products used in early childhood education as well as introduction to approaches and strategies for consultants and coaches working across these various settings. Adaptations to support the use of curricula developed with children with special needs to be explored.

SPED 628: Law and Special Education

Review of legal and legislative decisions affecting public schools and other human resource services.

SPED 540: Early Literacy for Diverse Learners

This course will focus on the early language and literacy development from birth to kindergarten that provides the foundation for reading success. Students will learn about the effective teaching cycle, curriculum based language and early literacy assessment, and evidence-based instruction which will provide important foundational knowledge for the rest of the literacy sequence. The course will also include content on teaching children with disabilities, developmental delays, and children who are dual language learners.

EDUC 611: Survey of Educational Research Methods
(Recommended, not required)

This course provides students with a survey of methods used in educational research, including qualitative, survey, quantitative group, correlational, single case, and action research. The role of systematic approaches to research in education is considered, and an overview of multiple ways of conducting research in education is provided. Emphasis will be placed on developing students' competence in locating, evaluating and using published research to inform decision making in educational, clinical, and social settings. Guidelines for evaluating educational research that use the various methodologies are provided. Students will evaluate and critique published research articles.

Example Course Sequence

One-year program example

Term	Year	Course	Day/Time	Credits
Summer	2022	SPED 511 Foundations of Disability I	Online	3
		SPED 526 Behavior & Classroom Management	Online	4
		EDUC 611 Survey Education Research Methods	Online	3
Fall	2022	SPED 540 Early Literacy for Diverse Learners	M/W 5-6:50	4
		SPED 687 EI/ECSE Methods I	Tu 5-7:50	3
		SPED 691 Professional Practices	W 7:00-7:50	1
		SPED 680 Foundations in Early Childhood & EI	Th 5-7:50	3
		SPED 611 Practicum Early Intervention I	N/A	3
Winter	2023	SPED 682 Assessment & Evaluation in EI/ECSE	Th 5-7:50	3
		SPED 610 EI/ECSE Methods II	Tu 5-7:50	3
		SPED 692 Professional Practices	TBD	1
		SPED 681 Early Intervention for Diverse Families	W 5-7:50	3
		SPED 611 Practicum Early Intervention II	N/A	3
		SPED 528 SPED Law (also offered in summer)	Online	3
		SPED 686 Autism in EI**	M 5-7:50	3
Spring	2023	SPED 610 EI/ECSE Methods III	Th 5-7:50	3
		SPED 693 Professional Practices	Online	1
		SPED 683 Curriculum in ECE & EI	Tu 5-7:50	3
		SPED 625 Final Supervised Field Experience	N/A	9

Please note: if you would like to take SPED 686 Autism in EI during winter term then you **must take SPED 510 SPED Law in Summer 2022*

Two-year program example

Term	Year 1	Course	Day/Time	Credits
Fall	2022	SPED 511 Foundations of Disability I	Online	3
		SPED 680 Foundations in Early Childhood & EI	Th 5-7:50	3
Winter	2023	SPED 681 Early Intervention for Diverse Families	W 5-7:50	3
		SPED 528 SPED Law (also offered in summer)	Online	3
		SPED 686 Autism in EI**	M 5-7:50	3
Spring	2023	SPED 526 Behavior & Classroom Management	Online	4
		SPED 683 Curriculum in ECE & EI	Tu 5-7:50	3
Summer	2023	EDUC 611 Survey Education Research Methods	Online	3

Term	Year 2	Course	Day/Time	Credits
Fall	2023	SPED 540 Early Literacy for Diverse Learners	M/W 5-6:50	4
		SPED 687 EI/ECSE Methods I	Tu 5-7:50	3
		SPED 691 Professional Practices	W 7:00-7:50	1
		SPED 611 Practicum Early Intervention I	N/A	3
Winter	2024	SPED 682 Assessment & Evaluation in EI/ECSE	Th 5-7:50	3
		SPED 610 EI/ECSE Methods II	Tu 5-7:50	3
		SPED 692 Professional Practices	TBD	1
		SPED 611 Practicum Early Intervention II	N/A	3
Spring	2024	SPED 610 EI/ECSE Methods III	Th 5-7:50	3
		SPED 693 Professional Practices	Online	1
		SPED 625 Final Supervised Field Experience	N/A	9

*SPED 686 is not required for licensure. If you would like to take SPED 686, we suggest taking SPED Law in Summer of year 1 (summer 23)

Program Expectations

Detailed requirements are also listed on your course Canvas and syllabi, and in the COE Licensure Student Community Canvas site.

Attendance

Students are expected to attend all classes and be present at all scheduled practicum and student teaching days. Students are expected to check e-mail daily and Canvas feedback weekly.

Coursework

For financial aid purposes, full-time graduate students are expected to enroll at a minimum of 9 credit hours per term. Full-time students may enroll in up to 18 credits at the same 9 credit tuition rate. Financial aid defines part-time graduate enrollment as 5 to 6 credits.

Grades

Students must maintain a 3.0 GPA across all graduate courses taken. Students must maintain a grade of "A" or "B" in all EI/ECSE core courses.

Practicum Fieldwork

Licensure candidates typically participate in two clinical practicum experiences. Prior to entering their assigned practicum placement students must complete all assigned University and district pre-service practicum clearance processes.
*Candidates must have clearance before they can be issued a district or UO Practicum ID badge.

Self Reflection

Students must use self-reflection strategies to promote positive change in professional behavior and practices over the course of the program.
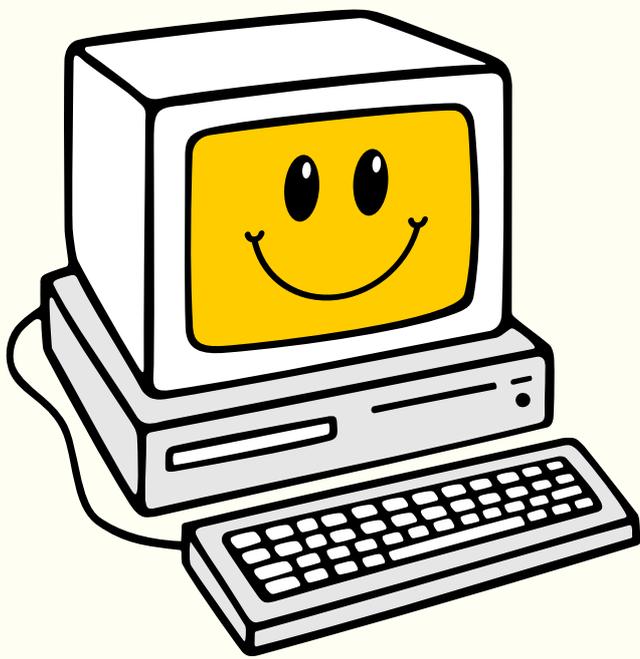
Generative Artificial Intelligence

Generative artificial intelligence (GenAI) systems are digital tools that generate content based on prompts provided by users. Given a user prompt, a GenAI tool uses algorithms to learn patterns from existing data sets (such as internet databases) and then produces new content - often in a matter of seconds" (https://teaching.uoregon.edu/teaching-and-generative-ai). Given the applied and professional nature of our licensure/doctoral program, we expect students to complete all assignments, course and practicum requirements individually, unless otherwise noted in the syllabus or assignment description/guidelines. Graduates of our programs need to be independent, critical thinkers to ensure that we can advocate effectively of the students and families we serve.

Students may use GenAI tools only with explicit instructor permission for certain tasks or on certain assignments. Instructors will clearly indicate when you can use GenAI and provide clear guidelines for which GenAI tools are allowed and in what ways you can use them. Instructors will also indicate how you will document your use of GenAI. In accordance with UO policy, if an instructor believes you have submitted work created in whole or in part by GenAI tools used without permission, they may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. The bottom line is, unless permission has been given, you should not use GenAI in this program. If in doubt, ask!

Requirements of the EI/ECSE Master's Degree & Licensure Program

A. Academic Requirements

All EI/ECSE, SPED, and COE requirements are satisfactorily completed. The design and rigor of the EI/ECSE licensure program requires a significant time commitment. Students should budget each graduate credit.

Graduate course work = 1 credit of class is considered 1 hour in class and 3 hours of study or outside class work per week. (e.g., a 3 credit course = 3 hours in class + 9 hours outside of class, totaling 12 hours a week).

Practicum = 1 credit of practicum is considered 4 hours on site per week.

Typically a full-time SPED EI students can expect to spend 36 (9 credits) to 64 (16 credits) hours per week in coursework and field experience. This makes it particularly challenging for students who work outside the program. Licensure candidates needing to work while in the program should consider completing in two years or seeking work in an early childhood education program that can accommodate practicum requirements. If you are hired or seeking employment with a site, please contact your advisor or clinical coordinator to map out your program of study.

Students are expected to attend all classes and to be present on all scheduled practicum and student teaching days. In addition, students are expected to check their e-mail daily and assignment feedback on Canvas at least once a week, as faculty and staff use these methods for communicating important information. Please note that it is the responsibility of the student to retrieve information provided by the EI/ECSE faculty and staff. Students are expected to follow the professional expectations of the EI/ECSE program, see Professional Expectation section in this handbook.

Students who have concerns related to transportation, family, or work-related responsibilities that may interfere with successful completion of program requirements should discuss their concerns with their academic advisor as early as possible. For issues that may potentially interfere with practicum or student teaching responsibilities, contact the field experience coordinator; for issues that may interfere with attending courses, contact the course instructor.

B. Coursework Requirements

The SPED EI program course requirements are listed on the COE website. Many of the required courses are offered only once per year and consequently it is important for students to carefully plan their program plan.

* Financial Aid defines graduate full-time students as enroll for a minimum of 9 credit hours each term
* Financial Aid defines graduate part-time students can enroll 5 to 6 credit hours per term

Students may add additional electives to develop areas of specialization, if their schedule permits. The Master's Licensure Program Plan found in this handbook, you will work with your advisor to complete a study plan by the end of fall term or the beginning of winter term. This process is mandated by the UO's Graduate School.

C. Grade Requirements

Attainment of both the master's degree and preliminary teaching license/endorsement is conditional upon successful completion or acceptable performance in coursework and practica.

Students must **maintain a minimum of a 3.0 grade point average (GPA**) across all graduate courses taken in the degree and licensure program; **students must receive a grade of "A" or "B" in all EI/ECSE core courses.** Students who receive a grade of "C" or lower in an EI/ECSE core course must retake the course. The EI/ECSE courses that are graded "pass" or "no pass" (i.e., field experience courses) require students to obtain a minimum of a "B-" to receive a "pass."

Students experiencing difficulty in either coursework or practica are expected to immediately notify the course instructor or practicum coordinator and their academic advisor.

D. Field-based Practicum

Masters & Licensure Candidates

SPED EI/ECSE candidates complete a one year, three term Licensure Endorsement practicum experience. This experiential counterpart to instructive coursework, is essential for preparing pre-sevice candidates. Our cooperating teacher partners, model best practices in instruction, behavioral intervention, and social supports for students with diverse learning needs. Over the course of the year, licensure candidates observe, practice, develop, and demonstrate the competencies required for initial licensure.

Master's only

Students are required to complete one unsupervised field experience Fall/Winter and another unsupervised field experience in the Spring.

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1. *Objectives of Supervised Field Experience*

Specific practicum objectives have been designed to help students develop the knowledge and skills contained in eight core competency areas. Students contract to complete all competency areas and their required objectives during fall, winter and spring terms by signing the Quarterly Practicum Contract. Students practice objectives each quarter with a goal of attaining a higher level of mastery and ability to apply knowledge and skills across varied field placements. Objectives are met based on opportunities available in the selected field placement, and on the student's education and experience, background, level of knowledge and skill, and professional goals.

The university practicum supervisor, in collaboration with the cooperating professional and student, determines specific performance criteria for completion of the objectives. Students must achieve a "pass" in their practicum and student teaching competencies to satisfactorily complete their program. A complete list of practicum competencies can be found in the table on page 20.

2. *Field Experience Placements*

A variety of field studies options are available to candidate which provide multiple and varied opportunities for students to practice working with different populations and diverse intervention models. Field experience placement sites include: home and community-based EI/ECSE programs for children and their families, community preschools, and Head Start programs.

Within this range of settings, candidate have the opportunity to work with families with young children ages birth through eight who have identified disabilities and/or developmental delays or are considered "at risk." Sites may be classroom-based, home-visiting, consultation, or a mixture of those options. Placement settings vary to ensure preparation for working with different populations and diverse intervention models. (e.g., ECSE classroom, parent-toddler classroom, home visiting)

Locally SPED EI/ECSE uses a variety of sites, including the sites listed on page 18 for supervised practicum I & II, and or the final full-time supervised student teaching practicum. The College of Education works with partner sites to ensure program staff and mentors are available and meet required qualifications.

The Clinical Coordinator will work with candidates to understand their placement interests, transportation options, and reported ADA accommodations needs, before assigning candidates to their placement site. Unless currently employed at a site, candidates are not to independently approach district or site administrators or teachers to arrange their own placements. Assignments are determined by the clinical coordinator based on various factors, including faculty recommendation, the student's prior experiences, availability of site and site mentors, student preferences.

Candidates outside of the Eugene area, are encouraged to …..

4. Field Experience Placement Examples

Three of many local field experience placement options.

Early Childhood CARES

This agency serves children in Lane County who are between the ages of birth and five years and have an identified disability or developmental delay. The majority of field placements for on-campus students are through Early Childhood CARES. For children who are birth to three, Early Childhood CARES provides a home-based program, toddler groups, and parent support groups.

Early Childhood CARES also provides specialized preschools and consultation services to community-based programs that serve children ages 3-5 years who qualify for Early Childhood Special Education. Consultants from the program work with site staff to meet the needs of the child with special needs, based on their Individualized Family Service Plan.

Early Education Program

This non-profit preschool program offers educational services to children with and without developmental disabilities between the ages of 2 1/2 and 5 years, and support to their families. Classrooms operate in a variety of settings and locations in Lane County. The curriculum focuses on language, motor and social skills.

A combination of teaching approaches is used in settings to best accommodate children's needs. These approaches include direct instruction, structured teaching, and activity-based intervention.

Head Start of Lane County

Head Start is a federal program for preschool children (ages 3-5) from low-income families designed to excite children about learning and prepare them for kindergarten. Children who attend Head Start participate in a variety of educational activities which address mental, social, emotional, physical and individual strengths and needs. They also receive developmental, vision and hearing screenings, and free medical and dental care. The Head Start program of Lane County offers a combination of programs. Children and their families may participate in a half-day center-based program, all day childcare program, home-based services or combination home and center-based program.

Head Start offers families a variety of support services and opportunities to be involved in their child's education. Head Start staff includes a mental health specialist, educational disabilities consultant, nutritionist, early childhood teachers, and family advocates/home visitors. Head Start also contracts with other agencies to receive assistance and services they provide such as speech therapy, physical therapy, and occupational therapy.

5. Overview of Supervised Field-Based Practicum

Practicum I:

Fall Term, the initial practicum in the EI/ECSE master's/licensure program is designed to familiarize students with the eight core competency areas that are emphasized throughout the program in both practica and coursework. Together with their assigned university supervisors and cooperating teachers (CTs), students identify the opportunities in their practicum settings that will allow them to practice activities that correspond to the core competency areas and objectives. Activities are selected that will build on the student's interests, experience, and knowledge, as well as enhance the overall operation of the program for children and their families. Students receive feedback on demonstration of practicum competencies from their supervisors, CTs, and peers throughout the term. In addition, students engage in self-reflection exercises by completing reflections of their practicum activities and evaluating their overall progress on competency areas at the middle and end of the term with their supervisor and CT.

Practicum II:

Winter term is an extension of Fall term, as the student remains in the same setting. There are three reasons for this:
1. It provides stability to children and families served by the site.
2. Students continue to practice core competency areas with a greater level of independence and responsibility.
3. The combination of fall/winter provides sufficient time for students to complete their first teaching sample.

By Winter term, students should be familiar with the program they are placed in and are expected to demonstrate more initiative and independence. Students continue working with the same supervisor, CT, and team of peers. At the end of Winter term, students may be recommended for student teaching (Spring term) by their supervisor, field experience coordinator, and faculty, based on their practical and academic performance during Fall and Winter terms.

Practicum I and II are 3 credit hours each. Candidates need to record 12 hours per week, across several days; for a minimum of 120 clock hours in each term. Practicum activities are defined by time with children, CT, or practicum supervisor only. Each term, 5 hours of external professional development may be arranged with your CT and supervisor.

Practicum III:

Spring term is typically the final term of supervised field experience for candidates pursuing licensure. Successful completion of each practicum, and good standing at the University of Oregon, is required in order to be recommended for licensure. The full-time practicum student teaching experience is intended to give candidates a full range of classroom teacher responsibilities as feasible, and developing skills necessary to assume the role of a full-time interventionist in an EI/ECSE setting.

In most instances, students enter into a co-teaching relationship with their CT. Students are expected to demonstrate proficiency in the EI/ECSE practicum competencies, and to independently complete a second teaching sample that serves as documentation of their work towards program competencies. The CT and university supervisor meet regularly with the student during the term to discuss the student's progress, teaching sample, licensure evaluation and assesement tasks.

Practicum III is 9 credit hours. Candidates need to record a minimum of 36 hours per week for 10 weeks, for a minimum of 360 hours. Spring term, 8 hours of external professional development may be arranged with your CT and supervisor.

6. Placement Changes / Withdraws

Programmatic Changes: At times candidates enroll in licensure programs full time may get overwhelmed with the multiple demands on their time (e.g. family, school, finances, student teaching, and outside employment responsibilities). If a candidate determines that they need to change their program plan from full time to part-time, they will be removed from their practicum placement and be given a "no pass" for the term.

Other placement changes, whether candidate, program, or at the request of the site, may require a candidate to pause or withdraw from the enrolled practicum course. Depending on the determination, this typically results in a "no pass" incomplete.

EI/ECSE Licensure Program Practicum Competencies

1.0 FOUNDATIONS IN EARLY INTERVENTION/EARLY CHILDHOOD SPECIAL EDUCATION:	
1.1	Demonstrates professional behavior by adhering to the legal and ethical standards specified in the laws governing EI/ECSE and DEC and NAEYC codes of ethical conduct.
1.2	Reflects on their practices through self-assessment and evaluation of the effects of their choices and actions on others (children, family members and other professionals) as a basis for program planning, implementing change in self and continuing professional development.
2.0 TYPICAL AND ATYPICAL DEVELOPMENT	
2.1	Encourages social interactions between typical children and children with disabilities in early education settings.
2.2	Adapts strategies and environments to meet the specific needs of all children including those with disabilities, developmental delays and special abilities.
2.3	Demonstrates an understanding of integrating knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities with children, who are at-risk, have a disability or developmental delay or special abilities.
3.0 INFANT, TODDLER, AND PRESCHOOL ASSESSMENT	
3.1	Administers criterion referenced assessment (e.g., curriculum-based assessment instruments) for program planning and child progress.
3.2	Individualizes and adapts the assessment procedures to meet the special needs of the child, the family, and the members of the child's team.
3.3	Involves the family as a member of the child's team in the assessment of their child.
4.0 FAMILY INVOLVEMENT	
4.1	Demonstrates personal and professional characteristics, which are culturally responsive and respectful of the family and help promote a successful family-professional partnership.
4.2	Demonstrates professional written and verbal communication skills that enhance interaction with family members.
5.0 DESIGN OF INTERVENTION	
5.1	Develops appropriate intervention components (e.g., embedding schedules, activity plans) that effectively target child's IFSP goals.
6.0 IMPLEMENTATION OF INTERVENTION	
6.1	Works within the context of the family system to implement IFSP or IEP goals/objectives that facilitates the development lf the young child.
6.2	Demonstrates skill in selecting and implementing appropriate curricula that facilitate development, learning and independence of children with disabilities, considered "at-risk" or with special abilities.

6.3	Demonstrates an understanding of methods and strategies for providing individual, small and large group intervention through a variety of formats (i.e., play, environmental routines, parent-mediated activities, and systematic instruction situations relevant for young children).
6.4	Uses individual, group guidance, and problem solving techniques to promote the following: 1) positive and supportive child/adult relationships, 2) positive conflict resolution outcomes between children, and 3) personal self-control, self-motivation and self-esteem in children.
6.5	Demonstrates appropriate and effective interactions with children through verbal and non-verbal communication. Shows verbal and non-verbal responsivity to children's initiations by establishing joint reference and/or maintaining and elaborating on exchanges with child.
7.0 EVALUATION OF INTERVENTION	
7.1	Demonstrates the knowledge and ability to monitor progress of children through objective means.
8.0 INTERDISCIPLINARY AND INTERAGENCY COLLABORATION	
8.1	Demonstrates appropriate and effective interpersonal communication skills.
8.2	Demonstrates professional roles in EI/ECSE settings by following the practicum and EI/ECSE program policies and practices.
8.3	Practices team collaboration in the EI/ECSE setting by interacting with peers and professionals culturally responsive ways.
8.4	Is consistently dependable, punctual, shares and meets work schedule demands, tasks and responsibilities.
8.5	Contributes as a team member to student group(s) and professionally utilizes feedback provided by peers, cooperating professional, and supervisor.

Professional Licensure Disclosures

This program has been designed to meet the educational requirements for teacher licensure in Oregon through the Oregon Teacher Standards and Practices Commission (TSPC). Each state and territory is responsible for setting its own eligibility requirements and standards for licensure, including whether to accept licenses or education completed outside their jurisdiction.

While transfer to other states and territories is an option, the College of Education does not guarantee that it's programs meet requirements for professional licensure in any states or territories outside Oregon. If you intend to seek licensure outside Oregon, contact the related licensure agency in that state for information regarding licensure requirements.

For additional information and assistance, contact coelicensure@uoregon.edu.

This information is provided in compliance with 34 CFR §668.43 and the requirements for participation in the National Council for State Authorization Reciprocity Agreement (NC-SARA).

Field Placement
SUPERVISION
TEAM MODEL

The EI/ECSE Program uses a team approach towards supervising candidate's activities and assignments during practicum and final supervised field experience placements. At the beginning of fall term, students are placed in student teams. The candidate's teams will remain the same for fall and winter terms since students have the same practicum placement for the first two terms. Each team of students is assigned a supervisor from the EI/ECSE Program who is responsible for ensuring that candidates practice the skills defined by the EI/ECSE core competency areas.

Supervisors schedule ongoing team meetings in order to support and guide students' performance. The teams engage in the following activities:
- Discuss how to accomplish practicum-related activities
- Explore new concepts & ideas
- Engage in critical analysis that leads to self-improvement
- Provide supportive and constructive feedback

A team-oriented approach to supervision is designed with knowledge that candidates will become members of EI/ECSE teams. The program recognizes that master's level candidates want and need to be involved in their learning by being given responsibilities, training to develop new skills, opportunities to participate in decision making and leadership, access to up-to-date information, and recognition of their contributions. For individuals to become effective participants on an interdisciplinary and/or interagency team, they must have practice and experience to develop these skills. By participating on a team in their field-based activities, candidates practice team-building skills and are afforded opportunities to direct their learning in ways that are meaningful to them.

SUPERVISORS

Supervisors are experienced professionals who are responsible for systematically observing candidates' performance and providing constructive feedback throughout the term. At the beginning of each quarter, candidates and their supervisor discuss the Quarterly Practicum Contract, with competencies the candidates will target, how the competencies are to be met, and how the candidate's progress will be evaluated. In addition, the supervisor and candidates agree upon observation and meeting times. Supervisors are responsible for working with the cooperating teacher at the practicum or final supervised field experience site to ensure that the candidates's needs are met. Candidates also receive feedback from the cooperating teachers at their field experience site.

Supervisors observe candidates' performance at the field experience site during scheduled visits and provide written feedback. The program permits considerable flexibility in the supervisor's approach to supervision. Supervisors are free to individualize approaches and strategies that they find effective with each candidate and team. Supervisors develop strategies that are appropriate to the site, the candidate, and the targeted competencies.

At the end of each term, candidates are asked to evaluate the supervisor's performance. General feedback is shared with supervisors to assist in improving their performance. Candidates should familiarize themselves with the information they have been provided on whom to contact for program and field placement questions/concerns.Discuss how to accomplish practicum-related activities.

Field Experience
FORMS & TRACKING

The EI/ECSE supervisors employ a variety of tools to give structure to the practicum and student teaching experience. The primary forms used in the program are described in the table below. Other tools are also available to supervisors and may be used in conjunction with these forms, which are distributed at the beginning of each term by the Field Experience Coordinator.

Form	Purpose
Student Activities and Responsibilities for Achieving Practicum Competencies	Used by students, supervisors, and cooperating professionals to plan how students will address the practicum competencies during each term. Examples of ways in which students are expected to address competencies are provided.
Quarterly Practicum/Full time student Teaching contracts	Outlines the grading procedures for practicum/student teaching and is reviewed and signed by the student, supervisor, and cooperating professional at the beginning of each field experience.
Midterm/Final evaluation of practicum competencies	Used by students and supervisors to summarize student's progress toward meeting competencies at midterm and final

Field Experience Software

The COE utilizes Tk20/watermark, a comprehensive data system that allows programs to serve students better by providing tools for managing field placements, distributing and maintaining field assessments and evaluations, and gathering data for ongoing program improvement and accreditation purposes. Tk20 is provided to students currently enrolled in College of Education degree programs; candidates pursuing degrees outside the COE will be notified by their programs as to when and how to purchase a Tk20 account.

To access Tk20, log in using your Duck ID and password at https://tk20.uoregon.edu/

For login and troubleshooting support, submit a ticket requesting assistance to the UO ticket system TK20 Support Request (Please direct Tk20-related questions and support requests to tk20@uoregon.edu.

Field Experience
REQUIREMENTS

As you prepare for the field experience portion of your licensure program, the College of Education (COE) office of Assessment, Licensure, and Field Services will work with your program to identify and secure a field placement site and host on your behalf. Per the UO's Clinical Practicum Affiliation Agreement with districts, candidates are not to independently make direct contact with site personnel (principals or teachers) to arrange your own placements.

Pre-Service Clearance & Instructions
Are detailed in a UO Student Licensure Community Canvas site. You will be granted access to this site, the term prior to your first field placement.

In order to participate in practicum student teaching, all licensure students must complete the following:
1. Complete the TSPC e-Licensure Clinical Practices application and Background Check and provide evidence of clearance to the COE.
2. Complete the UO Risk Mitigation background clearance
3. Complete the UO's Civil Rights and Professional Ethics module in the Student Licensure Community Canvas

Special Ed EI candidates must also complete the following:
1. Enroll in the Oregon Central Background Registry
2. Complete an Oregon Mandatory Reporting Child Abuse and Neglect training
3. Be certified in CPR
4. Purchase a UO Professional Practitioner ID badge at the Erb Memorial Student Union (EMU). This badge should be worn while during practicum student teaching.

University Practicum Clearance Background Checks

SPED EI and the UO will provide step-by-step instructions to ensure candidates meet federal, state, and university background clearance requirements and understand district /site onboarding instructions the term prior to start of their practicum.

A. TSPC Clinical Practices Background Check: Application = $74, Fingerprints = $12.50

Apply through TSPC elicensing → Receive email with fingerprint instructions → Complete fingerprinting → ~4 weeks → Receive notification of Clearance → Confirm TSPC clearance with COE

2. UO Risk Management Background Check: = $20.50

- Apply through Risk Mitigation Services at UO
- No further steps required - results reported automatically

Questions?
Contact the Licensure and Field Services Team at coelicensure@uoregon.edu

Field Experience
EXPECTATIONS
01. Attendance

- Candidates are responsible for ensuring reliable transportation to and from practicum or student teaching sites. All transportation arrangements are assumed by the candidate.

- Candidates are expected to dress and behave in a professional manner consistent with the setting and assume responsibility for any personal illnesses they may experience during the time of their practicum experience, including making sure that they are in good health and have any immunizations or medical tests required by the site.

- Students are expected to attend their practicum and student teaching placements on their scheduled days for the entire term. The practicum site depends on their presence in order to provide quality services to children and families.

- Students are not allowed to deviate from practicum and student teaching schedules after they are arranged by the field experience coordinator unless changes in schedule have been approved by the field experience coordinator in advance.

- Students are allowed one sick day per term. Students do not need to make up practicum hours on this sick day, but should notify their CT and supervisors to let them know they will not be at the site, so the CT can make plans to cover the absence. Sick days beyond one per term must be made up.

- When program sites are closed due to holidays, teacher training, weather, etc., students must make up lost hours unless the UO is also closed. University holidays are not counted and do not need to be made up (e.g., fall break, Memorial Day holidays).

- Students are permitted one training or conference day per term. Students may attend a conference for one day and do not need to make up hours at their field placement for that day. However, they must notify their CT and the conference must be approved in advance by the student's supervisor or the field experience coordinator.

- Students who arrive late at their sites or have unexcused absences more than twice in one term will be given a written warning from their supervisor, who will also notify the field experience coordinator. If a student is late or absent a third time, the field experience coordinator will take remedial action by requiring the student to submit a plan of action to the supervisor to address the problem. Both the supervisor and field experience coordinator must agree to the plan of action and the student must follow it for the remainder of the term or the student will receive a "no pass" grade for the practicum or final supervised field experience credits that term.

Field Experience
EXPECTATIONS
02. Professional behavior

Faculty, staff, and licensure candidate are expected to hold themselves to the highest standards of conduct when interacting with minors and other vulnerable populations. The university recognizes both its institutional and legal obligations to ensure the safety and well-being of these populations and requires that licensure students acting as a practicing professional or responsible for the care, custody or control of minors and/or other vulnerable populations complete the university instructed clearance prior to entering any field placement.

Due to liability concerns, students should never be left alone with children at their practicum/student teaching sites. A staff member from the site should remain with the children at all times. If a student has concerns about this policy as it applies to their practicum site, they should speak with their university supervisor and/or their CT.

- Candidates are expected to maintain state Ethical Educator & Professional Practices (Link) and University Conduct standards for participation in the program that include, but are not limited to, the disclosure of relevant criminal instances subsequent to, or not reported as part of the background check.
- Candidates must provide a timely report of criminal instances to their program director or the COE Assistant Dean for Accreditation & Academic Operations, Zeni Colorado-Resa, PhD: jcolorad@uoregon.edu
- At any point, the UO may require a program candidate(s) to obtain a TSPC background clearance.

This includes professional language, actions, interactions with co-workers and children, and dress in compliance with the practicum site requirements. Students must follow the guidance of the licensed professional.

- Candidates must practice confidentiality. All information obtained from programs about children and families at the site should only be used in relevant communication exchanges with other authorized personnel. Information about children or families should not be released to other agencies without written consent. A consent form will be provided to students to use for this purpose as necessary.

- Files on children and/or families should be reviewed on premises only. Record access should be limited to only necessary information to complete tasks and experiences within the practicum agreement. All paperwork and information should be de-identified. Students may be asked to sign a confidentiality agreement specific to their assigned site.

Plan of Action
Licensure Candidates who do not conduct themselves in a professional manner will be contacted by their university supervisor regarding specific concerns. A plan of action to address the issues that pertain to the student's unprofessional behavior will be developed. The supervisor, field experience coordinator, and student must approve the terms of the action plan.

The candidate is expected to follow the plan and coordinate with their supervisor to discuss necessary supports and adjustments. It is important to note that this plan is to be implemented and monitored by the student for self-growth, not the supervisor or coordinator. It is the candidate's responsibility to follow up with regular check-ins and meetings to demonstrate their growth and behavior change around the specifics in the action plan.

In the event the candidate is unwilling or unsuccessful in conducting themselves professionally as prescribed in the plan or otherwise (e.g., does not follow the action plan nor review progress with their supervisor as prescribed in the plan), the student will receive a "no pass" for the term.

Liability Insurance Coverage

As a UO student in training or licensure candidate, you are not a district employee and not covered by district liability insurance for any purpose including but not limited to, compensation for services, employee welfare and benefits, or workers compensation.

- Sickness: If you are sick or have a minor injury on-site, you can request to receive basic first aid. If that is not available, you will need to go to the nearest health care provider or urgent care, and will be financially responsible for this care.
- Accident or Injury: If you are injured on site seek immediate treatment. This is not covered under district workers compensation. You need to report accidents, injuries to your cooperating professional, the building principal, and your Program director or coordinator.
- Liability: The UO broadly encompasses field placement as part of university liability. This insurance is limited to the professional course and scope of the approved program. To understand the limitations read Candidate Liability Insurance considerations.

As a student in a professional program, you will be working in the field with students, parents, and other professionals. You may encounter situations that could involve you in legal actions in which you might be held personally liable for damages or you may sustain an injury or damage to your personal property.

Although it is unlikely that you will incur any injuries or cause any injuries to others while participating in a practicum or field experience, such occurrences are possible. For this reason, you need to understand certain fundamental points about your legal relationship with the university and the agency in which you are placed for these experiences.

It is important that you understand that, despite the fact that you may be paying tuition or are officially matriculated in a program, or are earning practicum/field experience credits from the university, you are not an employee, an official, or an agent of the university by reason of your practicum/field experience assignment and activities for an independent or contracting host school or agency. This means that you would not be indemnified for liability or provided a legal defense as to claims from third parties that you might injure. You would, of course, continue to enjoy the regular benefits and privileges of any matriculated student at the Student Health Center.

Without workers compensation or liability insurance coverage, you may wish to make arrangements to acquire health or accident insurance (for injuries to yourself) and/or to acquire liability insurance (to protect against claims by other persons whom you might injure). Obtaining such coverage is not a pre-requisite of earning the practicum/field experience credit and is entirely a personal decision for you.

Important factors in your decision would be your own personal adversity to risk, your personal economic situation, your assessment of how risky your participation might be, and your assessment of your own behavior as a safe, careful, prudent and experienced person. Should you choose to obtain such coverage for yourself, you can typically do so through a private insurance carrier, or you can contact a professional organization that offers professional liability coverage.

- Low-cost student insurance can be obtained, for example, through the Council for Exceptional Children
- The Oregon Education Association, Aspiring Educator program provides pre-service student members with liability insurance protection: Aspiring Educator

Questions concerning insurance coverage can also be directed to UO Office of Business Affairs (541-346-3165)

Teaching Sample

Requirements

Teaching samples are required for:

1) students enrolled in the Master's only EI/ECSE program (complete one teaching sample)

2) students enrolled in the initial licensure program (complete two teaching samples)

3) students enrolled in the licensure program who are seeking an add-on endorsement (complete one teaching sample)

4) students previously enrolled in the program who are now seeking a preliminary license and endorsement or an add-on endorsement (complete one teaching sample).

Master's only EI/ECSE

Candidates enrolled in the Master's only program must successfully complete one teaching sample prior to graduation. The teaching sample can be completed during fall and winter terms and will be facilitated through coursework in SPED 687 EI/ECSE Methods I, SPED 688 EI/ECSE Methods II, and SPED 691 Professional Practices in EI/ECSE. The successful completion of assignments in these courses, along with your practicum experience during fall and winter terms, will help you complete your teaching sample. The teaching sample is due finals week of winter term.

Preliminary license & stand-alone SPED: EI/EC Endorsement

Candidates enrolled in the EI/ECSE preliminary licensure program must successfully complete two teaching samples. The first teaching sample will be completed during fall and winter terms and will be facilitated through coursework in SPED 687 EI/ECSE Methods I, SPED 688 EI/ECSE Methods II, and SPED 691 Professional Practices in EI/ECSE. The successful completion of assignments in these courses, along with your practicum experience during fall and winter terms, will help you complete your teaching sample. The teaching sample is due finals week of winter term.

Candidates will need to successfully complete their first teaching sample before starting student teaching. The second teaching sample will be completed during full-time student teaching in Spring term and is due finals week of the term. Students must receive a passing score on their independent teaching sample in order to pass student teaching (SPED 625) and professional practices (SPED 691) and meet requirements for licensure. Students who do not receive a passing grade on their teaching sample will need to retake student teaching and professional practices.

Added SPED: EI/EC Endorsement

Candidates pursuing an added SPED:EI/EC endorsement must successfully complete one teaching sample. The teaching sample will be completed during fall and winter terms and will be facilitated through coursework in SPED 687 EI/ECSE Methods I, SPED 688 EI/ECSE Methods II, and SPED 691 Professional Practice in EI/ECSE. The successful completion of assignments in these courses along with your practicum experience during fall and winter terms will help you complete your first teaching sample. The first teaching sample is due finals week of winter term.

Students previously enrolled

Students who are not currently admitted to the program must register for 1-3 credits of reading (SPED 605) in order to complete one teaching sample. Completing the teaching sample will be a requirement for passing this course. Students who do not finish the teaching sample by the established due date will be given an incomplete for the course. Students taking this reading course should anticipate completing the teaching sample with minimal assistance from EI/ECSE faculty. Students who would like additional support in completing the requirement should register for SPED 687 EI/ECSE Methods I, SPED 688 EI/ECSE Methods II, and SPED 691 Professional Practices in EI/ECSE.

Students who are not currently admitted to the program will not be placed by the EI/ECSE program in community sites for practicum credit and must independently identify programs and families with whom they can work to complete the teaching sample (whether as part of their current job or as a volunteer). When volunteering in a community program, students must select a classroom that is not a placement used by the EI/ECSE Program as it can be difficult for two students to complete requirements within one classroom.

Criteria for Completion

The teaching sample must reflect a linked system approach to intervention. In general, this involves:

Conducting an assessment

Developing an IFSP

Planning intervention/curriculum

Monitoring child & family goals

The teaching sample will need to cover from *2 to 5 weeks of instruction* and must document child/family goal attainment over the time period of instruction. The sample will be completed as the student proceeds through the intervention process. The Teaching Sample Scoring Guide (distributed in SPED 610 EI/ECSE Methods I) is used to guide students in completing their teaching samples.

Teaching Sample Evaluation

The components of the first teaching sample will be reviewed and feedback given throughout fall and inter terms by the instructor of the EI/ECSE Methods and Professional Practices courses. A final grade for the teaching sample will be given by the course instructor for Professional Practices (SPED 691).

 During the student teaching term, students will complete their second teaching sample independently. The teaching sample will be reviewed and graded by the Professional Practices (SPED 691) course instructor, and a final course grade will be given. The teaching sample will be graded using the same Teaching Sample Scoring Guide that was used for the first teaching sample.

Comprehensive Oral Examination

All students enrolled in the EI/ECSE Master's/Licensure program are required to pass an oral examination in order to demonstrate evidence of mastery of program content. The oral examination requires that students organize, synthesize, and present information in a manner that indicates a thorough knowledge and understanding of core content covered in the program.

Students complete the oral examination as the final exam for EI/ECSE Methods III in spring term. The topics for the Early Intervention oral examination are located following "Procedures". Students who are prepared to address each of these topic areas are likely to be sufficiently prepared to answer questions they receive during the exam. Each student is assigned an oral exam committee composed of two faculty members. During the oral examination period, each student is asked to answer two questions related to content/application.

Student responses to the questions are evaluated on the following considerations:
1) Content - Did the response cover essential information?
2) Organization - Was the presentation logically sequenced and easy to follow and understand?
3) Synthesis - Did the student integrate information into a coherent presentation? and
4) Presentation - Did the student appear assured and articulate; were answers convincing?

Procedures

☐ Students are asked to address 2 areas/questions successively. Students are given 5 minutes to prepare and 10-15 minutes to respond.

☐ Students may **not** bring notes into the exam, but blank paper will be provided for students to prepare their answers.

☐ Students may use the white board in the room to present their response. In the past, some students have chosen to write an outline to their response on the board prior to presenting their response.

☐ As the student presents his or her response, the committee may ask questions to encourage a dialogue between student and committee for purposes of reaching clarity and certainty of the student's knowledge related to examination questions.

☐ Students will be given the option to have their exam audio taped so that a record of the exam is available should the student disagree with the committee's decision.

☐ After 45 minutes, the student is asked to leave the room and the committee members complete the evaluation form. Upon returning to the room, the student will receive their result (pass/no pass) and any other feedback from their committee members.

☐ Students will be instructed to adhere to a strict code of confidentiality regarding the feedback and exam questions. Students may not discuss their oral examination with peers until all students have taken the exam.

Feedback on the student's performance will be given following the oral examination. If a committee is unable to make a decision, they will give the student a timeline for notification. Students will receive a "pass" or "no pass" for each question. Students who receive a "pass" will also be given feedback regarding their performance.The feedback will be specific to the dimensions on which the committee evaluated the student's responses.

Students who receive a "no pass" will reschedule a second oral examination and must also provide an essay answer to the question(s) that was not passed.Students who receive a "no pass" on any question on the second oral examination must develop an action plan to address their deficit areas. The EI/ECSE faculty must approve the action plan.

Topics for EI Oral examination

The topics listed below are provided as a guide for students to use as they prepare for the Oral Examination. Please note: The following topics may be updated or revised during the term prior to the oral examination. Students will be notified if such a revision occurs.

Area 1: Legal aspects of EI/ECSE	Area 2: History of EI/ECSE
• Describe the history of IDEA and how it relates to EI/ECSE • Describe eligibility criteria for EI/ECSE • Identify and explain IFSP/IEP legal requirements and timelines	• Discuss the evolution and theory of the relationship of early childhood education and EI/ECSE field • Describe the practices in special education which affected the development of EI/ECSE
Area 3: Assessment & Evaluation	**Area 4: Intervention & Teaching**
• Describe the various types and purposes of assessment/evaluation • Describe the assessment/evaluation cycle and process in EI/ECSE and give examples • Discuss potential issues surrounding assessment/evaluation • Discuss strategies for fair and unbiased assessment of culturally and linguistically diverse children • Discuss how to effectively include families in the assessment process and how to provide assessment results in an accessible format	• Describe the important components of IFSPs and IEPs • Discuss the philosophy of ABI, theorists, and theories associated with ABI • List and describe the elements & organizational structure of ABI • Describe the components of high quality goals & objectives • Identify and discuss the components of naturalistic instruction • Compare and contrast ABI teaching strategies (e.g., direct instruction, discrete trial, pivotal response training) • Describe embedded learning opportunity (ELO), including all components of the learning trial • Discuss and identify components of Response to Intervention (RTI) models • Explain Positive Behavior Intervention & Supports (PBIS) and the process for implementation • Describe and identify different types of curriculum modifications and adaptations
Area 5: Families	**Area 6: Teaming & Collaboration**
• Describe the history of family involvement in EI/ECSE • Discuss strategies for respecting diversity in the values, experience, and background of families that may participate in EI/ECSE programs • Describe a program that fosters effective family involvement • Discuss an effective model for coaching families	• Describe and give examples of interagency collaboration • Describe the types of teams and features of an effective team • List the stages of teaming • List and describe strategies for addressing conflicts within teams

Area 7: Theory and Approaches in EI/ECSE	**Area 8: Inclusion**
- List and describe the theorists and theories that make up the unified theory of practice in EI/ECSE - Discuss similarities and differences between Developmentally Appropriate Practice (DAP) and Activity Based Intervention (ABI) - Describe the <u>linked system</u> approach including the components and philosophical underpinnings	- Describe the transition process for moving children from EI to ECSE and ECSE to kindergarten - Describe major issues surrounding the integration of young children with disabilities into community-based programs - Describe strategies for successful inclusion in community-based programs - List and describe various curricula/curricular approaches in ECE and strategies for consulting with staff in each to promote the successful inclusion and the role of peer competence in social inclusion - Explain and discuss universal design for learning (UDL) - Identify and explain the stages of consultation - Describe an effective coaching model and strategies for coaching ECE practitioners
Area 9: Populations	**Area 10: Evaluation**
- Discuss major classification systems used to identify children with disabilities - Discuss major types of disability and risk factors - Discuss strategies for successfully accommodating diversity across children and families - Discuss similarities and differences between monolingual and multilingual development and how they affect assessment and intervention decisions	- Describe the components of an EI/ECSE program using best practices (i.e. instructional plans, naturalistic teaching strategies, early literacy, cultural and linguistic competencies) - Discuss the components of and rationale for program evaluation - Identify different tools used for program evaluation - Identify the state and federal program requirements for evaluating family and child outcomes in EI/ECSE

Summary of Requirements

for Initial teaching license and SPED: EI/EC Endorsement

☐ **Complete the TSPC e-licensure application for Clinical Practices -** this includes federal and state background check and must be complete prior to practicum course.

☐ **Complete coursework requirements**. Coursework varies depending upon program options.

☐ **Complete supervised practicum field experience requirements**. Field experience requirements vary depending upon program options.

☐ **Complete teaching sample requirement.** Complete two teaching samples for the SPED EI endorsement OR one teaching sample for the Added endorsement. Your teaching samples are complete during your supervised field experience.

☐ **SPED EI Professional Knowledge Test -** obtain a passing scores on the Praxis II Series Preschool/Early Childhood Test. This test is typically taken spring term and required for licensure.

☐ **Submit COE Intent to Complete Survey**
By week two of the term you plan to complete all licensure coursework and practicum student teaching requirements, licensure candidates are required to submit a "COE Intent to Complete survey form.

[Intent to Complete UO Licensure program](#) notification

This survey informs the COE Licensure Programs Representative (coelicensure@uoregon.edu) that you plan to complete the licensure program and prompts them to begin institutional verification, confirms all Oregon TSPC requirements have been meet.

☐ ## Apply to TSPC for licensure
At the end of your final term, once program requirements for the teaching license are complete, please return to your TSPC e-licensure account and submit an Initial licensure application for SPED:EI/EC endorsement.

After institutional verification, the UO Licensure Representative will submit a Program Completion report (PCR) on you behalf to TSPC. If you are seeking a licensed position in another state, most states will require you first receive an Oregon initial license, before you can apply for their state license.

Steps for completing TSPC licensure application, include the following

1 Return to your TSPC e-Licensure account and apply for licensure

2 Have a passing SPED EI Praxis II Series Special Education Preschool/Early Childhood 5692 Test sent to the University of Oregon.

3 Order official transcripts for your masters degree and licensure coursework through DUCKWEB. If your request is made prior to your degree being awarded, click "hold for degree." This needs to be sent directly to TSPC from the University of Oregon, Registrar's Office (via a third processing party).

For questions, contact the UO COE Licensure office, coelicensure@uoregon.edu

Program Evaluation

The EI/ECSE Program is committed to ongoing evaluation in order to maintain high quality personnel preparation programs for students and to provide high quality intervention services for young children who are at risk or disabled and their families. Students are asked for input at several points during the year, and after completion of the program. The evaluation plan for the training program is contained in the table below.

Measure	Purpose	Administration Schedule
Course Evaluation (online)	Evaluates courses	End of each term
Evaluation of Instructor (online)	Evaluates instructor	End of each term
Supervisor Evaluation (TK20)	Evaluates supervisor	End of each term
Field Placement Evaluation (TK20)	Evaluates practicum and full-time student teaching placements	End of each term
Overall Program evaluation	Evaluates overall program	End of last term
Follow-up Evaluation	Collects retrospective ratings of program components and adequacy of the program in preparing graduates for varied roles in present position	One year after graduation

Additional Resources

Canvas (https://canvas.uoregon.edu/)
Community Canvas (https://community.uoregon.edu/)

Common Acronyms

Disability & Accessibility resources

Mental Health & Wellness

Basic needs (ie food, housing)

LGBT+

Career Planning

Professional Organizations

Teacher Candidates & Child abuse laws

International Students

Center for Multicultural Excellence

Student clubs & groups

Diversity groups & resources

Fitness & Recreation

Campus events

References

Common Early Intervention
ACRONYMS

ABI	Activity-Based intervention - A naturalistic intervention approach used in many UO EI/ECSE practicum sites
AEPS	Assessment, Evaluation, and Programming System - An assessment and curriculum developed at the UO.
APA	American Psychological Association. The publication manual of the American Psychological Association, fifth edition. Contains the guidelines that you are to follow when writing papers. Can be purchased at the bookstore.
ASHA	American Speech Hearing Association
ASQ	Ages & Stages Questionnaires
ASQ:SE	Ages & Stages Questionnaires: Social Emotional
BOOST	Building on Opportunities for Summer Teaching and Learning
CAPTA	Child Abuse Prevention and Treatment Act
CBA	Curriculum-based Assessment
CDRC	Child Development and Rehabilitation Center, a satellite office of Oregon Health Science University in Portland. The center conducts interdisciplinary assessments for children in Lane County. Portland also has a CDRC clinic.
CDS	Communication Disorders and Sciences
CHD	Center on Human Development
CRN	Course Reference Number (see current term's schedule of classes)
DAP	Developmentally Appropriate Practice – Early childhood educational approach delineated by the NAEYC.
DEC, CEC	Council for Exceptional Children of the Division for Early Childhood publishes several relevant journals and supplies liability insurance for students for a fee. Students receive reduced membership fees, which includes the journal and events/conferences information.
DHS	Department of Human Services
DS	Direction Services
EBP	Evidence Based Practice
EEP	Early Education Program – program for young children with disabilities in Lane County
EHS	Early Head Start
EI	Early Intervention
ECSE	Early Childhood Special Education

EC CARES	Early Childhood CARES
EMU	Erb Memorial Union - the student union building on 13th and University
ESD	Education Service District
ESY	Extended School Year
ICC	Interagency Coordination Council (state and local levels)
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
NAEYC	National Association for the Education of Young Children
OAEYC	Oregon Association for the Education of Young Children
OARS	Oregon Administrative Rules and Statutes
ORELA	Oregon Educator Licensing Assessments
OT	Occupational Therapy
PBIS	Positive Behavior Intervnetion and Supports
PL	Public Law
PT	Physical therapist
RTI	Response to Intervention
SEAM	Social Emotional Assessment Measure
SLP	Speech-Language Pathologist
TSPC	Teachers Standards and Practices Commission
UCEDD	University Center for Excellence in Developmental Disabilities
4J	Eugene School District 4J - Eugene's k-12 public school district spanning most of the city of Eugene and the town of Coburg

CAREER PLANNING

Several steps may be taken to assist students with career planning. In general, students who graduate from the EI/ECSE Program find these steps useful in their search for employment.

- ☐ During Winter term, students should begin preparing a draft of a resume and visit the Career Center located at Tykeson Hall. The Career Center provides students with many free services including: resume editing, workshops covering job search strategies, self-assessment, and job search strategies.. The phone number for the Career Center is (541) 346-3235.

- ☐ At the end of winter term, the College of Education invites all COE students to an Educator Career Fair with local, state, and regional district hiring representatives.

  Our goal is to support you as you transition into or are looking for new opportunities in the educator workforce. You will meet with hiring representatives, practice marketing yourself, and hopefully get some valuable interviews!

- ☐ At the beginning of Spring term, the Portland Convention Center hosts the Oregon Educators Fair. When attending the fair it is important that students inform prospective employers about the coursework and practica experience they have had up to this point and what remains to be taken.Often, employers want to know which assessment students are trained to administer and which EI/ECSE Curricula students are knowledgeable about. It is crucial that students know when and what they will learn about curricular programs during the Curriculum course, which is offered Spring term. School district representatives from Oregon, Washington, California, Alaska, and some other states attend the fair. The representatives discuss their programs and often request resumes and interviews on site. Many students who gain employment in Oregon make initial contacts at the Oregon Educators Fair.

- ☐ Throughout the year, students have access to the EI/ECSE faculty who often receive position announcements. Electronic job announcements will be forwarded to students as received by faculty.

- ☐ Students who are members of the Council for Exceptional Children: Divison of Early Childhood (DEC) will also have access to employment services offered to their members. One such service is a list of postings of EI/ECSE positions at the DEC web site

- ☐ Finally, students should discuss and share with peers career plans and information. Often, peers have information that can assist one another with their career plan.

- ☐ After graduation, students are invited and encouraged to join the EI/ECSE Program's Facebook site: EI Ducks, which is a special group only open to graduates of the EI/ECSE Program, and allows faculty to share new resources and job announcements. Additionally, graduates are encouraged to access the EIPDucks website (https://eipducks.uoregon.edu/) and subscribe to the newsletter to get up-to-date resources and stay connected with the program

Joining
PROFESSIONAL ORGANIZATIONS

Division for Early Childhoold (DEC) *For EI/ECSE professionals working with young children birth to eight with special needs*	National Association for the Education of Young Children (NAEYC) *For early childhood professionals working with young children birth to eight*

<u>Member benefits</u>
• Professional development
• Children's Action Network
• A network of support
• 20% discount on DEC products
• Discount on conferences and trainings
• Subscription to 4 quarterly journals:
   ○ *Journal of EI/ECSE*
   ○ *Young Exceptional Children*
• Local connections: Oregon DE
	<u>Member benefits</u>
	• Professional Development
	• A network of support
	• 20% off all NAEYC books and resources
	• Discounts on conferences
	• Subscription to 1 journal
	   ○ *Young Children*
	• Local connections: Oregon AEYC
	   ○ http://www.oregonaeyc.org/

<u>How to Join</u> 1. Visit DEC website 2. Click on become a member 3. Fill out membership application for Council for Exceptional Children (CEC). Indicate that you want to become a member of the DEC subdivision. http://www.dec-sped.org/	<u>How to Join</u> 1. Visit NAEYC website 2. Click on Get Involved > Become a Member 3. Fill out membership application for the Oregon affiliate. Find the affiliate dues information for your area (e.g. Lane County) http://www.naeyc.org/

Teacher Candidates &
CHILD ABUSE LAWS

All citizens have a responsibility to protect those who cannot protect themselves. Members of the general public may report suspected abuse and/or neglect if they choose.

Oregon state law, however, mandates that workers in certain professions (e.g. teachers, police, physicians, attorney etc.) must make reports if they have reasonable cause to suspect abuse or neglect. These people are called *mandated reporters* and they are a crucial link in the system to protect Oregon's most vulnerable citizens.

NOTE: AS A LICENSED TEACHER YOU WILL BE A MANDATORY REPORTER.

Be aware that a teacher candidate is not considered a full professional or an employee of a school district, so is not considered a mandatory reporter. As a *teacher candidate (practicing teacher)*, however you should report suspected child abuse immediately to your cooperating teacher and your field supervisor. You do not need to have "hard" evidence because you are reporting suspicions; state them as suspicions, not as facts.

The UO's policy on abuse reporting is:

Volunteers, contractors, interns or students who are **not** employees are not mandatory reporters. However, it is the University's expectation that volunteers, contractors, students and interns will report issues of suspected child abuse to their UO supervisors.

Teacher candidates are required to attend a Recognizing and Reporting Child Abuse and Neglect (RRCAN) training during the Fall term of the Master's program. During the training, the handbook *What you can do about child abuse (by the Oregon Department of Human Services)* will provide you with the necessary information on recognizing and reporting child abuse as a mandatory reporter. A certification of completion will be given at the end of the training, which should be kept for future employment as a licensed teacher.

How to report as a Teacher Candidate:

1. Inform your Cooperating Teacher & your University Supervisor

   a. The name of the child,

   b. Any information that you believe might be helpful in establishing the cause of the injuries or

      showing the willful neglect and the identity of the person or persons responsible

   c. The facts which led you to believe the child has suffered injury or willful neglect

2. If possible, be present when the Cooperating Teacher or Program Director calls the Oregon

   Department of Human Services (DHS) to report suspected child abuse and/or neglect

3. Meet with your UO Supervisor and the Practicum Coordinator to debrief and get any additional

   support

Immunity from liability: Anyone reporting any incident of child abuse or neglect, is immune from any liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.