

# **Department of Special Education Handbook**

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# CHAPTER 1

## Introduction to the Education Specialist Credential Programs Department of Special Education

Welcome to the Education Specialist Credential Programs! You have made a wise choice for your professional development. This chapter provides general information about the College of Education and Department of Special Education.

The chapter is organized as follows:

- The College of Education
- Characteristics of Cal State Fullerton Credential Programs
- Department of Special Education
- Credential, Certificate, and Graduate Programs
- Career Options in Special Education

### The College of Education

The College of Education includes five departments (Elementary and Bilingual Education, Reading Education, Secondary Education, and Special Education). Cal State Fullerton's College of Education is the only university teacher preparation program in Orange County accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is the most prestigious accrediting body in the nation,

The mission of the Department of Special Education is embedded in the Conceptual Framework of the College of Education. These core values, mission statement, and student outcomes and indicators are evident in curriculum and instruction of our programs and assessment of our candidates.

## EDUCATION UNIT CONCEPTUAL FRAMEWORK



### Our Mission

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

### Our Vision

We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse and digital world.

## **Our Core Values**

1. We value learning as a lifelong journey that transforms us.
2. We value theory, research and the professional literature as guiding the learning process and informing professional practice.
3. We value responsibility to self and to the group.
4. We value diversity because it enriches the whole.
5. We value multiple pathways to learning that includes the use of technology.
6. We value critical inquiry and seeking necessary change.
7. We value authentic and reflective assessment.

## **Just, Equitable and Inclusive Education (JEIE)**

**JUST EDUCATION.** A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

**EQUITABLE EDUCATION.** A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

**INCLUSIVE EDUCATION.** A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

JEIE Resources can be accessed [here](#).

## **Candidate Dispositions**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increasing ability to promote diversity, engage in collaborative endeavors, maintain professional and ethical standards, and value life-long learning. More on Candidate Dispositions can be found [here](#).

## COVID Statement

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

Please note that if you choose to conduct field-based activities, you must fulfill the follow requirements prior to going into the field:

1. Sign the *Academic Internship/Program Site COVID-19 Acknowledgment*.
2. Sign the University's *Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims* as modified with COVID-specific language developed by the Chancellor's Office.
3. Complete the *CSU Fullerton COVID-19 Safety Training for In-Person Internships Spring 2021*.

All three items may be found [here](#).

### Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

- 1. Knowledgeable and Competent Specialists who**
  - a) demonstrate a strong foundation of knowledge
  - b) implement effective practice
  - c) use current technologies for teaching and learning
- 2. Reflective and Responsive Practitioners who**
  - a) advance just, equitable, and inclusive education
  - b) make informed decisions
  - c) participate in collaborative endeavors
  - d) think critically and creatively
- 3. Committed and Caring Professionals who**
  - a) demonstrate leadership potential
  - b) maintain professional and ethical standards
  - c) engage in continuous improvement

### Characteristics of Cal State Fullerton Credential Programs

Why should you choose California State University, Fullerton for your Education Specialist Credential Program?

#### PROGRAM QUALITY

- In the last five years, CSUF has granted over 1400 credentials to special education teachers.
- Programs are accredited by the National Council on Teacher Education (NCATE), the most prestigious accrediting body in the nation, and also by the California Commission on Teacher Credentialing (CCTC).
- Programs include Authorizations in teaching English Learners and students with Autism
- Our Internship Program is recognized state-wide.

#### RELEVANT CURRICULUM AND FIELDWORK

- Field based program allows students to apply theory to practice in classroom settings. Cohorts of

students study and work together under the direction and supervision of a team of university and school faculty.

- Intern program allows qualified candidates to earn their credential while employed as classroom teachers.

### **FACULTY AND LOCAL PARTNERSHIPS**

- Program faculty members are involved in our neighboring schools, collaborating with teachers to improve policy and practice. They have published numerous articles; obtained millions of dollars in annually funded grants; and are recognized regionally, nationally, and internationally.
- Partnerships with Orange County Department of Education and local districts allow students to work in the public schools as paraprofessionals, pre-interns, and interns while completing undergraduate and credential requirements.

### **Department of Special Education**

The Department of Special Education at CSU Fullerton provides exemplary training for Special Education/Specialist Credential Teacher Candidates, General Education Teachers clearing their preliminary credentials, and persons interested in improving techniques to work with children at risk for specially designed instruction.

The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We offer credential programs for Teacher Candidates specializing in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education. Programs are designed to train Educational Generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train Teacher Candidates in pedagogy that is multi-paradigmatic and provide a variety of theoretical perspectives related to teaching.

The primary teacher focus should be to meet the individual needs of the child and family. The instructional curricula provide Credential and Graduate Candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Teacher Candidates learn effective research-based teaching strategies, interdisciplinary approaches, collaboration and communication skills, plus transition and positive behavior support, as they establish a conceptual base of understanding of persons with disabilities.

The faculty of the Department of Special Education is nationally recognized for contributions to the field. Combined teaching experience represents over 100 years of classroom practice. Faculty Members are frequently invited presenters at state, national, and international conferences. They serve in leadership roles in state and national professional organizations and are widely published in peer-reviewed journals in the field. Both full-time and part-time Faculty Members teach courses and supervise field experiences in each of the department's three credential programs. Each year the Department grant writing effort generates significant external funding to support student programs and faculty research.

## **Credential, Certificate, and Graduate Programs**

The Special Education Department offers the following programs for the professional development of teachers:

### Education Specialist Credential Programs

- Education Specialist, Mild/Moderate Support Needs - Preliminary, Clear, and Intern
- Education Specialist, Extensive Support Needs – Preliminary, Clear, and Intern
- Education Specialist, Early Childhood Special Education – Preliminary, Clear, and Intern

### Authorizations

- Resource Specialist
- Autism
- Early Childhood Special Education
- Bilingual – Spanish & Asian Languages

### Graduate Programs

- MSE Concentration in Special Education

## **Career Options in Special Education**

The above programs prepare professionals for the following careers and roles in special education:

- Special Education Teacher
- Early Childhood/K-12/Adult Mentor Teacher
- Resource Specialist Teacher (RSP)
- Inclusion Specialist
- Early Intervention Specialist
- Behavior Intervention Specialist
- Disabilities Specialist
- Member of College Assessment Team
- Member of Community College Disabilities Team
- Private Practice (tutoring)/Educational Therapist
- Staff Development Provider
- Education Consultant

## **CHAPTER 2**

### **Program Preparation and the Admissions Process**

Congratulations! If you are reading this, you are considering one of the most rewarding careers possible. Special Educators work across all ages and grades as team members with other educators to assure that students with disabilities receive a free, appropriate, and public education as close as possible to their typical peers. Special Educators make curriculum accessible to all students, make a difference in the lives of children and families, provide leadership where they serve, interact daily as a positive force in the education community, advocate for students and their families, and respect and celebrate diversity.

Earning a California Education Specialist Credential is a two-phase process. Teacher Candidates first earn a Preliminary Education Specialist Credential, which expires after five years. After completing additional coursework, Teacher Candidates earn a Clear Education Specialist Credential.

Most of this Handbook focuses on the Preliminary Education Specialist Credentials. Chapter 12, The Clear Education Specialist Credential, presents information on advanced credential requirements.

Once you decide to earn an Education Specialist Credential, there are important decisions you need to make regarding the area within special education in which you would like to be credentialed, the grade level of students you wish to work with, how you will establish your subject matter competency, what coursework you should complete, and whether you hope to be employed while earning your credential. These decisions impact each other and also have implications for your employment setting and potential.

This chapter is organized by the following subheadings:

- Education Specialist Credential Areas: Which is right for you?
- Demonstrating Knowledge of Basic Skills: What assessment should you choose?
- Demonstrating Subject Matter Competency: How will you demonstrate subject matter competency in a way that meets state and federal requirements?
- Grade Level Options: What age level of children do you want to work with?
- Undergraduate and Prerequisite Coursework: What undergraduate coursework do you need?
- The Internship Program: How soon do you want to be employed?
- Admission Requirements and Process
- Program Requirements Plans for Education Specialist Credential, Mild Moderate Support Needs and Extensive Support Needs
- Program Requirements Plans for Early Childhood Special Education Credential or Certificate
- Planning Your Student Teaching Placements
- Scholarships
- Prerequisite Coursework
- Pre-orientation



- Education Technology Competency Policy
- Other Important Details

### **Education Specialist Credential Areas: Which is right for you?**

The Cal State Fullerton Department of Special Education offers three Education Specialist Credentials. Each credential authorizes the holder to work with a different population of students with disabilities. The following information was excerpted from Standards of Quality and Effectiveness for Education Specialist Credentials, California Commission on Teacher Credentialing.

- **Education Specialist, Early Childhood Special Education:** Early childhood special education includes the provision of educational services to children from birth through pre-kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws. Children with a primary disability of deafness or hearing impairment, deaf-blindness, visual impairment including blindness or orthopedic impairment must be served by a professional holding the authorization specific to the low incidence disability.
- **Education Specialist, Mild to Moderate Support Needs:** Credentials in Mild to Moderate Support Needs authorize the provision of services to individuals in grades K through 12, including adults. Students with mild/moderate disabilities may be inefficient learners who have difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances. Frequently their behavior is characterized by under achievement, failure expectancy, and social competence deficits. They may be impulsive, easily distracted, and inattentive. Further, they may experience difficulties in generalizing skills and in predicting events or consequences of behavior. This credential authorizes the teaching of individuals with specific learning disabilities, intellectual disability, other health impaired, autism, and serious emotional disturbance.
- **Education Specialist, Extensive Support Needs:** Credentials in Extensive Support Needs authorize the provision of services to individuals in grades K through 12, including adults. Students with extensive support needs require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This credential authorizes the teaching of individuals with autism, intellectual disability, deaf-blindness, serious emotional disturbance, and multiple disabilities.

Once you have made your decision on the type of credential you wish to pursue, you will then need to consider how to establish subject matter competency and what grade levels to emphasize during your credential program.

### **Demonstrating Knowledge of Basic Skills: What assessment should you choose?**

At this time, all Teacher Candidates must successfully pass the California Basic Educational Skills Test. Read more on this assessment at <http://www.cbest.nesinc.com/>.

### **Demonstration Subject Matter Competency: How will you demonstrate subject matter competency in a way that meets state and federal requirements?**

The California Commission on Teacher Credentialing requires that Teacher Candidates establish subject matter competency. This is in addition to the documentation of basic skills, which is accomplished through passage of the California Basic Educational Skills Test (CBEST). For teachers planning to teach in secondary settings (grades 7-12), it is difficult to advise students the appropriate type of subject matter competence because so much depends on the specific environment in which the teacher works and the policy of the employing district. However, the following generalities may be a guide:

- School districts are required to hire teachers that meet standards for subject matter competency.
- Teachers working with students who are categorized as having Moderate/Severe settings are more likely to be placed in a setting for which the CSET-MS is the appropriate subject matter competence.
- Teachers working with students who are categorized as having Mild/Moderate settings are more likely to be placed in a setting that is subject matter specific. Thus, the CSET in a specific subject matter area (e.g., math, science, or English/Language Arts) is the appropriate subject matter competency.
- Teacher Candidates must meet the subject matter competency requirements of their field placement.

The type of subject matter competency that should be established is dependent on the type of credential pursued as well as the grade level chosen. For Teacher Candidates wishing to teach in secondary settings (grades 7-12), the required subject matter competence is also based on whether you are employed in a single subject content area (such as math, science, or English/language arts) or in a self-contained classroom (such as a Special Day Class).

- Early Childhood Special Education: Subject matter competence for Early Childhood is established through undergraduate coursework in child development. Students pursuing this credential should major or minor in a discipline that will allow them to complete early childhood and child development coursework, such as Child and Adolescent Studies.
- Mild to Moderate Support Needs: The type of subject matter competence that should be earned for Teacher Candidates pursuing an Education Specialist, Mild to Moderate Support Needs depends on the employment setting.
  - K-6 Setting: Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
  - 7-12 Setting (Self-Contained Classroom): Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
  - 7-12 Setting (Subject Matter Specific Classroom): Successful completion of a Subject Matter Preparation Program or passage of all required Subtests for the CSET in a specific content area. See the [Single Subject Credential Program Handbook](#) for more information.
- Extensive Support Needs: The type of subject matter competence that should be earned for Teacher Candidates pursuing an Education Specialist, Extensive Support Needs depends on the employment setting.
  - K-6 Setting: Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
  - 7-12 Setting (Self-Contained Classroom): Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and

- Part III Combination of Health, Physical Education, Visual performing Arts, and Development
- 7-12 Setting (Subject Matter Specific Classroom): Successful completion of a Subject Matter Preparation Program or passage of all required Subtests for the CSET in a specific content area. See the [Single Subject Credential Program Handbook](#) for more information.

### **Grade Level Options: What age level of children do you want to work with?**

Your decision about how to establish subject matter competence impacts your decision about what age level of children you will work with. In turn, this influences your selection of your student teaching fieldwork experiences.

If you are in Early Childhood Special Education, this decision is made for you, as all Teacher Candidates complete two fieldwork experiences. One is at the infant/toddler level and the other is at the preschool level. Both experiences must be in public school districts or state-supported nonpublic agencies. We do not place in private settings.

Teacher Candidates working toward a credential in Mild/Moderate or Extensive Support Needs will be placed in a K-8 setting for the first fieldwork course (SPED 488) and will choose either a K-6, 7-8, 9-12, or adult setting for the second fieldwork experience (SPED 489). As the time nears, you will want to discuss your options with your advisor. Some school districts require subject matter competency in a single subject area; others require subject matter competency in multiple subjects. Because Cal State Fullerton requires that Teacher Candidates meet the appropriate subject matter competence for the educational setting of their field placement, the type of subject matter competence you have established will determine your options.

Children and students with disabilities should be placed in the least restrictive environment. Teacher Candidates from Cal State Fullerton may complete their fieldwork in public school districts and state-supported non-public agencies. These settings range from full inclusion to full segregation. Because there are specific competencies that may only be met in an inclusive setting, Teacher Candidates who are working in a segregated setting may be required to complete additional fieldwork hours outside that setting.

### **Undergraduate and Prerequisite Coursework: What undergraduate coursework do you need?**

Your undergraduate coursework can make an important difference in how prepared you are to engage and support your future students in learning. Here are our recommendations. Some of the prerequisite courses at the 300-level may be taken at the community college.

Completion of an early fieldwork experience, such as the ones required in SPED 371, 425, 322, and 400/463/464 will allow you to work with children with all kinds of disabilities and at all grade levels. These experiences should help you make some of the important decisions we've outlined in this document.

#### **▪ Early Childhood Special Education:**

- Undergraduate Coursework: Remember that subject matter competence for Early Childhood is established through undergraduate coursework in child development. A minimum of 12 units of coursework in early childhood and child development is required. Students pursuing this credential should major or minor in disciplines that allow them to complete early childhood and child development coursework, such as Child and Adolescent Studies, Human Services, Health, or

- Psychology.
- Prerequisite Coursework:
  - SPED 371 (3) The Exceptional Individual
  - HCOM 407 (3) Speech-Language Development and Disorders
  - SPED 421 (3) Working with Families of Individuals with Disabilities
- Credential Coursework: Coursework in the Education Specialist, Early Childhood Special Education credential focuses on characteristics, assessment and intervention strategies for infants, toddlers, and preschool children and their families.
- **Mild/Moderate Support Needs or Extensive Support Needs, K-6 Grade or Self-Contained Classroom Settings**
  - Undergraduate Coursework: Teacher Candidates who hope to teach in a K-6 or self-contained classroom setting may achieve subject matter competence through the CSET-MS. Successful passage of this test requires a broad foundation in all subject matter areas. Students pursuing this credential should major or minor in a discipline that will give them a well-rounded education. In addition, we also recommend coursework in child and adolescent studies, education, health and human services, psychology, and liberal studies.
  - Prerequisite Coursework:
    - SPED 371 (3) The Exceptional Individual
    - SPED 322 (3) Introduction to Positive Behavior Support
    - SPED 425 (3) Students who are Culturally/Linguistically Diverse and Exceptional
  - Credential Coursework: Coursework will focus on characteristics and the curriculum, instruction, and assessment of elementary school children and/or teaching in self-contained classroom settings. Teacher Candidates who select the Moderate/Severe path will also complete coursework that develops their skills in meeting the special needs of students with moderate/severe disabilities.
- **Mild/Moderate or Extensive Support Needs, 7-12 Grade Single Subject Settings**
  - Undergraduate Coursework: Teacher Candidates who wish to teach in a 7-12 grade single subject classroom setting may achieve subject matter competence in one of three core single subject areas: Science, English/Language Arts, or Foundational Level Mathematics. Students pursuing this credential should major or minor in a discipline that will support their expertise in science, math, or English/language arts. In addition, we also recommend additional coursework in education, human services, psychology
  - Prerequisite Coursework:
    - SPED 371 (3) The Exceptional Individual
    - SPED 322 (3) Introduction to Positive Behavior Support
    - SPED 425 (3) Teaching Students who are Culturally/Linguistically Diverse and Exceptional
  - Credential Coursework: Coursework will focus on characteristics and the curriculum, instruction, and assessment of secondary students and teaching in the content areas of math, science, and English/language arts.

### **The Internship Program: How soon do you want to be employed?**

Because of the high demand for Special Education Teachers, many are hired before they have completed their credential program. The Cal State Fullerton Education Specialist Internship Program is designed for students who wish to complete credential requirements while currently teaching in their credential preparation area/s in the public schools. These Intern Teacher

Candidates should be highly motivated, organized, and capable students who have a schedule that will allow them to assume full-time teaching responsibilities while completing rigorous university coursework.

There are many benefits to completing your credential program as a paid intern. Special program features include (1) supportive classroom visits by university personnel and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom.

However, the Internship Program is not for every student. Many Intern Teacher Candidates find the pace too rigorous, feel that they are not ready to assume full responsibility for a classroom of children, do not have the necessary prerequisite and preservice coursework completed in time to accept an internship, or prefer the gradual induction of the traditional student teaching experience with a supportive Master Teacher.

For further information, see [The Department of Special Education Website](#) and Chapter 7 of this handbook.

### **Admission Requirements and Process**

Before you start the admissions process, you should attend a [Program Overview](#). You should also spend some time reviewing information on the [Admissions Page](#).

Admission to California State University, Fullerton as a Post-Baccalaureate Student, Education Specialist Credential

The University admission process may take several months and is very dependent upon receipt of the official transcripts.

University Admission requirements include:

- GPA of 2.75 in last 60 units of coursework attempted (2.67 overall)
- Bachelor's degree from accredited university

It is recommended that Teacher Candidates gain admission to the University prior to completion of prerequisite coursework. This will enable the Teacher Candidate to pay state-supported fees for coursework instead of Extended Education fees, which are substantially higher.

Teacher Candidates must also indicate, where prompted in the University application, their emphasis of one of the following:

- Mild/Moderate Support Needs (K-12) - code # 468
- Extensive Support Needs (K-12) - code # 469
- Early Childhood Special Education (ECSE) (0-5 year olds) – code # 435

#### **2. Admission to the Education Specialist Credential Programs**

In response to California Commission on Teacher Credentialing standards, candidates at California State University, Fullerton must meet several requirements before they are admitted to one of the Education Specialist Credential Programs. Education Specialist Credential Programs admission requirements include all of the following:

- A. Initial Application: The following items are due February 15<sup>th</sup>, March 15<sup>th</sup>, or April 15<sup>th</sup> (for fall applicants) or September 15<sup>th</sup>, October 15<sup>th</sup>, or November 15<sup>th</sup> (for spring applicants). Applicants should save copies of all documents before they submit their application. Delay in submission of these documents may compromise program admission. An application is not considered complete until all of the following are submitted:

- CSUF Application Verification
  - Special Education Credential Application
  - \$50 processing fee receipt
  - Letter of intent
  - Certificate of Clearance
  - CBEST (copy of official results)
  - CSET (copy of official results)
  - Unofficial (unsealed) transcripts of all colleges attended
  - Four Letters of Recommendation (2 Faculty and 2 Child/Youth Experiences)
  - TB Test Results (recent—within the past 4 years)
  - CPR (It must be infant, child, and adult. It also must be a hands-on course; we do not accept online classes)
  - Documentation of having met the U.S. Constitution/Government requirement
  - Verification of successful completion of all prerequisites
- B. Admission Interview: Your admission interview will be scheduled once all materials above have been received and reviewed. The interview is conducted by a panel of TWO Faculty Members, and each Teacher Candidate participates in a group discussion responding to a prompt and one-on-one time with the program coordinator.
- C. Pre-orientation: The last step in the admissions process is to view the online presentation of the program pre-orientation. Failure to view the presentation may result in the deferment of admission to the Education Specialist Credential Programs.

*Note: Admission to the Clear Credential Program and/or MSE Concentration in Special Education is covered in Chapter 12, The Clear Education Specialist Credential.*

3. Admission to the Education Specialist Credential Programs Internship Program  
 In addition to completing of all of the above, candidates who wish to complete the Education Specialist credential program on an internship credential must meet complete pre-service coursework and meet additional requirements. Documentation of having met these requirements is achieved through completion and filing of the Intern Readiness Form (DT-IR) with the Special Education Internship Program Director. With the filing of this document, the candidate's name and qualifications are released to approved districts and agencies. See Chapter 7 for further details.

**Program Requirement Plans for Education Specialist Credential, Mild to Moderate Support Needs and Extensive Support Needs**

- Education Specialist, Preliminary: This option is for Teacher Candidates who are seeking a Preliminary Education Specialist Credential. This program requires two student teaching experiences, one in a K-8 general education setting and the other in a K-12 special education setting. At the end of the program, successful Teacher Candidates are recommended for the Preliminary Education Specialist Credential in either Mild to Moderate or Extensive Support Needs.
- Education Specialist, Intern: This option is for Teacher Candidates who are seeking the Preliminary Education Specialist Credential while teaching full-time on an Internship Credential.

**Program Requirement Plan for Early Childhood Special Education Credential or**

## Certificate

There are three different options for the Early Childhood Education Specialist Credential. Each of these options is tailored to specific qualifications and goals of candidates. None of these plans include coursework for a Multiple or Single Subject Credential.

In order to avoid having to take extra coursework, Teacher Candidates should consider carefully which plan to choose. If you must change your program plan, you are required to file a new plan with your faculty advisor and are subject to all of the requirements of that new plan. All require passage of the CBEST.

- **Early Childhood Special Education, Preliminary:** This option is for candidates who are seeking the Preliminary Early Childhood Education Specialist Credential. This program requires two student teaching experiences, one in an infant/toddler setting and the other in a preschool setting. At the end of the program, successful Teacher Candidates are recommended for the Preliminary Early Childhood Education Specialist Credential.
- **Early Childhood Special Education Authorization:** This option is only available to candidates who have a Level II Clear Education Specialist credential, Mild/Moderate or Moderate/Severe and are seeking the Early Childhood Education Specialist Certificate. This 12-unit program requires one student teaching experience, either in an infant/toddler setting or in a preschool setting. At the end of the program, successful Teacher Candidates are recommended for the Early Childhood Education Specialist Authorization.
- **Early Childhood Special Education, Intern:** This option is for Intern Teacher Candidates who are seeking the Preliminary Education Specialist Credential while teaching full-time on an Internship Credential. This program requires two student teaching experiences, one in an infant/toddler setting and the other in a preschool setting. At the end of the program, successful Intern Teacher Candidates are recommended for the Preliminary Early Childhood Education Specialist Credential.

## Planning Your Student Teaching Placements

Teacher Candidates need to submit a Fieldwork Profile Form, which will be provided to you at your interview. This form allows Teacher Candidates to identify their requests for their placement. The Placement Coordinator places the Teacher Candidate in the fieldwork placement, taking into account the requests listed on the Fieldwork Profile Form. Of course, placements depend on the course being completed, school and district availability, Master Teacher qualifications, and whether there is a supervisor who is willing to travel to the site.

## Scholarships and Financial Aid

Students completing requirements for a teaching credential have access to financial aid. There are several websites and opportunities that Teacher Candidates become familiar with:

- [College of Education Scholarships and Financial Aid](#)
- [Office of Financial Aid](#)

## Prerequisite Coursework

Depending on the credential objective, Teacher Candidates must complete a series of prerequisite courses. These courses prepare candidates to the teaching profession and public

schools. In SPED 371, Teacher Candidates will learn about the differences in school settings and categories of disabilities. Teacher Candidates will need to decide whether they are interested in a multiple subject setting (grades K-6), single subject setting (grades 7-12), or early childhood setting (ages 0-5). In addition, they will also need to determine whether they wish their Education Specialist Credential to be for Mild/Moderate, or Moderate/Severe or Early Childhood. Further information on these categories is provided in Chapters 3, 4, and 5.

Multiple sections of all of these courses are offered during the fall, spring, and summer semesters. Many are also offered during intersession.

Prerequisite Courses:

- SPED 371 (3) The Exceptional Individual
- SPED 322 (3) Introduction to Behavior
- SPED 425 (3) Teaching Students who are Culturally/Linguistically Diverse and Exceptional

### **Pre-orientation**

Teacher Candidates accepted into the Special Education Credential Program are required to attend a Pre-orientation meeting held at the end of the semester they were accepted. Teacher Candidates will be informed of the date, time, and location of the meeting in their acceptance letter to the program. This meeting is mandatory. Teacher Candidates who do not attend may

have their admission deferred to the following semester. Pre-orientation will be scheduled during late-May for fall admits, and during mid-December for spring admits.

### **Technology Requirements**

In prerequisite, credential and graduate courses in the Department of Special Education, students will be expected to have regular access to a computer with internet connection and Microsoft Office. Teacher Candidates are expected to use technology as a research, communication, collaboration, teaching, and learning tool. If you do not have technology access, please contact your program coordinator for information about university-supplied technology.

### **Other Important Details**

There are a few more details to be aware of as you prepare for the Education Specialist Credential Program:

- Teacher Candidates are expected to follow the district/agency calendar. Thus, if the Cal State Fullerton spring break falls during your student teaching, you will be required to student teach during your Cal State Fullerton spring break.
- Attendance is critical. You are required to be in your fieldwork setting for every required hour. You are also required to be prompt and attend all classes. Poor attendance may result in your program removal.
- You may not enroll in classes for which you have not met the prerequisites. Therefore, you need to plan your courses carefully and consult with your Program Coordinator.
- You are required to write in APA format in all of your classes.
- You may not be an Intern unless you have completed all prerequisite and preservice requirements.
- You may be removed from the credential program at any time if you



- Exhibit academic dishonesty as defined by the University Catalog
- Exhibit inappropriate student conduct as defined by the University Catalog
- Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors
- Fail to meet the standards set by the Commission on Teacher Credentialing, including GPA, teaching competencies, and teaching performance expectations.
- Fail to behave according to the standards of the profession, public schools, university, department and/or program
- Fail to demonstrate credentialing competencies
- Fail to pass fieldwork dispositions.
- You are a guest of the school/district/agency in which you are placed, and you are also an education professional and are a representative of the University. You should act accordingly.

## **CHAPTER 3: SPED 488**

### **Directed Teaching Experience in the K-8 General Education Setting**

Prerequisites: SPED 322, 371, 425; Co-requisites: SPED 429, 432, 433

The Mild to Moderate Extensive Support Needs Education Specialist Credential Programs are professional education programs that have been designed to help Teacher Candidates acquire the competencies necessary for the successful teaching of students with disabilities in K-12. SPED 488, the first of two required directed teaching experiences, consists of 10 weeks in a K-8 general education classroom, as assigned by the Department. The Education Specialist Teacher Candidate in this experience focuses on co-teaching, differentiated standards-based instruction, accommodations/modifications, class-wide positive behavior support, pre-referral, remediation, push-in supports, and inclusion.

When Teacher Candidates are employed as Intern Teachers, every effort will be made to follow an on-the-job support model. Candidates teaching with an Internship Credential will be required to do all of the same field assignments, however the order in which these activities are completed may vary. For more information, see Chapter 7, Special Policies and Issues for Interns.

This Chapter is organized in the following sections:

- Description of SPED 488
- SPED 488 Requirements
- Formal Online Evaluations
- Student Teacher Responsibilities
- Master Teacher Responsibilities

#### **Description of SPED 488**

SPED 488 is a 6-unit course aimed at preparing Education Specialist Candidates to work within the General Education environment. This course is not designed to teach our Teacher Candidates how to become a General Education Teacher and take over a general education class, but rather to understand the dynamics of general education, co-teach with General Education Teachers to help serve exceptional students within the general classroom, and provide consultation as well as direct assistance for improving the learning experiences for all children in this setting. SPED 488 is designed to help our future Education Specialists understand their role as co-teachers and collaborators, specializing in differentiated instruction; universal design, accommodations and modifications; Tier I and II interventions; class-wide positive behavior support; small group enrichments and remediation; peer-assisted learning and other heterogeneous learning strategies; and inclusion and data collection for low performers, whether they are unidentified, in the SST process, or have been given a 504 Plan or IEP.

To achieve these objectives and increase the benefits of the Directed Teaching experience for all involved- Master Teachers, Student Teachers, and students- CSUF's College of Education has adopted a co-teaching model for teacher preparation. Unlike traditional teacher preparation models where Student Teachers observe for the first couple weeks and gradually take over the class, this co-teaching model begins with Student Teacher involvement on day one, to the extent possible, with gradually increasing solo- and co- responsibilities, and at no time asks the Master Teacher to completely give over his/her classroom.

## **SPED 488 Requirements**

This course is graded Credit/No Credit. Incompletes are not given for this course. Teacher Candidates must achieve satisfactory scores on the formal evaluations and earn at least 80% of the points for each assignment on the syllabus in order to get Credit. Teacher Candidates who receive a No Credit will need to repeat the course in its entirety. This course may only be taken twice. A second No Credit will result in the Teacher Candidate's dismissal from the Teaching Credential Program.

The following is a general overview of basic course assignments and requirements. Please refer to the current semester course syllabus and TITANIUM site for details and deadlines.

- Attend all scheduled seminars (on-line and on-campus).
- Pass the Dispositions Evaluation
- Post four online "Critical Incidents"
- Maintain an organized method of documentation for how you have addressed the teaching competencies.
- Complete the assigned Weekly Teaching Activities, Weekly Reflection Logs and Support Logs
- Write, perform, and reflect upon six formal lesson plans with at least one involving co-teaching and one involving reading/language arts
- Complete the Community Mapping assignment
- Fulfill all suggestions for improvement from Master Teacher and University Supervisor.
- Verify a minimum of 225 hours of classroom time.
- Complete the Critical Self-Reflection
- Pass the final Competencies Evaluation.

## **Formal Online Evaluations**

The goal of the College of Education is to graduate Teacher Candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the performance competencies across the length of the directed teaching experience.

Should a Master Teacher, University Supervisor, or Program/Fieldwork Coordinator have dispositional or competency-related concerns, a Teacher Candidate Improvement Plan may be developed. Improvement Plans are generally written by the University Supervisor in collaboration with the Master Teacher and Department Program/Fieldwork Coordinator(s). Improvement Plans consist of specific objectives that the Teacher Candidate will focus on and be required to meet in order to remain in the course/program.

Teacher Candidate dispositions are formally evaluated online between weeks 3 and 5 of Directed Teaching by the Master Teacher, if applicable, and the University Supervisor. A minimum total score of 2.0, without any "unacceptable" ratings, are required to continue. At the end of the 10-week experience, the same raters complete the Teacher Candidate competencies evaluation. A minimum score of 2.75 is required for passing the course. Should a Student Teacher receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the University Supervisor, the Department (e.g., Fieldwork Coordinator, Department Chair) will collect information from relevant individuals (e.g.,

Student Teacher, Master Teacher, Supervisor, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a Candidate Improvement Plan (CIP), or (c) replace the Teacher Candidate and develop a CIP. Two NCs in Directed Teaching will result in the Teacher Candidate being removed from the program.

Student Teachers should keep in mind that as a guest in the Master Teacher's classroom, the Master Teacher may dismiss the Student Teacher from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom.

To complete these online evaluations, Master Teachers and University Supervisors log on to the College of Education assessment system: <http://coeapps.fullerton.edu/spedassessment/>

### **Student Teacher Responsibilities**

As a traditional Student Teacher, you are in the advantageous position of learning to teach while being supported by a Master Teacher and a University Supervisor. You also have a school Principal and other professionals around you from whom to learn. As an Intern Teacher, though you do not have a Master Teacher to help you in your classroom, you are assigned a University Supervisor and a district Support Provider. You also are surrounded with other professionals and specialists from whom you may seek support.

- Prior to the first day of Student Teaching, gather the necessary information: school address, directions, phone number, website, Master Teacher's name and room number/grade, school demographics, and basic community information. Become familiar with the school by becoming familiar with the school's website (e.g., mission, rules and regulations, personnel) and surrounding community.
- Prior to the first day of Student Teaching, review important documents and prepare an organized notebook containing the paperwork you will need for the 10 weeks. Documentation of addressed competencies will be kept in this notebook and it must be made available for the University Supervisor at each visit.
- Prior to the first day of Student Teaching, be sure you are prepared to dress appropriately each and every day, in accordance with the school's standards and basic professionalism.
- On the first day of Student Teaching, report to the front office of the assigned school at the teachers' start time.
- Provide the Master Teacher with your contact information, Supervisor contact information, CSUF schedule, and this chapter of the Handbook.
- Arrange a weekly 45-60-minute meeting time with the Master Teacher for planning and debriefing. The first meeting should take place the first day/week and should consist of the Pairing Up Activities and checklist review.
- Provide the University Supervisor with your weekly classroom and CSUF schedules.
- Plan for perfect attendance by reducing outside responsibilities to the extent possible and taking precautions to preserve your health. In the event of an unavoidable absence, notify the Master Teacher and University Supervisor as early as possible. Be sure that your responsibilities are covered. For example, if you were scheduled to lead a lesson, make arrangements to provide the Master Teacher with the necessary lesson plan and materials (as you would if you were the classroom teacher). Lastly, work with your Master Teacher to make up the missed hours.
- Follow the school's schedule for fall/spring breaks.
- Take the initiative and be as helpful and involved as you can appropriately be.

- Be well prepared and know your content. Give the Master Teacher your lesson plans at least 24-hours in advance of their delivery. Give the University Supervisor your lesson plans at least 24-hours in advance of a scheduled observation.
- Reflect and self-evaluate teaching performance daily and weekly. Ask questions, be open to feedback, be ready to learn, and be patient with yourself and others.
- Incorporate University Supervisor feedback and demonstrate improvement the following visit/observation.
- Attend school and district staff meetings/trainings/events (e.g., staff meetings, PTA meetings, back-to-school night, open house), parent conferences, and IEP meetings whenever possible.
- Be on time to your CSUF classes.
- Inform the Master Teacher of suspected child abuse. Inform the University Supervisor of any incidents that may potentially jeopardize the students' safety.
- Remember that you are guest in the teacher's classroom and they are legally responsible for students' learning and activities.

### **Master Teacher Responsibilities**

As a Master Teacher in the general education, you have graciously invited a CSUF Special Education Department Teacher Candidate into your classroom and have made a commitment to mentoring, supporting, and evaluating their performance. You have also made a commitment to co-plan, co-teach, and co-reflect with them. We are thankful for your time and energy (we know how precious it is!) and for your help in bringing new and competent teachers into the field.

- Prior to the first day of Student Teaching, prepare the front office and your students for a "second teacher". Also be prepared to share the physical environment. It is helpful to designate a space/desk for the Student Teacher to keep his/her personal belongings and professional materials.
- On the first day of Student Teaching, make the Student Teacher feel welcome and comfortable, and provide specific instructions for what you would like them to help with. We want them participating from day one!
- On the first day of Student Teaching, collect their University Supervisor contact information and important documents, such as the Weekly Teaching Activities, and be sure to schedule a time during this first day/week to get to know each other by engaging in the Pairing Up Activities
- During the first week of Student Teaching, introduce the Student Teacher to campus personnel, review the important documents, set a 45-60-minute weekly meeting time, explain school and classroom rules, and involve the Student Teacher in your daily routines as much as possible.
- Determine the best way to communicate with your Student Teacher (e.g., before school, via email, a notebook kept on your desk) as well as the best way to communicate with the University Supervisor (e.g., while on-site, via email).
- Help the Student Teacher understand how you plan, develop, and reflect upon your lessons (standards, curricula, assessments, materials), and model current, best practices during instructional delivery.
- Co-plan, co-teach, and co-reflect with your Student Teacher at least 4 times using different co-teaching strategies.
- Be open to the Student Teacher's ideas, brainstorm with them, allow him/her to make mistakes, and provide specific and regular feedback (formal/informal, written/verbal).

- Keep in mind that the Student Teacher is learning, and may have very little prior experience. While unprofessional behaviors are unacceptable, and we expect to see skill-based growth over the course of the semester, inexperienced teaching methods or strategies are an opportunity for you to provide feedback (both positive and constructive) and modeling. Everyone learns best when they feel safe enough to make mistakes and grow from them.
- Observe the Student Teacher solo plan, teach, and reflect, and provide feedback.
- Determine a “secret communication signal” for the two of you that will enable you to stop, steer, or otherwise jump in to help the Student Teacher in the middle of his/her lesson, without causing embarrassment and disruption.
- Ensure that the Student Teacher leaves the school site with enough time to make it to their CSUF class on time (at or following student release time).
- Immediately report any unprofessional behavior or other concerns you have to the University Supervisor.
- Complete two online evaluations by the deadline
- Feel free to request professional resources from the Student Teacher or University Supervisor for your own professional development.

## **CHAPTER 4**

### **The Mild to Moderate Support Needs Directed Teaching Experience (SPED 489A)**

The Education Specialist Credential (Mild to Moderate Support Needs) Program is a professional education program that has been designed to allow future teachers to acquire the competencies necessary for the successful teaching of students with mild to moderate disabilities.

#### **Welcome to the SPED 489A Directed Teaching Experience**

Dear SPED 489A Teacher Candidate:

Welcome to the special education/second directed teaching experience. Special Education 489A fulfills the directed teaching experience necessary to achieve a specialist credential in Mild to Moderate Support Needs. The experience is designed to provide hands-on teaching experience with supervision from both the University Supervisor and the Master Teacher.

This chapter provides details of the weekly activities required of candidates in SPED 489A. You will want to familiarize yourself with these requirements so that you can work with your Master Teacher to determine a plan to achieve them.

The chapter is organized in the following categories:

- Definition of Credential for Education Specialist, Mild to Moderate Support Needs
- Education Specialist Competencies
- Candidate Dispositions
- Responsibilities of the Student Teacher
- Description of the SPED 489A Directed Teaching Experience
- SPED 489A Directed Teaching Requirements and Assessments
- Interns/Employed Candidates
- Weekly Activities

#### **Definition of the Credential for Education Specialist, Mild to Moderate Support Needs**

This credential authorizes the provision of services to individuals in grades TK through 12, as well as adults, who have mild to moderate support needs, including learning disabilities, emotional disturbances, speech and language disabilities, autism, visual or auditory processing difficulties, and mild intellectual disabilities. The credential authorizes provision of services to English learners with disabilities and individuals with autism. The Mild to Moderate Support Needs program provides instruction and applied experiences in legal issues, psychoeducational assessment, data-based decision making, instructional programming, behavior management, and collaboration and co-teaching among general and special educators. Credential candidates learn to develop close relationships with students and apply specialized techniques in numerous educational settings

#### **Education Specialist Competencies**

SPED 489A fieldwork activities are aligned with the [California Commission on Teacher Credentialing Teaching Performance Expectations](#) (TPEs) for Mild to Moderate Support Needs.

## **Candidate Dispositions**

The goal of the College of Education is to graduate Teacher Candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the performance competencies across the length of the directed teaching experience.

Should a Master Teacher, University Supervisor, or Program/Fieldwork Coordinator have dispositional or competency-related concerns, a Candidate Improvement Plan may be developed. Improvement Plans are generally written by the University Supervisor in collaboration with the Master Teacher and Department Program/Fieldwork Coordinator(s). Improvement Plans consist of specific objectives that the Student Teacher will focus on and be required to meet in order to remain in the course/program.

Candidate dispositions are formally evaluated online between weeks 3 and 5 of Directed Teaching by the Master Teacher, if applicable, and the University Supervisor. A minimum total score of 2.0, without any “unacceptable” ratings, are required to continue. At the end of the 10-week experience, the same raters complete the Student Teacher competencies evaluation. A minimum score of 2.75 is required for passing the course.

Should a Student Teacher receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the University Supervisor, the Department (e.g., Fieldwork Coordinator, Department Chair) will collect information from relevant individuals (e.g., Student Teacher, Master Teacher, Supervisor, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to: (a) issue a NC and program removal, (b) issue a NC and develop a CIP, or (c) re-place the Student Teacher and develop a CIP. Two NCs in Directed Teaching will result in the Student Teacher being removed from the program.

Candidates should keep in mind that as a guest in the Master Teacher’s classroom, the Master Teacher may dismiss the Student Teacher from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom.

To complete these online evaluations, Master Teachers and University Supervisors log on to the College of Education assessment system: <http://coeapps.fullerton.edu/spedassessment/>

## **COLLEGE OF EDUCATION DISPOSITIONS TOWARD TEACHING AND LEARNING**

### **KNOWLEDGEABLE & COMPETENT SPECIALISTS**

- **Commitment to Learning:** The Teacher Candidate demonstrates curiosity and interest in learning more about students and content areas. The Teacher Candidate takes initiative in practicing skills for working with small and large groups. The Teacher candidate readily participates in classroom routines.
- **Use of Language:** The Teacher Candidate is diligent in appropriate and correct use of oral and written language.

### **REFLECTIVE & RESPONSIVE PRACTITIONERS**



- **Attention to Diversity:** The Teacher Candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.
- **Self-Reflection:** The Teacher Candidate reflects on and evaluates his or her own behavior and work. The Candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.
- **Collaboration:** The Teacher Candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.
- **Feedback:** The Teacher Candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.

### **COMMITTED & CARING PROFESSIONALS**

- **Professional Demeanor & Responsibility:** The Teacher Candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The Teacher Candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The Teacher Candidate is poised and professional in his or her demeanor and communication with others.
- **Professional Growth:** The Teacher Candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)

### **Responsibilities of the Teacher Candidate**

The Teacher Candidate is in the advantageous position of being in charge of the classroom, yet having the strong support of a Master Teacher, the University Supervisor, and the principal of the school in which s/he is doing directed teaching.

#### **The Teacher Candidate is expected to:**

1. Give top priority in time, attention, and preparation to the directed teaching assignment.
2. Attend orientations, scheduled by the school and district, prior to the beginning of his/her directed teaching assignment, and report to the school as directed by the university supervisor.
3. Limit class load during the two semesters of professional education. Students must obtain approval from the Chair of the Department of Special Education for more than 18 units.
4. Keep off-campus responsibilities to a minimum.
5. Report at the time designated to the appropriate authority in the school to which the Teacher Candidate is assigned.
6. Dress professionally and in accordance with the school site standards.
7. Be punctual and regular in attendance.
8. Spend the beginning days of the directed teaching assignment in observing and assisting the Master Teacher in various assignments.
9. Behave in a professional manner at all times.
10. Begin teaching only when in the judgment of the Master Teacher and the University Supervisor the Teacher Candidate is ready.
11. Arrange time with the Master Teacher for assistance in planning and evaluating.
12. Inform the Master Teacher, the school, and the University Supervisor as soon as possible in case of unavoidable absence.
13. Attend the seminars scheduled for Student Teachers.

14. Determine with the Master Teacher the curricular units of teaching for which the Student Teacher will be responsible.
15. Prepare thoroughly and carefully for each day of teaching.
16. Make both long and short-range plans.
17. Check unit plans, lesson plans, assignments, materials, etc., with the Master Teacher and the university supervisor.
18. Hold frequent evaluation and planning conferences with the Master Teacher and the University Supervisor.
19. Initiate planning for ways in which competencies are to be met; assume responsibility for seeing that these are demonstrated, and that completion is recorded and filed using the appropriate forms provided.
20. Continually engage in self-evaluation of teaching performance.
21. Learn pupils' names as soon as possible.
22. Become acquainted with the cumulative records, IEPs, or IFSPs and any other files pertinent to the pupils with whom the Student Teacher works.
23. Become aware of the types of populations served by the school to which the Student Teacher is assigned.
24. Know the school regulations and rules affecting the pupils for whom the Student Teacher is responsible.
25. Become acquainted with the various learning materials used for the classes
26. Become acquainted with the material and personnel resources available to teachers in the building, department, and school.
27. Attend faculty meetings, PTA and other school-related functions when these do not conflict with university coursework.
28. Fill out reports promptly.
29. Recognize that the Master Teacher and the school are legally responsible for the Student Teacher's activities as well as the activities of pupils.
30. Observe the University and school regulations covering Student Teachers and directed teaching.
31. Follow the schedule of the school district for vacations.
32. Take responsibility for ensuring that all forms are completed and submitted to the Master Teacher and University Supervisor at appropriate times.
33. Inform the University Supervisor of any incidents that may potentially jeopardize the students' safety.
34. Inform the Master Teacher of suspected child abuse. Report suspected child abuse in accordance with state law.

### **Documenting Competencies**

SPED 489A is competency-based, and the course is graded pass/fail for 6 units of credit. Candidates must achieve all competencies to pass SPED 489A. Incompletes are not given for this course. Student Teachers who fail to meet all competencies and course requirements will need to repeat the course in its entirety.

Please refer to the syllabus provided for the current semester for a comprehensive listing of course requirements and due dates. The following is a general overview of basic course requirements.

1. Attend scheduled seminar meetings (5 total meetings).
2. Demonstrate mastery of the Education Specialist Competencies. It is the Teacher Candidate's responsibility to be familiar with these competencies and to track progress toward their achievement.

3. Complete all assigned material and requirements.
4. Verify at least 30 hours of classroom contact per week; a minimum of 240 hours of University supervised field-based attendance.
5. Fulfill all suggestions for improvement from your Master Teacher and University Supervisor.
6. Maintain an ongoing portfolio, which should include the following and be reviewed with your University Supervisor and Master Teacher regularly. At the end of the last week, the completed portfolio should be submitted to the University Supervisor. Teacher Candidates should retain a copy of all materials.
7. Write lesson plans: You must write, perform, evaluate and be observed by your University Supervisor and/or Master Teacher for individual, small, and whole group lessons.
8. Monitor your ongoing development as a teacher through maintenance of your professional portfolio. Keep copies of the evaluation materials for each teaching placement in your portfolio.

### **Description of the SPED 489A Directed Teaching Experience**

If you are enrolled in SPED 489A, you are completing a special education assignment in the K-12 classroom. You may be placed at an elementary (K-6), middle (7-8) or high school (9-12) in a mild/moderate placement. Your placement will depend on your request, your area of subject matter competency, and/or placement availability. Regardless of your placement, you will be introduced to special education, and you will observe, participate, and co-teach in classes, learn and practice basic concepts of classroom behavior management; participate in the assessment process; write instructional objectives, participate directly in classroom instruction and IEP writing and meetings with your assigned Master Teacher; and demonstrate your developing proficiency of the Special Education Competencies.

Over the 10-week directed teaching experience, you will be gradually inducted into teaching. You will begin by observing your Master Teacher and will gradually assume responsibilities of a classroom teacher. These experiences are carefully structured and outlined later in this chapter. Each week will end with reflective journaling.

Development of professional level communication skills is facilitated by assignments involving interviewing parents, students, other professionals and all levels of school site personnel. Assignments also emphasize demonstration of clarity and focus in oral and written communication, in report making, teaming, and especially when communicating with parents/care providers, where the issue of "informed consent" is vital.

As you become more autonomous in the classroom, you will be required to develop, implement, and evaluate lessons. You will be required to use a lesson plan format provided for SPED 489a, but it is also recommended that you practice using other lesson plan formats as well, including any used by your Master teacher or provided in your courses.

Your Master Teacher will often observe your classroom activities and provide feedback about your teaching strengths and areas of needed improvement. It is important to maintain good rapport with your Master Teacher. You will want to:

1. Review all of the requirements for this semester with your Master Teacher and plan how you will meet these requirements.
2. Be sensitive to the need for effective human relations.
3. Maintain open, truthful, and direct communication.
4. Respect the Master Teacher's ideas and methods.
5. Communicate your concerns and needs.
6. Listen effectively and actively.

7. Receive suggestions for improvement in a professional and responsive manner.

### **SPED 489A Directed Teaching Requirements and Assessments**

During this semester, you will participate in a variety of assessments, including the following:

#### **Candidate-Initiated Assessments**

- Portfolio - you will save required weekly activities in a portfolio.
- Reflective Journal– you will complete weekly journals of your directed teaching activities.
- Support Log – you will document interactions with your Master Teacher and University supervisor.
- Self-Evaluation of Special Education Competencies – you will self-assess your proficiency in the Special Education Competencies.

#### **Master Teacher- Initiated Assessments**

- Master Teacher Observations and Feedback - your Master Teacher will provide formal and informal feedback about your classroom teaching and practices.
- Master Teacher Evaluation of Special Education Competencies – your Master Teacher will assess your proficiency in the Special Education Competencies.

#### **University Supervisor-Initiated Assessments**

- University Supervisor Observations – your University Supervisor will observe and provide feedback on your classroom teaching and practices.
- University Supervisor Evaluation of Special Education Competencies – your University Supervisor will assess your proficiency in the Special Education Competencies.
- University Supervisor Assessment of Dispositions – your University Supervisor will assess your dispositions.
- Portfolio Review – Your University Supervisor will review your portfolio.
- 

#### **Interns/Employed Candidates**

When Teacher Candidates are employed, every effort will be made to follow an on-the-job support model. Teacher Candidates teaching on a University Internship Credential will be asked to take their “intern days” to participate in the demonstration/application lessons. Teacher Candidates teaching with a University Internship Credential will be required to do all of the same field assignments. For more information, see Chapter 7, Special Policies and Issues for Interns.

#### **SPED 489A Weekly Activities**

In any given week, you have a list of activities and competencies to meet. These activities are provided within the SPED 489a course.

In addition, the following objectives should be met on a daily or weekly basis. These performance objectives are taken directly from the California Commission on Teacher Credentialing and will be evaluated during each on-site observation.

#### **Interact with General Education Staff:**

1. Attend weekly or monthly General Education staff meetings.
2. Eat or take breaks in the general education staff dining/break area.
3. Meet with one or more General Ed faculty to plan for, evaluate, and modify inclusive activities for students in your class.

#### **Be Involved in Individual and group Instruction:**

1. Use pre-planned schedules of reinforcement.
2. Use functional and natural reinforcers.

3. Use natural contexts for instruction.
4. Instruct using typical peers as mediators or role models.
5. Fade reinforcers when needed, such as when acquisition of a step in a T.A. has occurred.
6. Display enthusiasm when providing contingent social reinforcement.
7. Embed opportunities for choice for reinforcers, activities, materials, people, etc.
8. Make use of natural times and natural contexts for instruction.
9. Use massed trial instruction when needed, for example with Difficult Steps.
10. Use spaced trial instruction when needed.
11. Conduct sessions using chains of responses in functional skill sequences.
12. Use flexibility when student is demonstrating high error rates. End sessions with a successful trial.
13. Maintain appropriate level of task demand.
14. Plan for use of incidental teaching techniques to generate language whenever the opportunity arises.
15. Use age appropriate behaviors (voice tone, verbal directives, etc.) when interacting with students.
16. Have materials ready prior to beginning an instructional session.
17. During small or large group instruction ensure that each student is occupied and on-task. Distribute attention evenly but in sync with each student's schedule of reinforcement.
18. During small or large group instruction ensure that the task or activity is appropriate for the entire group, or adapt the activity to meet the needs of all the students.
19. Use Positive Behavior Support strategies for the replacement of behavior problems.
20. Record data for all programs.
21. Collaborate with the Master Teacher to adapt or modify instruction or materials to accommodate for inclusion.

### **DAILY OR WEEKLY ACTIVITIES AND OBJECTIVES**

In addition to the above, there are special activities in which you will engage each week. You will document all of your activities in your notebook.

## **CHAPTER 5: SPED 489b**

### **Directed Teaching in Special Education (Extensive Support Needs)**

The Education Specialist Credential Program (Extensive Support Needs) is a professional education program that has been designed to allow future teachers to acquire the competencies necessary for the successful teaching of students with extensive support needs. The experience focuses on research based/data based and age-appropriate programming and instruction, individualized positive behavior support, school and community inclusion, social communication, augmentative/alternative communication and assistive technology, transition, and collaboration. The experience is designed to provide hands-on teaching experience with supervision from both the University Supervisor and the Master Teacher.

When Teacher Candidates are employed as Intern Teachers, every effort is made to follow an on-the-job support model. Teacher Candidates teaching with an Internship Credential are required to do all of the same field assignments, however a few details may vary. For more information, see Chapter 7: Special Policies and Issues for Interns.

This chapter is organized in the following sections:

- Description of SPED 489b
- SPED 489b Requirements
- Formal Online Evaluations
- Teacher Candidate Responsibilities
- Master Teacher Responsibilities

#### **Description of SPED 489b**

SPED 489b is a 6-unit course aimed at preparing Education Specialist Teacher Candidates to work with an Education Specialist Master Teacher in a variety of environments, including the special and general education classrooms, the school campus, and the local community. The class is designed to teach our Teacher Candidates to become versatile, flexible, collaborative professionals who can competently communicate with parents, administrators, paraprofessionals, specialists, and community members; co-teach and consult; offer inclusive supports; and provide individualized positive behavior interventions, intensive 1:1 and small group instruction, community based instruction, and adult transition/employment support, in a variety of contexts for a student with any level of need.

To achieve these objectives and increase the benefits of this Directed Teaching experience for all- Master Teachers, Student Teachers, and students- CSUF's College of Education has adopted an inclusive, co-teaching model of teacher preparation. As such, Student Teachers and Master Teachers can expect to work closely together throughout the 10 weeks to share in all aspects of the classroom (e.g., physical space, planning, implementing, assessment, reflection). Unlike traditional teacher preparation models where Student Teachers observe for the first couple weeks and gradually take over the class, this co-teaching model begins with Candidate involvement on day one, to the extent possible, with gradually increasing solo- and co-responsibilities. At no time is the Master Teacher asked to completely give over his/her classroom.

#### **Teaching Performance Expectations**

SPED 489B fieldwork activities are aligned with the [California Commission on Teacher Credentialing Teaching Performance Expectations](#) (TPEs) for Extensive Support Needs.

#### **SPED 489b Requirements**

This course is graded Credit/No Credit. Incompletes are not given for this course. Candidates must achieve satisfactory scores on the formal evaluations and earn at least 80% of the points for each assignment on the syllabus in order to get Credit. Candidates who receive a No Credit need to petition to re-take the course and, given permission, need to repeat the course in its entirety. This course may only be taken twice. A second No Credit will result in the Candidate's dismissal from the Teaching Credential Program.

The following is a general overview of basic course assignments and requirements. Please refer to the current semester course syllabus and course TITANIUM site for details and deadlines.

- Attend all scheduled seminars (on-line and on-campus).
- Pass the Dispositions Evaluation
- Post four online "Critical Incidents"
- Maintain an organized documentation system (portfolio) for how you have addressed the teaching competencies.
- Complete the Directed Teaching Activities, Weekly Reflection Logs, and Support Logs
- Write, perform, and reflect upon four formal task analyses
- Fulfill all suggestions for improvement from Master Teacher and University Supervisor.
- Verify a minimum of 240 hours of classroom time, a proportion of which must be completed in a natural context with typically developing similarly aged peers, such as the general education classroom/campus and/or the surrounding community.
- Complete the Critical Self-Reflection
- Complete the Transition Bridge Document
- Complete the CSU Exit Survey.
- Pass the final Competencies Evaluation
- 

It is recommended that Candidates also involve themselves in professional communities. Obtaining a membership while still enrolled as a student is cost saving and can be of great benefit as Candidates begin their careers.

### **Formal Online Evaluations**

The goal of the College of Education is to graduate Teacher Candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the performance competencies across the length of the directed teaching experience.

Should a Master Teacher, University Supervisor, or Program/Fieldwork Coordinator have dispositional or competency-related concerns, a Candidate Improvement Plan may be developed. Improvement Plans are generally written by the University Supervisor in collaboration with the Master Teacher and Department Program/Fieldwork Coordinator(s). Improvement Plans consist of specific objectives that the Teacher Candidate will focus on and be required to meet in order to remain in the course/program.

Candidate dispositions are formally evaluated online between weeks 3 and 5 of Directed Teaching by the Master Teacher, if applicable, and the University Supervisor. A minimum total score of 2.0, without any "unacceptable" ratings, are required to continue. At the end of the 10-week experience, the same raters complete the Teacher Candidate competencies evaluation. A

minimum score of 2.75 is required for passing the course.

Should a Teacher Candidate receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the University Supervisor, the Department (e.g., Fieldwork Coordinator, Department Chair) will collect information from relevant individuals (e.g., Student, Master Teacher, Supervisor, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a CIP, or (c) re-place the Teacher Candidate and develop a CIP. Two NCs in Directed Teaching will result in the Teacher Candidate being removed from the program.

Student Teachers should keep in mind that as a guest in the Master Teacher's classroom, the Master Teacher may dismiss the Student Teacher from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom.

To complete these online evaluations, Master Teachers and University Supervisors log on to the College of Education assessment system: <http://coeapps.fullerton.edu/spedassessment/>

## **Student Teacher Responsibilities**

As a traditional Student Teacher, you are in the advantageous position of being in charge of the classroom, yet having the strong support of a Master Teacher, the University Supervisor, and the principal of the school in which you are completing Directed Teaching. Intern Teacher Candidates do not have a Master Teacher to help you in the classroom, however you are assigned a University Supervisor and a district Support Provider, and also have numerous opportunities to interact with and learn from many other district professionals.

- Prior to the first day of Directed Teaching, gather the necessary information: school address, directions, phone number, website, Master Teacher's name and room number/grade, school demographics, and basic community information. Become familiar with the school by becoming familiar with the school's website (e.g., mission, rules and regulations, personnel) and surrounding community.
- Prior to the first day of Directed Teaching, review important documents (e.g., relevant Handbook chapters, syllabus, checklist) and prepare an organized notebook containing the paperwork you will need for the 10 weeks. Documentation of addressed competencies will be kept in this notebook and it must be made available for the University Supervisor at each visit.
- Prior to the first day of Directed Teaching, be sure you are prepared to dress appropriately each and every day, in accordance with the school's standards and basic professionalism.
- On the first day of Directed Teaching, report to the front office of the assigned school at the teachers' start time.
- Provide the Master Teacher with your contact information, Supervisor contact information, CSUF schedule, and this chapter of the Handbook.
- Arrange a weekly 45-60-minute meeting time with the Master Teacher for planning and debriefing. The first meeting should take place the first day/week and should consist of the Pairing Up Activities and checklist review.
- Provide the University Supervisor with your weekly classroom and CSUF schedules.
- Plan for perfect attendance by reducing outside responsibilities to the extent possible and



taking precautions to preserve your health. In the event of an unavoidable absence, notify the Master Teacher and University Supervisor as early as possible. Be sure that your responsibilities are covered. For example, if you were scheduled to lead a lesson, make arrangements to provide the Master Teacher with the necessary lesson plan and materials (as you would if you were the classroom teacher). Lastly, work with your Master Teacher to make up the missed hours.

- Follow the school's schedule for fall/spring breaks.
- Take the initiative and be as helpful and involved as you can appropriately be.
- Be well prepared and know your content. Give the Master Teacher your teaching plans (e.g., task analyses) at least 24-hours in advance of their delivery. Give the University Supervisor your teaching plans at least 24-hours in advance of a scheduled observation.
- Reflect and self-evaluate teaching performance daily and weekly. Ask questions, be open to feedback, be ready to learn, and be patient with yourself and others.
- Incorporate University Supervisor feedback and demonstrate improvement the following visit/observation.
- Attend school and district staff meetings/trainings/events (e.g., staff meetings, PTA meetings, back-to-school night, open house), parent conferences, and IEP meetings whenever possible.
- Be on time to your CSUF classes.
- Inform the Master Teacher of suspected child abuse. Inform the University Supervisor of any incidents that may potentially jeopardize the students' safety.
- Remember that you are guest in the teacher's classroom and s/he is legally responsible for students' learning and activities.

### **Master Teacher Responsibilities**

As a Master Teacher in special education, you have graciously invited a CSUF Special Education Department Teacher Candidate into your classroom and have made a commitment to mentoring, supporting, and evaluating their performance. You have also made a commitment to co-plan, co-teach, and co-reflect with them and to provide them with a variety of opportunities for including the students in general education classrooms, campus life and community environments. We are thankful for your time and energy (we know how precious it is!) and for your help in bringing new and competent teachers into the field.

- Prior to the first day of Directed Teaching, prepare the front office and your students for a "second teacher". Also be prepared to share the physical environment. It is helpful to designate a space/desk for the Student Teacher to keep his/her personal belongings and professional materials.
- On the first day of Directed Teaching, make the Student Teacher feel welcome and comfortable, and provide specific instructions for what you would like them to help with. We want them participating from day one!
- On the first day of Directed Teaching, collect their University Supervisor contact information and important documents, such as the Directed Teaching Activities, and be sure to schedule a time during this first day/week to get to know each other by engaging in the Pairing Up Activities
- During the first week of Directed Teaching, introduce the Student Teacher to campus personnel, review the important documents, set a 45-60 minute weekly meeting time, explain school and classroom rules, and involve the Student Teacher in your daily routines as much as possible.
- Determine the best way to communicate with your Student Teacher (e.g., before

- school, via email, a notebook kept on your desk) as well as the best way to communicate with the University Supervisor (e.g., while on-site, via email).
- Help the Student Teacher understand how you plan, develop, and reflect upon your lessons (standards, curricula, assessments, materials), and model current, best practices during instructional delivery.
  - Co-plan, co-teach, and co-reflect with your Student Teacher at least 4 times using different co-teaching strategies.
  - Be open to the Student Teacher's ideas, brainstorm with them, allow them to make mistakes, and provide specific and regular feedback (formal/informal, written/verbal).
  - Observe the Student Teacher solo plan, teach, and reflect, and provide feedback.
  - Assist Student Teacher in making connections with parents.
  - Ensure that the Student Teacher leaves the school site with enough time to make it to their CSUF class on time (at or following student release time).
  - Immediately report any unprofessional behavior or other concerns you have to the University Supervisor.
  - Complete two online evaluations by the deadline
  - Feel free to request professional resources from the Student Teacher or Supervisor for your own professional development.

## **CHAPTER 6**

### **The Early Childhood Special Education Directed Teaching Experience (SPED 489 C/D)**

The Early Childhood Special Education (ECSE) Credential Program is a professional education program that has been designed to allow future ECSE teachers to acquire the competencies necessary for successful teaching in early intervention (EI) and ECSE settings.

#### **Welcome to the SPED 489C/D Directed Teaching Experience**

Dear SPED 489C/D Teacher Candidate:

Welcome to the early childhood special education teaching experience. Special Education 489C/D fulfills the directed teaching experiences necessary to achieve a specialist credential in Early Childhood Special Education. The experience is designed to provide hands-on teaching experience with supervision from both the University Supervisor and the Master Teacher. This chapter provides details of the weekly teaching activities required of candidates in SPED 489 C/D. You will want to familiarize yourself with these requirements so that you can work with your cooperating teacher to determine a plan to achieve them.

The chapter is organized in the following categories:

- CA CTC Definition of Credential for Education Specialist, Early Childhood Special Education
- Early Childhood Special Education Competencies
- Candidate Dispositions
- Responsibilities of the Student Teacher
- Description of the SPED 489 C/D Directed Teaching Experience
- SPED 489 C/D Directed Teaching Requirements and Assessments
- Interns/Employed Candidates
- Weekly Activities

#### **CA CTC Definition of Credential for Education Specialist, Early Childhood Special Education**

The following information was excerpted from Standards of Quality and Effectiveness for Education Specialist Credentials, California Commission on Teacher Credentialing.

**Education Specialist, Early Childhood Special Education:** Early childhood special education includes the provision of educational services to children from birth through pre-kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws. Children with a primary disability of deafness or hearing impairment, deaf-blindness, visual impairment including blindness, or orthopedic impairment must be served by a professional holding the authorization specific to the low incidence disability.

**Certificate, Early Childhood Special Education:** A certificate program in Early Childhood Special Education was adopted for holders of the Education Specialist Instruction Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities, to be able to expand the authorization to include birth through Pre-K. However, any specialist credential holder may earn the certificate.

## **Early Childhood Special Education Competencies**

SPED 489 C/D fieldwork activities are aligned with the Early Childhood Special Education Competencies, which are a blend of standards from the California Commission on Teacher Credentialing and the Council for Exceptional Children (CEC), Division of Early Childhood (DEC) Recommended Practices in Early Intervention and Early Childhood Special Education. The DEC seven topic areas provide guidance for practitioners in the area of Assessment, Environment, Family, Instruction, Interaction, Teaming and Collaboration and Transition.

### **EARLY CHILDHOOD SPECIAL EDUCATION COMPETENCIES**

#### **Assessment**

- Work with the family to identify family preferences for assessment processes.
- Work as a team with the family and other professionals to gather assessment information.
- Use assessment materials and strategies that are appropriate for the child's age and level of development.
- Use assessment materials and strategies that accommodate the child's sensory, physical, communication, cultural, linguistic, social and emotional characteristics.
- Conduct assessments that include all areas of development and behavior to learn about the child's strengths, needs, preferences and interests.
- Conduct assessments in the child's dominant language and in additional languages if the child is learning more than one language.
- Use a variety of methods, including observation and interviews to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.
- Obtain information about the child's skills in daily activities, routines and environments such as home, center, school and community.
- Use clinical reasoning in addition to assessment results to identify the child's current levels of functioning and to determine the child's eligibility and plan for instruction.
- Implement systematic ongoing assessment to identify learning targets, plan activities and monitor the child's progress to revise instruction as needed.
- Participates as a team member to gather assessment information for the development and implementation of IFSPs and IEPs.
- Use assessment tools with sufficient sensitivity to detect child progress--especially for the child with significant support needs.
- Report assessment results so that they are understandable and useful to families.

#### **Instructional Planning and Practices**

- Identifies, with the family, each child's strengths, preferences, and interests to engage the child in active learning.
- Identifies skills, with the family, to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in the natural and inclusive environment.
- Gather and use data to inform decisions about individualized instruction.
- Plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
- Embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.
- Use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

- Use explicit feedback and consequences to increase child engagement, play and skills.
- Use peer-mediated intervention to teach skills and to promote child engagement and learning.
- Use functional assessments and related prevention, promotion and intervention strategies across environments to prevent and address challenging behavior.
- Provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.
- Use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.
- Use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.
- Implements, monitors, and evaluates IFSPs and IEPs
- Prepares activity, daily, and weekly lesson plans
- Prepares and organizes materials to implement lesson plans
- Uses strategies to facilitate integration with non-disabled peers into various settings
- Uses knowledge of future educational settings to develop learning experiences and select instructional strategies

### **Learning Environments**

- Provide services and support in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.
- Consider Universal Design for Learning principles to create accessible environments.
- Work with the family and other adults to modify and adapt the physical, social and temporal environments to promote each child's access to and participation in learning experiences.
- Work with families and other adults to identify each child's needs for assistive technology to promote access to and participation in learning experiences.
- Create environments that provide opportunities for movement and regular physical activity to maintain and improve fitness, wellness and development across domains.
- Organizes, develops, and sustains learning environments that support positive intracultural and intercultural experiences.
- Uses universal precautions.
- Implements nutrition plans and feeding strategies.
- Uses health appraisal procedures and makes referrals as needed.

### **Interactions and Communication**

- Promote the child's social-emotional development by observing, interpreting and responding contingently to the range of the child's emotional expressions.
- Promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback or other types of guided support.
- Promote the child's communication development by observing, interpreting, responding contingently and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs preferences or interests.
- Promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play and social activity by joining in and expanding the child's focus, actions and intent.
- Promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

- Uses communication strategies and resources to facilitate understanding of activities and curriculum for young children and their families whose primary language is not the dominant language

### **Collaboration**

- Families and team members from multiple disciplines work together to plan and implement supports and services to meet the unique needs of each child and family.
- Work with families as a team to systematically and regularly exchange expertise, knowledge and information to build team capacity and jointly solve problems, plan and implement interventions.
- Use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.
- Assist families and team members in accessing community-based services and other informal and formal resources to meet family-identified child or family needs.
- Support families in planning for all transition.
- Exchange information to receiving programs before, during and after transition about practices most likely to support the child's successful adjustment and positive outcomes.
- Maintains confidential communication about individuals with exceptional learning needs
- Participates in team models in ECSE
- Observes, evaluates, and provides feedback to para-educators

### **Professional and Ethical Practice**

- Provides evidence of knowledge and practice of CEC and NAEYC Code of Ethics
- Conducts professional activities in compliance with applicable laws and policies
- Demonstrates commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs
- Demonstrates sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals
- Practices within skill limit and obtains assistance as needed
- Uses verbal, non-verbal, and written communication effectively
- Conducts self-evaluation of instruction and reflects on practice to improve instruction and guide professional growth
- Recognizes signs of child abuse and neglect in young children and demonstrates knowledge of following reporting procedures
- Respects family choices and goals
- Demonstrates application of evidence and research based practices in early intervention and early childhood settings.

### **Family**

- Build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity. Provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.
- Be responsive to the family's concerns, priorities, and changing life circumstances.
- Work with the family to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.
- Engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to family's preferences.
- Work with the family to identify access and use formal and informal resources and supports to

- achieve family-identified outcomes or goals.
- Provide the family of a young child who has or is at risk for developmental delays/disability, and who is a dual language learner, with information about the benefits of learning in multiple languages for the child's growth and development.
- Help families know and understand their rights.

### **Candidate Dispositions**

The goal of the College of Education is to graduate Teacher Candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the performance competencies across the length of the directed teaching experience.

Should a Master Teacher, University Supervisor, or Program/Fieldwork Coordinator have dispositional or competency-related concerns, a Candidate Improvement Plan may be developed. Improvement Plans are generally written by the University Supervisor in collaboration with the Master Teacher and Department Program/Fieldwork Coordinator(s). Improvement Plans consist of specific objectives that the Student Teacher will focus on and be required to meet in order to remain in the course/program.

Student Teacher dispositions are formally evaluated online between weeks 3 and 5 of Directed Teaching by the Master Teacher, if applicable, and the University Supervisor. A minimum total score of 2.0, without any "unacceptable" ratings, are required to continue. At the end of the 10-week experience, the same raters complete the Candidate competencies evaluation. A minimum score of 2.75 is required for passing the course.

Should a Teacher Candidate receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the University Supervisor, the Department (e.g., Fieldwork Coordinator, Department Chair) will collect information from relevant individuals (e.g., Student Teacher, Master Teacher, Supervisor, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a CIP, or (c) re-place the Student Teacher and develop a CIP. Two NCs in Directed Teaching will result in the Student Teacher being removed from the program.

Student Teachers should keep in mind that as a guest in the Master Teacher's classroom, the Master Teacher may dismiss the Student Teacher from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom.

To complete these online evaluations, Master Teachers and University Supervisors log on to the College of Education assessment system: <http://coeapps.fullerton.edu/spedassessment/>

## **Responsibilities of the Student Teacher**

The student teacher is in the advantageous position of being in charge of the classroom, yet having the strong support of a Master Teacher, the University Supervisor, and the Principal of the school in which s/he is doing directed teaching.

### **The Student Teacher is expected to:**

1. Give top priority in time, attention, and preparation to the directed teaching assignment.
2. Attend orientations, scheduled by the school and district, prior to the beginning of his/her directed teaching assignment, and report to the school as directed by the University Supervisor.
3. Limit class load during the two semesters of professional education. Students must obtain approval from the Chair of the Department of Special Education for more than 18 units.
4. Keep off-campus responsibilities to a minimum.
5. Report at the time designated to the appropriate authority in the school to which the teacher candidate is assigned.
6. Dress professionally and in accordance with the school site standards.
7. Be punctual and regular in attendance.
8. Spend the beginning days of the directed teaching assignment in observing and assisting the Master Teacher in various assignments.
9. Behave in a professional manner at all times.
10. Begin teaching only when, in the judgment of the Master Teacher and the University Supervisor, the Student Teacher is ready.
11. Arrange time with the Master Teacher for assistance in planning and evaluating.
12. Inform the Master Teacher, the school, and the University Supervisor as soon as possible in case of unavoidable absence.
13. Attend the seminars scheduled for student teachers.
14. Determine with the cooperating teacher the curricular units of teaching for which the Student Teacher will be responsible.
15. Prepare thoroughly and carefully for each day of teaching.
16. Make both long and short-range plans.
17. Check unit plans, lesson plans, assignments, materials, etc., with the Master Teacher and the University Supervisor.
18. Hold frequent evaluation and planning conferences with the Master Teacher and the University Supervisor.
19. Initiate planning for ways in which competencies are to be met; assume responsibility for seeing that these are demonstrated, and that completion is recorded and filed using the appropriate forms provided.
20. Continually engage in self-evaluation of teaching performance.
21. Learn pupils' names as soon as possible.
22. Become acquainted with the cumulative records, IEPs, or IFSPs and any other files pertinent to the pupils with whom the student works.
23. Become aware of the types of populations served by the school to which the Teacher Candidate is assigned.
24. Know the school regulations and rules affecting the pupils for whom the Student Teacher is responsible.
25. Become acquainted with the various learning materials used for the classes
26. Become acquainted with the material and personnel resources available to teachers in the building, department, and school.
27. Attend faculty meetings, PTA and other school-related functions when these do not conflict



- with university coursework.
28. Fill out reports promptly.
  29. Recognize that the Master Teacher and the school are legally responsible for the student teacher's activities as well as the activities of pupils.
  30. Observe the University and school regulations covering student teachers and directed teaching.
  31. Follow the schedule of the school district for vacations.
  32. Take responsibility for ensuring that all forms are completed and submitted to the Master Teacher and University Supervisor at appropriate times.
  33. Inform the University Supervisor of any incidents that may potentially jeopardize the students' safety.
  34. Inform the Master Teacher of suspected child abuse. Report suspected child abuse in accordance with state law.

### **Guidelines for Candidates in Directed Teaching**

The Student Teacher is expected to participate in all activities normally expected of a teacher. When a Student Teacher is teaching in their own classroom the same responsibilities hold as when the person is in a Master Teacher's classroom. The following suggestions are provided to assist the student in the performance of his/her role:

1. Prepare thoroughly and carefully for each day of teaching.
2. Appear appropriately dressed and well-groomed at all times.
3. Be punctual and regular in attendance.
4. Inform the Master Teacher as soon as possible in case of unavoidable absence. Also inform the University Supervisor.
5. Attend faculty meetings, parent conferences and other school-related functions whenever it is possible to do so.
6. Attend seminars and other meetings scheduled for the Student Teacher by the University Supervisor.
7. Observe the University and school regulations with regard to Directed Teaching.

The Student Teacher is expected to develop and demonstrate adequate mastery of the competencies related to each field experience. Any deficiency in these competencies during directed teaching should form the basis for a remedial plan agreed upon between the Student Teacher, Master Teacher, Site Principal, and/or University Supervisor.

### **Documenting Competencies**

SPED 489 C/D is competency-based, and the course is graded pass/fail for 6 units of credit. Teacher Candidates must achieve all competencies to pass SPED 489C/D. Incompletes are not given for this course. Teacher Candidates who fail to meet all competencies and course requirements will need to repeat the course in its entirety.

Student Teachers are graded according to the following criteria: Please refer to the syllabus provided for the current semester for a comprehensive listing of course requirements and due dates. The following is a general overview of basic course requirements.

1. Attend scheduled seminar meetings.
2. Demonstrate mastery of the Education Specialist Competencies. It is the Student Teacher's responsibility to be familiar with these competencies and to track progress toward their achievement.

3. Complete of all assigned material and requirements.
4. Verify at least 120 hours of classroom contact for 489C. In 489D verify at least 30 hours of classroom contact per week of University supervised field-based attendance.
5. Fulfill all suggestions for improvement from your Master Teacher and University Supervisor
6. Maintain an ongoing journal/notebook, which should include the following and be reviewed with your University Supervisor and Master Teacher on a weekly basis. At the end of the last week, the binder should be turned in to the University Supervisor. Candidates should retain a copy of all materials
  - daily/weekly schedule
  - observations by University Supervisor and/or Master Teacher
  - support log
  - daily log/journal of teaching activities
  - a reflective journal entry at least once a week
  - a log of your contacts with parents, paraprofessionals, general education staff, administrators, students etc.
  - course assignments and ongoing data collection
7. Write lesson plans: You must write, perform, evaluate and be observed by your University Supervisor and/or Master Teacher for at least one individual and one group lesson. This is a minimum requirement and more maybe required by the University Supervisor and/or Master Teacher. Use the lesson plan format provided by your university supervisor, cooperating teacher or from SPED 482C.
8. Monitor your ongoing development as a teacher through maintenance of your professional portfolio. Keep copies of the evaluation materials for each teaching placement in your portfolio.

### **Description of the SPED 489 C/D Directed Teaching Experience**

Teacher Candidates are required to participate in fieldwork in various sites. Because the Early Childhood Specialist Credential is a birth to age 5 credential, Student Teachers are required to have a skill-base in all levels. They must spend time in at least three different placements from a district continuum of Least Restrictive Environment (for example, an inclusive setting, a special day classroom or center-based setting, and a home or community-based setting). The particular experience is decided upon with the Program Advisor. Additionally, every Student Teacher must spend time with infants/toddlers and their families AND preschool age children. All of these experiences must be formally documented.

Regardless of your placement, you will be introduced to special education, and you will observe, participate, and co-teach in classes, learn and practice basic concepts of classroom management; participate in the assessment process; write instructional objectives, participate directly in classroom instruction and IFSP/IEP writing and meetings with your assigned Master Teacher; and demonstrate your developing proficiency of the Special Education Competencies. Over the 10-week directed teaching experience, you will be gradually inducted into teaching. You will begin by observing your Master Teacher and will gradually assume responsibilities of a classroom teacher. These experiences are carefully structured and outlined later in this chapter. Each week will end with reflective journaling.

Development of professional level communication skills is facilitated by assignments involving interviewing parents, students, other professionals and all levels of school site personnel. Assignments also emphasize demonstration of clarity and focus in oral and written communication, in report making, teaming, and especially when communicating with

parents/care providers, where the issue of "informed consent" is vital.

Performance objectives in special education infant-toddler directed teaching (489C) and special education preschool directed teaching (489D) are demonstrated by the Student Teacher in the public school classroom and/or community. Coursework and field experiences are coordinated to allow each Student Teacher the opportunity to apply theoretical knowledge in an actual educational setting. When it is determined that a specific competency has been performed satisfactorily, the University Supervisor or the Master Teacher will verify competency. Verification of competencies attained during field experiences will be included in the Student Teacher's portfolio. Performance objectives in the Induction Level will be collaboratively designed and demonstrated by the Student Teacher, the Support Provider and the University Induction Coordinator.

As you become more autonomous in the classroom, you will be required to develop, implement, and evaluate lessons. Depending on the classroom context, you may want to use one or more of the following lesson plan formats available on the Handbook website.

- Infant/Toddler Activity Plan
- Lesson Plan Format (Special Education Teacher/Child Behaviors)
- A lesson plan format provided by your master teacher

Your Master Teacher will often observe your classroom activities and provide feedback about your teaching strengths and areas of needed improvement. It is important to maintain good rapport with your Master Teacher. You will want to:

1. Review all of the requirements for this semester with your Master Teacher and plan how you will meet these requirements.
2. Be sensitive to the need for effective human relations.
3. Maintain open, truthful, and direct communication.
4. Respect the Master Teacher's ideas.
5. Communicate your concerns and needs.
6. Listen effectively and actively.
7. Receive suggestions for improvement in a professional and responsive manner.

### **Evaluation of Competency**

Competencies for the teaching of infants and toddlers are satisfied by meeting the requirements of the coursework in SPED 514 as well as the Infant-toddler field competencies. The Master Teacher and the University Supervisor are responsible for determining whether the specific objectives have been accomplished. Competencies are demonstrated through the completion of the Competencies Evaluation form. As each objective is met by the candidate, the designated authorized person will verify it. The completed form is returned to the

Fieldwork Coordinator at the end of the program.

Performance competencies in preschool directed teaching experiences are demonstrated by the candidate in the public school classroom and community and by meeting the requirements of the coursework in SPED 515. Coursework and field experiences are coordinated to allow each Student Teacher the opportunity to apply theoretical knowledge in a real school setting. When it is determined that a specific competency has been performed satisfactorily, the University Supervisor or the Master Teacher will verify it on the competency forms. The Teacher Candidate must demonstrate all of these competencies by the end of the professional education program. Note that not all competencies will be met in the first assignment.

## **SPED 489 C/D Directed Teaching Requirements and Assessments**

During this semester, you will participate in a variety of assessments, including the following:

### **Candidate-Initiated Assessments**

- Reflective Journal– you will complete weekly journals of your directed teaching activities.
- Support Log – you will document interactions with your Master Teacher and University Supervisor.
- Self-Evaluation of Early Childhood Special Education Competencies – you will self-assess your proficiency in the Early Childhood Special Education Competencies.

### **Master Teacher-Initiated Assessments**

- Master Teacher Observations and Feedback - your Master Teacher will provide formal and informal feedback about your classroom teaching and practices.
- Master Teacher Evaluation of Early Childhood Special Education Competencies – your Master Teacher will assess your proficiency in the Early Childhood Special Education Competencies.
- ECSE Midterm and Final Evaluation - your Master Teacher will assess your completion of requirements.

### **University Supervisor-Initiated Assessments**

- University Supervisor Observations – your University Supervisor will observe and provide feedback on your classroom teaching and practices.
- University Supervisor Evaluation of Early Childhood Special Education Competencies – your University Supervisor will assess your proficiency in the Early Childhood Special Education Competencies.
- University Supervisor Assessment of Dispositions – your University Supervisor will assess your dispositions.
- EDSE Midterm and Final Evaluation - your University Supervisor will assess your completion of requirements.

Several evaluation forms will need to be completed by your Master Teacher and University Supervisor. Failure to meet all requirements and competencies may result in your having to repeat SPED 489 C/D. Incomplete grades are not assigned in SPED 489 C/D. See the Handbook Website for these forms.

### **Interns/Employed Candidates**

When Candidates are employed, every effort will be made to follow an on-the-job support model. Candidates teaching on an ECSE University Internship Credential will be asked to take their “intern days” to participate in the demonstration/application lessons. Teacher Candidates teaching with an ECSE University Internship Credential will be required to do all of the same field assignments. For more information, see Chapter 7, Special Policies and Issues for Interns.

### **Weekly Activities and Evaluation**

Master Teachers as well as University Supervisors are asked to continuously evaluate the Student Teachers under their direction. At the end of each fieldwork and directed teaching experience, the Competencies Evaluation is completed. Student Teachers are expected to complete a self-

assessment using this evaluation form at the midpoint and discuss their results with their Master Teachers and University Supervisors. At the end of the Directed Teaching experience, and in collaboration with the University Supervisor, the Master Teacher evaluates the Student Teacher's performance. This evaluation will become a part of his/her Department file.

Since evaluation is a continuous process, the Master Teacher and University Supervisor each provide progressive informal evaluations and then a formal one at the end of the directed teaching segment. Any evaluation prior to the final evaluation should be aimed primarily at assessing the progress of the Student Teacher in ways, which will permit the Master Teacher and University supervisor to give guidance and direction for further improvement.

Evaluation should provide sufficient realistic and frank information about the strengths and weaknesses so that these are clear to the student teacher and will serve as a guide to improvement.

The midterm and final evaluations are based on a scoring rubric which can be found on the Handbook Website. The final evaluation also includes a final check-off of the Competency forms and a written narrative, which is placed in the Student Teacher's department file. The final evaluation should be regarded as equivalent to letters of recommendations. This final evaluation should provide a statement of the Student Teacher's potential. In general, one should take into consideration the Student Teacher's performance in comparison with their progress during the term as well as that of another Student Teacher. Since development of the Student Teacher to his/her full potential as a professional person often takes more time than the brief directed teaching experiences provide, the evaluator needs to look for evidence in growth of knowledge, understanding, and skills. In addition, the evaluator needs to make as sound an assessment as he/she can about the potential of the Student Teacher as a Teacher.

Midterm and final evaluations include the following categories of assessment:

1. Competencies
2. Directed teaching Notebook
3. Lesson Plans
4. Participation in and Evaluation of IFSP/IEP Meetings
5. Behavioral Assessment, Development, and Implementation of Behavior Interventions
6. Developmentally Appropriate Assessment Practices and Program Development

The specifics on which the Student Teacher is to be rated are indicated on the evaluation forms. Guidelines for each specific rating are on the top of the form. Teacher Candidates are urged to use preliminary evaluations as their primary tool for guiding toward improvement.

## **CHAPTER 7**

### **Special Policies and Issues for Interns**

The Cal State Fullerton Education Specialist Internship Program is designed for Candidates who wish to complete credential requirements while currently teaching in their credential preparation area/s in the public schools. These Candidates should be highly motivated, organized, and capable students who have a schedule that will allow them to assume full-time teaching responsibilities while completing rigorous university coursework.

Special program features include (1) supportive classroom visits by university faculty and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom.

This chapter is organized as follows:

- California Commission on Teacher Credentialing Definition of Internship Program
- Intern Readiness and Application Process
- Procedures for Obtaining C-19 Internship Credential
- The Intern Teaching Assignment
- The Internship Program Experience
- Additional Support for Interns
- Late Admissions for Interns

#### **California Commission on Teacher Credentialing Definition of Internship Program**

Internship programs provide opportunities for intern teachers to engage in systematic study and supervised practice of teaching while they serve as instructors-of-record with compensation. These programs provide an alternate route into teaching for individuals who have met certain entry requirements and have demonstrated strong potential to succeed as teachers while completing their professional studies.

Interns participate in planned sequences of instruction, study, consultation and reflection that support the learning-to-teach process. Internships are alternatives to traditional programs that include education coursework and supervised teaching in an experienced teacher's classroom. An internship is a planned program of instruction, study and supervised practice of teaching. Because interns have met California's subject matter requirements for teaching, their instruction focuses almost entirely on pedagogical principles and strategies. For one or two years, interns attend classes, read textbooks, engage in curriculum and instructional planning, and have their classroom practices observed, coached and assessed.

#### **Intern Readiness and Application Process**

Intern Program applicants must first be admitted to the Education Specialist Credential Programs. Once all requirements are completed, the candidate should submit an Intern Readiness Form (I-IR) to the Department Admissions Assistant. Once these requirements are met, the candidate is considered "Intern Ready," and their name and contact information will be distributed to inquiring districts. In order to be admitted to the Internship Program, however, the candidate must have a job or a job offer.

The Intern Readiness Form should be submitted prior to the beginning of the semester in which the candidate hopes to intern.

### **Admissions File Requirements**

- Admission to Education Specialist Credential Program
- Passage of all portions of the CBEST
- Passage of all necessary Subtests of the CSET - either Multiple Subject or Single Subject for an approved content area (math, FLM, science, or English/Language Arts)
- Completion of the U.S. Government/Constitution requirement.
- Fully completed credential file.

### **Coursework Requirements**

NOTE: All coursework below must be completed prior to beginning the Internship program. Any course substitutions must be approved in advance of beginning the Internship program.

- Completion of all prerequisite coursework: SPED 322, 371, 425
- Completion of all of the following pre-service coursework: SPED 421, 400/463/464

### **U.S. Constitution Requirement**

Completion of university course in the U. S. Constitution or successful passage of the U.S. Constitution Examination is required prior to admissions to the Intern Program. This examination may be taken at CSU Long Beach. Examinations are given on various weekdays and Saturdays. You may register by calling 562 985-4698. To reserve your space, call at least two days in advance. The examination consists of 80 True/False questions. To prepare for the examination, please read 25 Lessons in Citizenship by D. L. Hennessey (94 pages), ISBN-13: 978-1879773066. The text is available at [www.amazon.com](http://www.amazon.com) and at the CSU Long Beach Bookstore.

### **Procedures for Obtaining C-19 Internship Credential:**

Once a Teacher Candidate is "Intern Ready" and has a full-time teaching position or job offer (that includes internship language and a start date), they need to complete the following:

1. Submit the Intern Readiness Form with a copy of your contract or letter of offer with start date to the Department Admissions Assistant.
2. Department Faculty will check your qualifications and the position offered, confirm that the district is enrolled in the program, and send notification of approval to the Credentials Office, College Park 740 where you may go apply for your C-19.
3. The Credentials Office CSUF will give you the paperwork to take to your employing district.

Acceptance of the Intern Readiness Form and contract/offer letter constitutes acceptance in the Internship Program. If all program requirements have been met, the candidate will follow an intern Program Plan will need and will complete their credential program according to this plan.

In addition, the Teacher Candidate will be issued a University C-19 Internship Credential. This credential authorizes the holder to serve, under the supervision of a Commission-accredited college or university and the holder's employer, in the area listed on the credential. To be eligible for an internship credential, Candidates meet the following state, college, and program requirements. This eligibility is tracked on the Intern Readiness form (I-IR).

### **The Intern Teaching Assignment**

It is the responsibility of the Candidate to obtain an intern teaching position in their area of competence within the service area of the CSU Fullerton Education Specialist Credential Program. Internships may be arranged with any Orange County school district with whom Cal State Fullerton has an approved internship agreement. However, not all districts in Southern California are within our service area. Contact the Department Chair of Special Education to determine if a district is within our service area.

## **The Internship Program Experience**

Cal State Fullerton offers two program options for Education Specialist credentials:

- Education Specialist Internship Program, Mild to Moderate Support Needs  
OR Extensive Support Needs
- Early Childhood Education Specialist Internship Program

In each of these programs, the candidate is employed by the district/agency and works full-time in the public school/agency setting while also completing coursework. These programs are very rigorous. Candidates complete the coursework for a Preliminary Education Specialist credential.

The coursework followed by Intern Candidates is equivalent to the coursework followed by traditional student teachers. However, Intern Candidates also take the intern seminar, SPED 490, for each semester that they are in the program.

## **Fieldwork Activities and Program Competencies**

Candidates may enter the Internship Program at the beginning of either semester of the credential program. Intern candidates are expected to complete the activities for the course in which they are registered. These activities are outlined in Chapters 3 through 6 of this Handbook. The Intern Candidate should be familiar with and prepared to follow all of the requirements in the Chapter that corresponds to the course in which they are enrolled (i.e., SPED 488, 489A, 489B, 489C, or 489D).

Candidates are expected to meet all required Special Education Competencies and Teaching Performance Expectations. If their employed setting does not provide the necessary environment to fulfill these competencies, the Candidate will need to student teach an alternate site.

Unlike traditional student teachers who have the luxury of a gradual induction into their student teaching experience, Interns are immediately in full and complete charge of their students and classroom setting. They determine the curriculum, plan learning activities, deliver instruction, monitor student progress, create and maintain the classroom learning environment, administer student discipline, attend to the needs of students, and also fulfill additional responsibilities such as attending IEP and teacher meetings.

## **Fieldwork Observations, Communications, and Evaluations**

Just like their student teacher counterparts, Intern Candidates are observed in the classroom setting and supported by both a district/agency staff member (instead of a Master Teacher, Intern Candidates have a Support Provider) and a University Supervisor. Observations and communications will be weekly, and candidates will be monitored closely to ensure that they are effective in the classroom setting.

Intern Candidates will be evaluated by both their Support Provider and University Supervisor. These evaluations are based on Teacher Candidate dispositions towards the teaching profession, special education competencies, and the Teaching Performance Expectations. Interns who are not proficient in all competencies and expectations will be given a NC (No Credit) for their directed teaching experience and are subject to program removal.

## **Special Forms**

Most of the forms used by Interns are those utilized by traditional student teachers. However, there are a number of special forms just for Interns:

- Intern Readiness Form (I-IR)
- Student Fieldwork Profile Form (FPF)



**Additional Support for Interns**

In addition, Intern Candidates in the Cal State Fullerton Education Specialist Credential Program receive additional support as follows:

- Classroom assistance from a trained University faculty member
- On-site Support Provider
- Paid Substitute Coverage for days to be used for professional development
- Ongoing Professional Development

## **CHAPTER 8**

### **Master Teacher Qualifications, Roles, and Responsibilities**

Dear Master Teacher:

Thank you for your willingness to support the development of an Education Specialist Candidate. We recognize and appreciate the critical role you play in preparing new teachers. The quality of support, the richness of experience, and the accuracy of Teacher Candidate assessment during Directed Teaching are critical to the growth and development of new teachers.

You play an invaluable role in their education and we truly appreciate your time, dedication, cooperation, and interest. If you have any questions or concerns, please contact your Student Teacher's University Supervisor or Program/Fieldwork Coordinator.

This chapter is organized in the following sections:

- Qualifications of Master Teachers
- General Information for Master Teachers
- Responsibilities of Master Teachers
- Responsibilities of School and District Administrators
- Recommendations for Providing Support to Teacher Candidates
- Candidate Observations, Conferencing, Feedback, and Evaluations

#### **Qualifications of Master Teachers**

To ensure our Student Teachers receive a quality experience, we seek to place them with highly qualified Teachers. Master Teachers have been screened and judged to be superior teachers with the willingness to serve as a role model and mentor for the Student Teacher completing his/her professional education. Master Teachers have completed the Mentor Teacher Professional Development Survey.

When we worked with your district to assign you to this important role, your district administrator determined that you met the following criteria:

- Certified and experienced in the area of the appropriate credential;
- Taught for at least three years;
- Met the California Commission on Teacher Credentialing 10 hours of professional development requirement related to teacher candidate supervision;
- Trained to support novice teachers;
- Received latest knowledge and skills for supervision and program expectations;
- Appropriately evaluated and recognized by the institution, and;
- Provides a model consistent with the best practice.

#### **General Information for Master Teachers**

Student Teachers are required to complete two 10-week Directed Teaching experiences, one at the end of each semester. When Student Teachers begin their first Directed Teaching experience, they have completed three pre-requisite courses, hours of field observations, and five weeks of the co-requisite courses. The co-requisite courses are designed to accompany Directed Teaching so that the content they are learning at the University may be immediately applied in the classroom and what they are experiencing in the classroom can be discussed

with their University faculty. When Student Teachers begin their second (and final) Directed Teaching experience, they are in the last 10 weeks of the Credential Program.

Mild to Moderate Support Needs and Extensive Support Needs Candidates complete a Directed Teaching experience (SPED 488) in the General Education Setting during their first semester. During their second semester Directed Teaching (SPED 489), Student Teachers directly teach and case manage for a population of students with the same disability area (M/M or M/S). The schedule for both SPED 488 and 489 involves five weeks of half days and five weeks of full days. During the five weeks of half days, Student Teachers arrive at the school's designated "teacher start time" and leave at lunch or noon (whichever is most appropriate for the classroom). During this time, Student Teachers are to stay one full day per week in order to have time to co-plan with their Master Teacher. During the five weeks of full days, Student Teachers arrive at the teachers' start time and leave at the school's designated "teacher release time." On the days Student Teachers have class at the University, they may leave prior to their teachers' leave time, but not prior to students' leaving, to get to their University class on time. Student Teachers are to align their vacation with their assigned school, taking fall and spring breaks when the school/district has scheduled them.

Early Childhood Special Education Candidates complete SPED 489c (infant-toddler) in the fall and 489d (preschool) in the spring. During SPED 489c, Student Teachers complete a minimum of 120 hours of direct experience and during 489d, Student Teachers complete a minimum of 240 hours of direct experience. The specific days, start times, and end times vary across programs, therefore Student Teachers work with their Master Teachers to develop a schedule that is appropriate to the program. Student Teachers are required to attend and arrive on time to their University classes. Student Teachers are also to align their vacation schedules with their assigned program, taking fall and spring breaks when the program/Master Teacher is on break.

For details pertaining to the specific Directed Teaching experience and requirements, please refer to the appropriate chapter in the Credential Program Handbook.

Student Teachers are assigned a University Supervisor for each Directed Teaching experience. The Supervisor's role is to (a) support the Student Teacher as well as the Master Teacher, (b) facilitate the Directed Teaching learning experience, (c) evaluate Student Teacher progress, and (d) help communicate and address any concerns between the Student Teacher and Master Teacher.

## **Responsibilities of Master Teachers**

### **District-Related Responsibilities:**

- Know and carry out District policies regarding the presence and student teaching of the Student Teacher in the classroom.
- Keep the Principal informed of the progress of the Student Teacher. If problems arise, it is recommended that you seek the Principal's ideas for possible solutions.
- If there are any issues or events that could potentially jeopardize the safety of the students or Student Teacher, report the incident to the site administrator and the University Supervisor within one business day.

### **Student-Related Responsibilities:**

- Prepare the students in the class for the coming of the Student Teacher; create an atmosphere of acceptance by introducing him/her as a fellow teacher and co-worker.
- Protect the educational welfare of the students by making sure that a satisfactory

standard of instruction class work, and behavior is maintained at all times.

#### Candidate-Related Responsibilities:

- Before the Student Teacher begins or during his/her first week, complete the Pairing Up! Activities to help you both get better acquainted with one another
- Help the Student Teacher \ to feel “at home” in the school by creating an atmosphere of acceptance and respect, introducing him/her as a fellow teacher, introducing him/her to other faculty members, inviting him/her to faculty affairs/meetings, and extending other such courtesies.
- Help the Student Teacher become acquainted with the school mission, goals/plans, policies, and important documents (e.g., school handbook, school calendar).
- Help the Student Teacher understand the goals, strengths, and needs of students in the class. Acquaint him/her with the students’ cumulative records and 504 plans/IEPs.
- Review the Dispositions and Final Competencies Evaluation forms and help the Student Teacher identify needs for improvement as early as possible to give him/her the time to work on these areas prior to being evaluated.
- Demonstrate “expert teaching” by modeling for the Student Teacher current best practices as well as professional and ethical behavior. When necessary, through encouragement and example, help the Teacher Candidate to improve in appearance and conduct appropriate to the teaching profession.
- Include the Student Teacher in your planning, instructing, assessing, and reflecting processes.
- Help provide the Student Teacher with the opportunities needed to complete required activities. Adapt and modify classroom programs, procedures, materials, and methods to the extent possible in order to facilitate maximum development of teaching potential.
- Help pace the Student Teacher along to ensure the completion of the requirements in a timely and prioritized manner, without the Student Teacher becoming overwhelmed.
- Ensure the Student Teacher has adequate time to prepare when s/he is asked to lead a lesson/activity and try to avoid abrupt change of plans. Require lesson plans from the Candidate review them with the Student Teacher before their implementation so that desired changes can be made as needed. This should also be done with respect to tests prepared by the student teacher.
- Have the Student Teacher participate in evaluating student progress, reporting to parents, parent conferences, and SST/IEP meetings. Help them prepare for these activities to ensure successful participation.
- Try to provide opportunities for the Student Teacher to participate in co-curricular and extra-curricular activities, back-to-school night/open house, and so on.
- Make time to engage in frequent (daily, if possible) evaluative discussions regarding progress, strengths and weaknesses of lessons/activities and performance.
- Periodically write specific recommendations regarding the methods, materials, procedures, informational accuracy, successes and problems for the Student Teacher to consider. The University Supervisor should also view these “progress reports”.

#### Supervisor-Related Responsibilities

- Provide the University Supervisor with feedback on Student Teacher dispositions, performance, and progress. If feasible, allot time to meet with the University Supervisor and/or include them in Student Teacher conferences.
- If problems arise, inform the University Supervisor of the concerns/issues immediately and work together to develop a solution.
- In the event that a Student Teacher is not making adequate progress on expectations related to dispositions or teaching competencies, work with the University Supervisor to

devise and monitor a Candidate Improvement Plan

## Responsibilities of School and District Administrators

### School Administrator Responsibilities

- Carry out district policy with regard to hosting Student Teachers who are gaining pre-service experiences in the schools.
- Endeavor to make Student Teachers feel welcome and supported as future teachers.
- Provide Student Teachers with helpful written materials on school policy, philosophy, curriculum, activities, and the like to give them an overall view of the school and district. Also provide them with opportunities to participate in extra-curricular activities.
- Notify Student Teachers of staff, professional, and committee meetings to which they are welcome and clearly communicate which they will be expected to attend.
- Provide Student Teachers with the information and material they need to better understand and serve the students they are working with (e.g., cum records, IEPs). Clearly communicate the expectations regarding these materials- for example, ways to maintain confidentiality, acceptable locations for these materials (i.e., can the materials be taken home or must they remain in the classroom?), if and when the materials must be returned (e.g., end of the week, last day of Directed Teaching), if and how the materials must be destroyed (e.g., shredded).
- Help provide Student Teachers with the opportunities needed to complete Directed Teaching requirements and facilitate meetings between Student Teachers and their Master Teachers at mutually convenient times.
- Keep informed about the strengths and needs of the Student Teachers and discover special interests or talents that may enable them to get involved at the school level.
- Report any incident that may jeopardize the safety of the Student Teacher. The report to the University Supervisor must be within **one business day** of the incident.
- Assist in the continuous search for new and returning Master Teachers by encouraging superior teachers to participate in the training of the “next generation” and making sure they understand the criteria involved:
  - Being willing and enthusiastic about mentoring a Student Teacher.
  - Being well prepared for and skilled in the field or grade level taught.
  - Being recognized not only as an effective classroom teacher, but also able to help another person learn to teach.
  - Being ready and willing to examine and evaluate their own classroom work, as well as their Student Teacher’s work.
  - Being receptive to new ideas and open to learning new techniques/strategies and activities.
  - Being emotionally mature, objective and not defensive, neither impatient nor indifferent.
  - Being able to work comfortably with an observer in the room and to defer to others when it is desirable.
  - Being able to approach difficult situations with professionalism and honesty, willing to have difficult conversations with the Student Teacher, willing to problem-solve with Student Teacher and University Supervisor, willing to make difficult decisions, and willing to evaluate Student Teacher objectively.
  - Being able to communicate openly and freely with the University Supervisor, asking for information, advice, and support as needed.
  - Being able to keep organized, give clear directions regarding the responsibility of various tasks, and clearly communicate expectations.
  - Being willing to dedicate the time to provide regular feedback and complete

formal evaluations for the Student Teacher, as well as to write informal evaluations and/or Candidate Improvement Plans if needed.

#### District Administrator Responsibilities

- Collaborate with the University in the selection of schools and in the screening of potential Master Teachers.
- Complete contractual obligations initiated by the University.
- Designate a district official to act in a coordinating position with regard to the program.
- Stipulate and communicate to those concerned the legal implications of Directed Teaching in the district, such as liability in case of accident and emergency procedures.
- Determine, publicize, and implement district policy relating to Student Teacher participation, such as ensuring Student Teachers are not used as substitute teachers, specifying the authority of the Student Teachers and the limitations thereon, and other matters of policy that the district considers reasonable and appropriate.
- Provide adequate orientation to the district and to district policy, providing Student Teachers with necessary and appropriate written materials on the subject, if available.
- Notify the University and the Department of Special Education if there is additional information (e.g., evidence of T.B. tests) that must be on file concerning each Student Teacher. Evaluate the program, recommend to University officials modifications and changes, and communicate problems that may arise.

#### Recommendations for Providing Support to Student Teachers

Before the Student Teacher arrives:

- Review with your school and district administrators any policies relative to hosting the Student Teacher.
- Prepare the students for the Student Teachers; you may want to introduce the Student Teacher as a co-teacher joining the class from Cal State Fullerton.
- Appropriately inform parents in writing of the coming Student Teacher, perhaps noting the advantages of having a Student Teacher in the classroom (e.g., reducing student- teacher ratio, more opportunities for team teaching).
- Prepare written material with introductory information (e.g., your philosophy and important classroom rules/procedures, school and district policies).
- Prepare specific ways to involve the Student Teacher on the very first day and throughout the first week- for example, assisting you by writing out the spelling words or the steps of an activity on the board while you give the class initial instructions, taking attendance, passing out /collecting supplies, reading aloud to the class, calling on students to respond to your questions.
- Become familiar with the contents of this Credential Program Handbook.

During the first week:

- Provide the Student Teacher with space (a desk or table) and storage, to help them stay organized, allow room for prepping, and for the dignity of this adult functioning in the classroom.
- Introduce the Student Teacher to your students. Allow the Student Teacher to spend a few minutes introducing him/herself and respond to questions from the students. You may want to provide an orientation activity to facilitate the Student Teacher and your students in getting to know each other.
- Help the Student Teacher actively participate from the first day onward! The students need to see the Student Teacher as a teacher, not an observer.
- Provide the Student Teacher with information on the curriculum, standards, classroom

schedules/routines, individualized plans (ELL plans, 504 plans, IEPs), and grading procedures. Give them the textbooks s/he will need along with other materials including sample unit/lesson plans.

- Review school information (school/district policies, handbook, dress code, demographics, surrounding community info), school schedules, and any extra duties such as playground, bus, or lunch duties. Discuss Student Teacher's responsibilities for attending meetings. The Student Teacher should attend the staff meetings/staff development that you are required to attend. (e.g., PTA, staff meetings, parent conferences, and IEP meetings). Other opportunities are to be made available for the Student Teacher's participation as well, such as parent conferences, SST/IEP meetings, and back-to-school/open house events. These are an important part of the teaching profession and thus the Student Teacher should be exposed to them.
- Give the Student Teacher a tour of the school and introduce them to various staff members and administrators (e.g., principal, assistant principal, secretary, custodian, specialists, nurse, librarian).
- Schedule a weekly meeting time (45-60 minutes outside of class time) and spend the first meeting with your Student Teacher completing the Pairing Up Activities. These are housed electronically on the Co-Teaching Training & Resources site, which your Student Teacher can help you access.
- Communicate all expectations clearly. Make sure the Student Teacher understands when and how they are supposed to assist you as well as when and how they are supposed to carry out tasks independently.
- Demonstrate to the Student Teacher your planning process, including your long-range goals as well as your daily plans and objectives.
- Introduce and review your record keeping/data collection procedures and explain how you want the Student Teacher to participate in this.
- Explain your style/expectations regarding student behavior and your specific classroom support/management techniques. Explain your expectations for Student Teacher participation.
- Discuss your style/approach to providing feedback to the Student Teacher.  
Remember to:
  - Be sensitive to the need for effective communication and a professional relationship.
  - Maintain open, truthful, and direct communication.
  - Respect the Student Teacher's ideas.
  - Communicate your concerns and personal desire to support him/her.
  - Listen effectively and actively.
  - Give priority to needs expressed by the Student Teacher.
  - Provide frequent and positive feedback along with suggestions for improvements.

### **Student Teacher Conferencing, Feedback, Observations, and Evaluations**

Scheduled conferencing with the Student Teacher, along with ongoing feedback, is a critical part of their experience. Conferences provide needed opportunities for them to ask questions, receive clarification of ideas, and receive feedback on their progress toward mastering competencies. Conferences should occur at least weekly; either the Student Teacher or Master Teacher may initiate additional meeting times, as needed.

Below are suggestions for these conferences:

- Be prepared for the conference by having specific strengths and needs in mind, as well as concrete "next steps" and points of focus for moving forward.

- Have documents present- observation sheets, checklists, student work samples, etc.
- Conduct the conference where you have a full degree of privacy and a minimum of interruptions.
- Begin and end the conference on a positive note. Ask questions to obtain the Student Teacher's perspective.
- Review materials objectively, identifying strengths as well as areas for improvement; offer suggestions and provide examples of what these suggestions might look like.
- Use a collaborative approach when discussing difficulties and problems encountered by the Student Teacher. Provide constructive suggestions for each problem area.
- Limit the number of items discussed within each conference to just a few areas.
- Ensure that the discussion results in a plan for the desired change.
- Focus your discussion on the teaching-learning situation.

Students need as much feedback as they can get. It is not always wise, appropriate, or possible to save this feedback for the scheduled conferences. Brief and informal opportunities for feedback helps Student Teachers know whether or not they are on the right track and can save you and them time and trouble!

Below are suggestions for ongoing feedback:

- Let the Student Teacher know what you think! Be honest, sensitive, and constructive. Do not assume that your smiles, nods and vague comments (Good Job!) are going to make them really grow. Rather chat frequently about the specifics of their strengths and their need for improvement.
- Feedback should be specific, individualized, and comprehensive.
- Feedback can be given in a multitude of ways (written, verbal) and you may prefer to keep a journal together in which the Student Teacher can write down questions and you can answer or provide responses/comments (in written or verbal formats) at your earliest convenience. This journal may be a wire notebook of blank paper kept in a special place, a shared electronic document, or the Weekly Reflection Log form that the University Supervisor requires. In addition to journaling (or alternatively), you may prefer to have a brief time to "touch bases" at the beginning, middle, or end of each day.
- Feedback should cover a multitude of areas, such as lesson development and delivery, classroom management, professionalism, preparedness and planning.

Conferencing and feedback will help prepare the Student Teacher for their formal observations and evaluations. Student Teachers will be formally observed and evaluated on their dispositions, instruction (planning and delivery), and overall competencies. The University Supervisor will conduct formal observations of their instruction four times by directly observing them and providing written feedback. Both the Master Teacher and the University Supervisor will evaluate Student Teacher Dispositions and Competencies online via the College of Education's online assessment system.

Below are suggestions for conducting formal observations and evaluations:

- Observe the Student Teacher's planning, preparing, writing out, delivery, and reflection processes to the extent possible.
- Although Student Teachers will have forms/formats to use from the University, it may be helpful for them to have a sample lesson plan from you (along with a blank copy of the forms/formats that you typically use).
- Require lesson plans (activity plans, task analyses) in advance in order to provide early feedback and suggestions. Review and critique these plans to maximize the likelihood of



successful!

- Remember, although writing detailed lesson plans may seem like unnecessary work to a veteran teacher, Student Teachers are beginners without the years of experience and planning behind them that you have. They must take the time to think through their lessons and reflect after they deliver the lesson.
- Be aware of your own biases prior to evaluating another person; evaluation should focus on Student Teacher performance, not personality.
- Help the Student Teacher learn the skills of reflection and self-evaluation; help them identify their own strengths and weaknesses.
- Data should accompany objective explanations of strengths and weaknesses.
- Base evaluation on direct observation of performance and/or documentation of performance.
- Review the Student Teacher's Directed Teaching notebook. They are required to maintain an organized notebook and to make it available to you and the Supervisor for review. All documentation of competencies completed/addressed but not directly observed must be included.
- You are encouraged to check in with Supervisors during their visit to discuss Student Teacher progress. If the time does not permit this discussion while the Supervisor is in the classroom, they welcome additional communication via phone or email.

Remember to submit the required formal evaluations online by accessing the CSUF College of Education assessment system: <http://coeapps.fullerton.edu/spedassessment/>

## **CHAPTER 9**

### **University Supervisor Roles and Responsibilities**

Dear University Supervisor:

Thank you for your willingness to support the development of our Education Specialist Candidates. We recognize and appreciate the critical role you plan in preparing new teachers. The quality of your support and the accuracy of Student Teacher evaluation during the Directed Teaching experience are critical to the growth and development of our Student Teachers as they take positions as new teachers in our schools. We truly appreciate your time, dedication, cooperation, and passion.

This chapter is organized in the following sections:

- Functions of University Supervisors
- Responsibilities of University Supervisors
- Recommendations for Providing Support to Student Teachers
- Candidate Observations, Conferencing, Feedback, and Evaluations
- Concluding Directed Teaching

#### **Functions of the University Supervisor**

The CSUF University Supervisor is expected to perform a variety of functions (e.g., facilitators, coaches) in order to best achieve the purposes of the CSUF Education Specialist Credential Programs and to serve the needs of the University, public schools, and individual Teacher Candidates.

As a University Supervisor, you are expected to:

- Learn philosophy, objectives, and organization of the Department of Special Education as well as the cooperating schools.
- Establish and maintain effective relationships between CSUF and the public schools.
- Assist in making Student Teacher assignments and recommend reassignments when appropriate.
- Interpret the Department's teacher preparation programs and philosophy to public school personnel.
- Provide feedback to University faculty regarding specific changes occurring within the public schools and their relationship to CSUF teacher preparation programs.
- Serve as a resource person providing information requested by Master Teacher, Support Provider, or Student Teacher.
- Assist Directed Teaching participants in understanding and carrying out their roles.
- Recognize that the learning and welfare of the pupils are of primary concern, and CSUF employees and students are guests in the schools.
- Work professionally, respectfully, and collaboratively with all.

#### **Responsibilities of University Supervisors**

University-Related Responsibilities:

- Seek out, maintain, and enhance your own professional development.
- Maintain currency regarding state and Department teacher preparation program requirements.
- Cooperate closely with University faculty to enhance the special education teacher

- preparation program.
- Complete and submit forms (e.g., travel reimbursement, end-of-the-semester checklist) in a timely manner.
- Familiarize yourself with the Directed Teaching protocols and expectations.
- Complete the required formal evaluations for each Student Teacher by the deadline.
- Submit the requested documentation for each Student Teacher at the end of the Directed Teaching experience, in accordance with the End-of-the-Semester Checklist
- Provide feedback on Student Teacher placements and screen prospective Master Teachers for future placements.

#### School-Related Responsibilities

- Introduce yourself to the principal and inform the principal's office when supervising in a school. Follow school procedures for signing in.
- Be available for special conferences with the Master Teacher and/or Principal about the Student Teacher and his/her work.
- Respond to school personnel inquiries in a timely manner.

#### Teacher-Related Responsibilities

- Assist Master Teachers in accessing important Directed Teaching documents and online sites
- Encourage co-teaching and the use of the Co-Teaching Training & Resources site.
- Confer, as frequently as needs indicate, with the Master Teacher, at his/her convenience, regarding the Candidate's progress.
- Assist the Master Teacher in preparing and evaluating the Candidate, and addressing areas of concern.
- Inform the Master Teacher of the required evaluations and due dates

#### Candidate-Related Responsibilities

- Attend first and final Directed Teaching seminars.
- Coordinate first day of Directed Teaching between Student Teachers and school sites.
- Help orient Student Teachers to the school site.
- Encourage the Student Teacher and their Master Teacher to access the Co-Teaching Training & Resources site for the Pairing Up Activities, and more.
- Help provide opportunities for Student Teachers to complete their requirements and participate in varied activities in the school program.
- Assist the Student Teacher in developing a teaching style that is consistent with both sound teaching theory and his/her personal style and values.
- Identify special needs of Student Teachers.
- Pre-conference, observe, and post-conference with Student Teachers on a regular basis.
- Maintain records of Student Teacher observations.
- Whenever possible, videotape Student Teacher for the purpose of self-evaluation and help them develop self-evaluation skills.
- Counsel Student Teachers as concerns arise.
- Serve as a mediator between Student Teachers and school personnel should problems arise.
- Work with the Master Teacher to develop a Candidate Improvement Plan when necessary.
- Complete the required formal evaluations.

- Immediately report to the Fieldwork Coordinator and Program Advisor any incident that may potentially jeopardize the safety of the Student Teacher.
- Communicate frequently with the Fieldwork Coordinator and Program Advisor if there are any concerns regarding the Student Teacher.

### **Recommendations for Providing Support to Student Teachers**

- For traditional Student Teachers, make your first on-site visit during the first week of Directed Teaching, preferably the first or second day. For Interns, schedule your first visit during the first or second week of Directed Teaching.
- Conduct a minimum of 6 formal and documented observations during the Directed Teaching experience (3 formal observations for 489c Candidates).
- Each of the 6 visits should last 45-60 minutes and include observation, documentation, and feedback of the Student Teachers' teaching, as well as pre- and post conferencing.
- Require the Student Teachers to submit to you a comprehensive teaching plan and reflection for each of the 6 formal observations.
- Ask the Master Teacher and the Student Teacher about their preferences for your activity during your visits (e.g., sit in back of room, walk around room, help children with their work, participate in class activities). Be as unobtrusive as possible while adjusting your activity per their preferences.
- Review their Directed Teaching notebook at each visit. Be sure to check for organization, progress, and any written questions or concerns they may have noted on their Weekly Reflection Log
- Communicate with the Master Teacher during or after each visit.
- Make 4 additional contacts (via email, phone, or in person) with each Student Teacher (6 total contacts for 489c Candidates). Depending on the needs of your Student Teachers more may be required.
- The final contact with the Student Teacher should include a conference with the Master Teacher to review competencies, requirements, etc.
- Maintain a record of your supervision by tracking all interactions with your Student Teachers on the Supervision Support Log
- Maintain all required documentation in accordance with the Supervisor End-of-the-Semester Checklist. Check-off and submit this material by the due date.
- Be aware of the following potential warning signs, which might be demonstrated by the Student Teacher:
  - Lack of initiative
  - Excessive absences
  - Lack of classroom control
  - Ineffective use of time
  - Expectations that are too high or too low
  - Misunderstanding of potential legal problems (rights and responsibilities)
  - Lack of competency in specific teaching areas
  - Inaccurate records
  - Poor communication with parents
  - Poor preparation
  - Failure to meet or communicate with Master Teacher
  - Failure to respond to Master Teacher suggestions
  - Inappropriate grooming/dressing
  - Failure to get along with other school staff
  - Inability to communicate ideas
  - Excessive, confrontational behavior

- Working too hard (over-anxiety)  
These likely warrant a Candidate Improvement Plan

### **Student Teacher Conferencing, Feedback, Observations, and Evaluations**

The University Supervisor is responsible for observing the Student Teachers on a regular basis throughout the semester and conferring regularly with Student Teachers, Master Teachers, and/or on-site administrators.

The goals of Student Teacher conferences are to upgrade the instructional skills of the Student Teacher and to develop their self-evaluation and goal-setting skills. Following are suggestions to assist University Supervisors in conducting Student Teacher observations and conferences:

- Conduct a pre-conference with the Student Teacher (via email, phone, or in person) prior to each formal observation and review their prepared teaching plans. Ask the Student Teacher what their expectations are for the lesson and whether they have any particular areas they would like you to focus on during your observation.
- During your visits, document your observations in concrete and specific terms on observation forms provided by the University. Be sure to collect objective observational data and include these data in your post conferences.
- Use a variety of University forms over the course of the semester.
- While observing, be aware of facial and body expressions, which could display disagreement, boredom, confusion, etc., and avoid too much writing.
- Conduct a post-conference with the Student Teacher following each formal observation. Seek their perspective on what went well and what didn't *and why*. Together identify strengths and weaknesses, ask questions, provide specific feedback, offer encouragement, brainstorm ideas, facilitate their own goal setting, and so on.
- Be honest, specific, individualized, objective/data-based,
- Discuss specific issues that may be related to the instructional process (e.g., discipline, legal aspects, parent conferences).
- Assist the Student Teacher in evaluating his/her own procedures, progress, and development.
- Provide resources related to effective teaching (e.g., planning, implementing, reflecting) as a means of helping them address their weaknesses, meet their own goals, and try new ideas.
- Be aware of your own biases prior to evaluating another person.
- Focus on the performance, not the person.
- Clearly communicate what you expect at your next visit.
- Provide the Student Teacher with a written summary of this conference.

Should an emergency situation arise and the University Supervisor is unable to make the scheduled visit, both the Student Teacher and the Master Teacher should be notified by telephone.

Formal evaluations on dispositions and teaching competence are submitted online by accessing the College of Education assessment system: <http://coeapps.fullerton.edu/spedassessment/>

If a Student Teacher does not meet the expectations (i.e., they did not meet their goals on the Candidate Improvement Plan, did not meet the syllabus requirements, failed a formal online evaluation), the University Supervisor should meet with the Student Teacher (alone, with Master

Teacher, or with the Fieldwork Coordinator) to discuss the issue and make recommendations for ways to improve. The Student Teacher should also be directed to work with the Fieldwork Coordinator to prepare for and petition the re-taking of the Directed Teaching class.

### **Concluding Directed Teaching**

At the end of the semester, all Student Teacher forms and documentation are submitted to and/or verified by the University Supervisor. The Supervisor then submits the requested documentation to the Fieldwork Coordinator. The End-of-Semester Checklist is provided to facilitate the collection, verification, and organization of these materials.

For additional information, please refer to the Handbook chapters and syllabi for each Directed Teaching course, as well as the online course sites.

## **CHAPTER 10**

### **College of Education Credential Program Policies**

The California State University, Fullerton College of Education credential program are professional preparation programs that hold candidates to standards that may extend beyond the University. This chapter provides information on these additional standards and policies.

This chapter is organized as follows:

- California Commission on Teacher Credentialing TPE 6: Developing as a Professional Educator
- College of Education CPC Policy One
- Department of Special Education Continuance of Teacher Candidates in the Program
- College of Education CPC Policy Two
- Excerpts from California Child Abuse and Neglect Reporting Act ~ Excerpt on Sexual Harassment

#### **California Commission on Teacher Credentialing TPE 6: Developing as a Professional Educator**

Teaching Performance Expectation 6 (TPE 6): Developing as a Professional Educator, outlines specific responsibilities of educators. Credential candidates are expected to honor these responsibilities.

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, those who identify as LGBTQ, and students with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or students' acts of intolerance, and harassment such as bullying, racism and sexism. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for mandated reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness. Included in this chapter is the College of Education Credential Program Committee Standards for Continued Participation in the Credential Programs, the College of Education Policy on Child Abuse Reporting and State of California Department of Fair Employment and Housing information on sexual harassment.

#### **College of Education CPC Policy One**

College of Education credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively

- Commitment to lifelong learning
- Wide constellation of knowledge and skills
- Ethical character demonstrated by having integrity, and being trustworthy, honest, courteous, open minded, and by treating others fairly and impartially.

Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be familiar with the professional standards for their field of teaching (California Standards for the Teaching Profession) and communicative disorders (American-Speech-Language-Hearing Association), as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty. Teacher Candidates who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Teacher Candidates' continued participation in credential program at Cal State Fullerton is dependent upon their understanding of professional standards and their ability to adhere to these standards.

**In order to continue to participate in a Credential Program and/or Master's Program Candidates must:**

- Behave in an honest and forthright manner.
- Follow standard scholarly practice in giving credit to sources used in assignments.
- Follow directions of University instructors, supervisors, and teaching mentors such as Master Teachers.
- Behave in a manner expected of professional educators.
- Cooperate and collaborate with fellow candidates on projects and assignments.
- Maintain successful academic progress by passing all classes and maintaining at least a 3.0 grade point average. No classes for which grades lower than a C were assigned will be used to meet credential requirements. In credit/no credit classes "B" level work is required to get credit.
- Maintain the standards of your department and/or program.

**Credential candidates will be considered for removal from the program if they:**

- Exhibit academic dishonesty as defined by the University Catalog
- Exhibit inappropriate student conduct as defined by the University Catalog
- Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors
- Fail to meet the standards set by the Commission on Teacher Credentialing
- Fail to behave according to the standards of the profession, public schools, university, department and/or program
- Fail to demonstrate credentialing competencies

Procedures to be followed by departments to remove a student from the Credential Program are found on the College of Education Website (<http://ed.fullerton.edu>). The process for the Department of Special Education process is detailed below.



## **Department of Special Education Continuance of Teacher Candidates in the Program**

If at any time a Teacher Candidate does not meet the criteria for continuance in the Education Specialist Credential Programs, faculty consult with each other and the program/fieldwork coordinator to determine next steps. In consultation with the coordinator, department faculty members function as reviewing bodies of the progress of Teacher Candidates in the program. Decisions are made as a committee based on meeting the criteria listed above.

### **Decisions 1, 2, and 3**

Decisions as to a Candidate's status in the program include:

1. A Teacher Candidate may be removed from the program,
2. A Teacher Candidate may be allowed to continue in the program with the provision that specific steps be taken to overcome deficiencies, or
3. A Teacher Candidate may be allowed to continue in the program.

### **Guidelines for Implementing Decisions**

1. A Teacher Candidate is removed from the program when, in the judgment of the reviewing committee members, the Teacher Candidate does not meet program requirements (Decision 1).
2. If the reviewing committee members determine that additional experiences would enable Teacher Candidates to meet program requirements or to overcome deficiencies, the Teacher Candidate may be continued on a provisional basis (Decision 2). A Candidate Improvement Plan (CIP) will be required (see below)
3. If the reviewing committee members determine that the Teacher Candidate meets program requirements, he/she may continue in the program (Decision 3).

Candidates will be promptly informed by faculty team members if their progress is not satisfactory. Teacher Candidates not so informed may infer that their progress to date is judged to be satisfactory.

All students in the Education Specialist Credential Programs receive continuous feedback on their progress. Directed teaching and some courses are assessed on a Credit/No Credit basis. In order to earn credit in any program course, including directed teaching, Teacher Candidates must perform at "B" or better work. In graded courses Teacher Candidates must maintain a 3.0 grade point average.

### **Performance Improvement Contracts**

If a Teacher Candidate does not meet the criteria for continuance in the Education Specialist Credential Programs, and it has been determined by the reviewing committee members that the Teacher Candidate will be allowed to continue with the provision that specific steps be taken to overcome deficiencies (Decision 2), then the Teacher Candidate may be given a Candidate Improvement Plan (CIP) written in consultation with the Program/Fieldwork Coordinator. Teacher Candidates must sign the performance contract in order to remain in the Education Specialist Credential Programs. The Teacher Candidate's signature does not necessarily indicate his/her agreement with the contract, but rather that s/he has seen and understands it.

Contracts specifically describe the steps that must be taken in order for the Teacher Candidate to continue in the program. Contracts include a timeline that the steps must be completed and improvement demonstrated by the Teacher Candidate. If a Teacher Candidate fails to fulfill the performance improvement contract, then the Teacher Candidate will be removed from the program.

Note: Students may be removed from the program without a written contract, if determined by the reviewing body that the Teacher Candidate does not meet program requirements (Decision 1).

### **Appeal Procedures**

1. All students at California State University, Fullerton have a right to academic appeal. For information Teacher Candidates should consult the official university catalog under Academic Appeals as well as the Credential Programs Committee Policy One (see below).
2. Specifically, in the Department of Special Education, Teacher Candidates who wish to appeal a grade, a program continuance decision, or a directed teaching placement shall adhere to the following procedures:
  - Confer with the instructor or University Supervisor involved.
  - Confer with the Program and/or Fieldwork Coordinator, if the instructor or supervisor is not able to provide informal resolution of the issues.
  - Confer with the Department Chair, if the Fieldwork Coordinator is not able to provide resolution of the issues.
3. If the problem is not resolved informally by conferring with the instructor, Program Coordinator, Fieldwork Coordinator, and/or the Department Chair, the Special Education Department adheres to the following procedures:
  - The Teacher Candidate shall submit a letter detailing the specific problem and the Teacher Candidate's suggested solution for the problem and the Department Chair will convene the Department's Teacher Candidate Support Committee.
  - The Teacher Candidate Support Committee shall enlist three faculty members who are not involved in evaluating the student and are selected at random from the full-time special education credential faculty.
  - It is the responsibility of the Department Chair to convene the Teacher Candidate Support Committee and to ensure that all elements of the Appeals Process are carefully followed.
  - The Candidate Support Committee will receive from the Chair the Teacher Candidate's request for an appeals hearing. The Panel shall be responsible for all facets of investigation of the problem, including, as needed, interviews with the Teacher Candidate, faculty involved, the Chair, and school district personnel.
  - After gathering all relevant data, the Teacher Candidate Support Committee shall make a written recommendation to the Chair. If the Chair agrees with the Teacher Candidate Support Committee decision, the panel's recommendation shall be implemented and the Chair shall forward the decision to the Teacher Candidate. If the Chair disagrees with the Panel's recommendations, the Teacher Candidate Support Committee will meet with the Chair and with the Dean of the College of Education (COE) to review the case. The Dean shall have the final responsibility to determine the outcome of the Appeal. The Chair shall then forward this decision to the Teacher Candidate.
  - If the Teacher Candidate is not satisfied with the outcome of the appeal, he/she may confer personally with the Dean of COE. If the Teacher Candidate remains unsatisfied after this conference, he/she may appeal to the University Academic Appeals Committee. To initiate this procedure, the Teacher Candidate shall contact the University's Coordinator of Academic Appeals, who will provide information and clarification about university policies.

## **Collect of Education CPC Policy Two**

### **Credential Program Committee Policy for Proficiency in Written and Spoken English**

This policy applies to all credential programs at California State University Fullerton. Executive Order No. 758, Teacher Education Basic Credential Programs, was issued on October 6, 2000, by Chancellor Charles B. Reed. It establishes standards for entrance to and continuation in teacher education credential programs. The document lists a number of requirements for admissions to credential programs, including GPA; early field experiences; and prerequisite courses. It also requires at least one interview and two letters of recommendation to help determine a Teacher Candidate's aptitude for teaching. Also included is Requirement 7: "The candidate shall have demonstrated proficiency in written and spoken English, as determined by the campus, and shall have taken the California Basic Educational Skills Test."

#### **Policy Elements:**

##### **1.1 Assessment of Written and Spoken English**

- Prior to admission to a credential program, all credential candidates will be assessed in written and spoken English to ensure that they are able to speak and write English clearly. Since teachers must be understood by their students, and because they model the use of English in their classrooms, it is imperative that they have competence and fluency in speaking and writing English.

##### **2.1 Proficiency in Written English**

Evidence of writing skills in English shall include the following. These are minimal requirements; individual programs may require additional criteria.

- 0 2.1 A passing score on the CBEST writing portion.
- 0 2.2 Demonstration of writing skills in an autobiography to be submitted with application for admission.
- 0 2.3 In addition, individual subject programs may also require a passing score on a controlled writing sample.

##### **3.1 Proficiency in Spoken English**

Evidence of competence in speaking English shall include the following at minimum:

- 0 3.1 An assessment of skills in spoken English by the program admission interviewers. They will base this assessment on the Candidate's reading of a passage related to the credential area, and/or the Candidate's spoken English in answering interview questions and maintaining a discussion.
- 0 3.2 Individual credential programs may also require additional assessments of proficiency in spoken English.

##### **4.0 Failure to Demonstrate Proficiency in English Prior to Admission to the Program.**

If the Candidate fails to demonstrate proficiency in written or spoken English, the Candidate will not be admitted to the Credential Program.

##### **5.0 Failure to Demonstrate Proficiency in English During the Credential Program.**

For Candidates admitted to the Credential Program, assessment of proficiency in English is an on-going process. Proficiency will be evaluated throughout the program by Master Teachers, Principals, University Supervisors, and Subject Area Advisor. If a Candidate is admitted to a credential program, and during the program it becomes clear to the evaluators that the Candidate is not maintaining and demonstrating an appropriate level of proficiency in written and spoken English, that Candidate may be disqualified and removed from the Credential Program until proficiency in English can be demonstrated.

##### **6.1 Approaches to Improving Proficiency in English.**

When Candidates are unable to demonstrate the necessary proficiency in English, the Program Coordinator will suggest measures to address the problems. Following are some possible ways for the candidate to improve skills in English.

- Written English
- 6.1 Tutorial help at the University Learning Center.
- 6.2 Enrollment in a composition course, e.g., English 301.
- Spoken English
- 6.3 Enrollment in an English pronunciation course in the American Language Program.
- 6.4 Scheduled practice sessions with volunteer tutor or friend.
- 6.5 Sessions with a tutor from the Foreign Language Education Program through the University Learning Center.

### **7.0 Reassessment.**

Candidates who believe they are able to demonstrate proficiency in English should inform the appropriate Subject Area Advisor, who will arrange for reassessment as part of the process for re-applying to the program.

### **8.0 Appeal Process.**

Candidates who disagree with the initial assessment results or the reassessment may appeal through the California State University Fullerton Credential Programs Committee, following procedures established in Policy One. An Appeals Panel will then be established to determine the student's proficiency in written and/or spoken English.

## **Excerpts from California Child Abuse and Neglect Reporting Act**

### **Section 11166.**

- a. Except as provided in subdivision (c), a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report to the agency immediately or as soon as is practicably possible by telephone, and the mandated reporter shall
  - 1) Prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. For the purposes of this article, "reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. For the purpose of this article, the pregnancy of a minor does not, in and of itself, constitute a basis for a reasonable suspicion of sexual abuse.
  - 2) The agency shall be notified and a report shall be prepared and sent even if the child has expired, regardless of whether or not the possible abuse was a factor contributing to the death, and even if suspected child abuse was discovered during an autopsy.
  - 3) A report made by a mandated reporter pursuant to this section shall be known as a mandated report.
- b. Any mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both that fine and punishment.
- c. Any other person who has knowledge of or observes a child whom he or she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to an agency specified in Section 11165.9.
- d. When two or more persons, who are required to report, jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement

and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

- e. The reporting duties under this section are individual, and no supervisor or administrator may impede or inhibit the reporting duties, and no person making a report shall be subject to any sanction for making the report. However, internal procedures to facilitate reporting and apprise supervisors and administrators of reports may be established provided that they are not inconsistent with this article. (2) The internal procedures shall not require any employee required to make reports pursuant to this article to disclose his or her identity to the employer. (3) Reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to an agency specified in Section 11165.9.
- f. A county probation or welfare department shall immediately, or as soon as practically possible, report by telephone, fax, or electronically transmit to the law enforcement agency having jurisdiction over the case, to the agency given the responsibility for investigation of cases under Section 300 of the Welfare and Institutions Code, and to the district attorney's office every known or suspected instance of child abuse or neglect, as defined in Section 11165.6, except acts or omissions coming within subdivision (b) of Section 11165.2, or reports made pursuant to Section 11165.13 based on risk to a child which relates solely to the inability of the parent to provide the child with regular care due to the parent's substance abuse, which shall be reported only to the county welfare or probation department. A county probation or welfare department also shall send, fax, or electronically transmit a written report thereof within 36 hours of receiving the information concerning the incident to any agency to which it is required to make a telephone report under this subdivision. For the purposes of this subdivision, a fax or electronic transmission shall be deemed to be a written report.
- g. A law enforcement agency shall immediately, or as soon as practically possible, report by telephone to the agency given responsibility for investigation of cases under Section 300 of the Welfare and Institutions Code and to the district attorney's office every known or suspected instance of child abuse or neglect reported to it, except acts or omissions coming within subdivision (b) of Section 11165.2, which shall be reported only to the county welfare or probation department. A law enforcement agency shall report to the county welfare or probation department every known or suspected instance of child abuse or neglect reported to it which is alleged to have occurred as a result of the action of a person responsible for the child's welfare, or as the result of the failure of a person responsible for the child's welfare to adequately protect the minor from abuse when the person responsible for the child's welfare knew or reasonably should have known that the minor was in danger of abuse. A law enforcement agency also shall send, fax, or electronically transmit a written report thereof within 36 hours of receiving the information concerning the incident to any agency to which it is required to make a telephone report under this subdivision.

#### **Section 11165.7**

- a. As used in this article, "mandated reporter" is defined as any of the following:
  - 1. A teacher.
  - 2. An instructional aide.
  - 3. A teacher's aide or teacher's assistant employed by any public or private school.
  - 4. A classified employee of any public school.
  - 5. An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
  - 6. An administrator of a public or private day camp.

7. An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
8. An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
9. Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
10. A licensee, an administrator, or an employee of a licensed community care or
11. child day care facility.
12. A head start teacher.
13. A licensing worker or licensing evaluator employed by a licensing agency as defined in Section 11165.11.
14. A public assistance worker.
15. An employee of a child care institution, including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
16. A social worker, probation officer, or parole officer.
17. An employee of a school district police or security department.
18. Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
19. A district attorney investigator, inspector or family support officer unless the investigator, inspector, or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
20. A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, who is not otherwise described in this section.
21. 20) A firefighter, except for voluntary firefighters. A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
22. Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
23. A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
24. A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
25. An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
26. A state or county public health employee who treats a minor for venereal disease or any other condition.
27. A coroner.
28. A medical examiner or any other person who performs autopsies.
29. A commercial film and photographic print processor, as specified in subdivision (e) of Section 11166. As used in this article, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
30. A child visitation monitor. As used in this article, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
31. An animal control officer or humane society officer. For the purposes of this article, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal

control laws or regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.

32. A clergy member, as specified in subdivision (c) of Section 11166. As used in this article, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
33. Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
  - b. Volunteers of public or private organizations whose duties require direct contact and supervision of children are encouraged to obtain training in the identification and reporting of child abuse.
  - c. Training in the duties imposed by this article shall include training in child abuse identification and training in child abuse reporting. As part of the training, school districts shall provide to all employees being trained a written copy of the reporting requirements and a written disclosure of the employees' confidentiality rights.
  - d. School districts that do not train the employees specified in subdivision (a) in the duties of child care custodians under the child abuse reporting laws shall report to the State Department of Education the reasons why this training is not provided.
  - e. The absence of training shall not excuse a mandated reporter from the duties imposed by this article.

### **Excerpt on Sexual Harassment**

**State of California Department of Fair Employment & Housing (Excerpt from Publication DFEH-185) Publication DFEH-185 is available online at: [www.dfeh.ca.gov](http://www.dfeh.ca.gov).**

Sexual harassment in employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code sections 12940(a), (j), and (k).

### **Definition of Sexual Harassment**

The Fair Employment and Housing Act defines harassment because of sex as including sexual harassment gender harassment and harassment based on pregnancy, childbirth, or related medical conditions. The Fair Employment and Housing Commission regulations define sexual harassment as unwanted sexual advances or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances
- Offering employment benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct, e.g., leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons or posters
- Verbal conduct, e.g., making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct, e.g., touching, assault, impeding or blocking movements

### **Employers' Obligations**

All employers have certain obligations under the law. Employers must:

- Take all reasonable steps to prevent discrimination and harassment from occurring.
- Develop and implement a sexual harassment prevention policy.

- Post in the workplace a poster made available by the Department of Fair Employment and Housing.
- Distribute to all employees an information sheet on sexual harassment. An employer may either distribute this pamphlet (DFEH-185) or develop an equivalent document that meets the requirements of Government Code section 12950(b). This pamphlet may be duplicated in any quantity. However, this pamphlet is not to be used in place of a sexual harassment prevention policy, which all employers are required to have.

### **Employer Liability**

All employers are covered by the harassment section of the Fair Employment and Housing Act. If harassment occurs, an employer may be liable even if management was not aware of the harassment. An employer might avoid liability if the harasser is a rank and file employee and if the employer had no knowledge of the harassment and if there was a program to prevent harassment. If the harasser is a rank and file employee and the employer was aware of the harassment, liability may be avoided if the employer took immediate and appropriate corrective action to stop the harassment.

Employers are strictly liable for harassment by their supervisors or agents. Harassers, including both supervisory and non-supervisory personnel, may be held personally liable for harassing an employee or coworker or for aiding and abetting harassment. Additionally, Government Code section 12940(j) requires an entity to take "all reasonable steps to prevent harassment from occurring." If an employer has failed to take such preventive measures, that employer can be held liable for the harassment, a victim may be entitled to damages even though no employment opportunity has been denied and there is no actual loss of pay or benefits.

### **Typical Sexual Harassment Cases**

The three most common types of sexual harassment complaints filed with the Department are those in which:

- An employee is fired or denied a job or an employment benefit because he/she refused to grant sexual favors or because he/she complained about harassment. Retaliation for complaining about harassment is illegal, even if it cannot be demonstrated that the harassment actually occurred.
- An employee quits because he/she can no longer tolerate an offensive work environment, referred to as a "constructive discharge." If it is proven that a reasonable person in the victim's position, under like conditions, would resign to escape the harassment, the employer may be held responsible for the resignation as if the employee had been discharged.
- An employee is exposed to an offensive work environment. Exposure to various kinds of behavior or to unwanted sexual advances alone may constitute harassment.

### **Preventing Sexual Harassment**

A program to eliminate sexual harassment from the workplace is not only required by law, but is the most practical way to avoid or limit liability if harassment should occur despite preventive efforts.

### **Training of All Individuals In The Workplace**

All employees should be made aware of the seriousness of violations of the sexual harassment policy. Supervisory personnel should be educated about their specific responsibilities. Rank and file employees must be cautioned against using peer pressure to discourage harassment victims from using the internal grievance procedure.



### **Complaint Procedure**

An employer should take immediate and appropriate action when he/she knows, or should have known, that sexual harassment has occurred. An employer must take effective action to stop any further harassment and to ameliorate any effects of the harassment. To those ends, the employer's policy should include provisions to:

- Fully inform the complainant of his/her rights and any obligations to secure those rights.
- Fully and effectively investigate. The investigation must be immediate, thorough, objective and complete. All persons with information regarding the matter should be interviewed. A determination must be made and the results communicated to the complainant, to the alleged harasser, and, as appropriate, to all others directly concerned.

If proven, there must be prompt and effective remedial action. First, appropriate action must be taken against the harasser and communicated to the complainant. Second, steps must be taken to prevent any further harassment. Third, appropriate action must be taken to remedy the complainant's loss, if any.

### **How the Law Is Enforced**

Employees or job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department.

If the Commission finds that the harassment occurred, it can order remedies, not to exceed \$150,000 in fines or damages for emotional distress from each employer or harasser charged. In addition, the Commission may order hiring or reinstatement, back pay, promotion and changes in the policies or practices of the involved employer.

## **CHAPTER 11**

### **Multiple and Single Subject Credential Programs**

In addition to the Education Specialist Credential Program, Cal State Fullerton offers the Multiple Subject Credential and the Single Subject Credential in 10 program areas, including art, business education, English/language arts, foreign languages, foundational level mathematics, mathematics, music, science, social studies, and theater.

You may want to consider earning a double credential in special education and either multiple subject or a single subject area. Two credentials would increase your marketability in some districts.

#### **Multiple Subject Credential Program**

Our nationally accredited Multiple Subject Credential Program aims to prepare teachers to be leaders in the classroom and change agents within the field of education. We offer multiple programs to meet the needs of our varied student populations including 2 semester daytime programs and 3 semester late afternoon programs. There are two roads that may lead you to becoming an Intern teacher as well as opportunities for a BCLAD Credential or BCLAD Certificate. Your first step is to attend an overview. Please visit our website to view [the current overview schedule](#) as well as review program details and requirements.

For further information, see the [Department of Elementary and Bilingual Education Website](#).

#### **Single Subject Credential Program**

The Single Subject Credential is issued by the California Commission on Teacher Credentialing and authorizes an individual to teach in grades K-12. The subject(s) identified on the credential. High school teachers and most middle school teachers hold single subject credentials. While most single subject credential holders teach at the middle school or high school levels, some teach in the lower grades. For example, many music teachers who teach at elementary schools hold single subject credentials.

The Single Subject Credential Program is an interdisciplinary program that connects the three main elements of teacher training (subject matter preparation, pedagogical training, and field experience) between the Department of Secondary Education, academic departments and programs, and local school districts. The Program is organized around the California Teaching Performance Expectations and includes subject matter preparation, prerequisite education coursework, and credential coursework. Internships are available for qualified candidates.

For further information, see the [Department of Secondary Education Website](#).

#### **Center for Careers in Teaching**

Further information on these programs is found at the Center for Careers in Teaching Website at <http://www.fullerton.edu/cct/>.

## **CHAPTER 12**

### **The Clear/Induction Education Specialist Credential**

The Clear/Induction Education Specialist Credential Program is a professional education program that has been designed to allow credentialed teachers to clear their credential, upgrade their skills, become informed about new ideas in special education, and prepare for leadership roles in public and private schools.

The chapter is organized in the following categories:

- CA CTC Definition of the Clear Education Specialist Credential Program Admission Process
- Program Requirement Plan for Clear Education Specialist Credential
- Candidate Advisement Policy
- Candidate Dispositions
- Credential Preparation Center

#### **CA CTC Definition of the Clear Education Specialist Credential Program**

When the graduate of a Preliminary Program obtains a special education position, an application will be filed and the Preliminary Education Specialist Credential authorizing service in a specific area will be issued. This credential will be valid for five years while the new teacher completes Clear/Induction preparation.

One major purpose of the Clear/Induction Program is to provide a mechanism for the successful induction of a new professional. The Preliminary Program will establish initial direction for each candidate's Clear/Induction Individual Learning Plan, for the purpose of articulating Clear instruction with that provided during the Preliminary instruction. The emphasis of the professional preparation program will be to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success. The essential features of Clear/Induction program includes:

- **Development and Administration of the induction-based Individual Learning Plan:** The clear candidate and their mentor will collaboratively develop an Individual Learning Plan (ILP), which is focused on the development of professional goals for the candidate.
- **Support Activities:** The clear candidate's ILP will include meetings and observations with a mentor as well as two meetings with a school administrator.
- **Academic Requirements:** Each clear candidate, as part of the Clear/Induction program, complete university coursework. The content of these courses will be advanced, will build on the knowledge base that was established in the Preliminary Clear Program, and will contribute to effective practice.

\*From Standards of Quality and Effectiveness for Education Specialist Credentials.

#### **Admissions Process**

Admission requirements for the Education Specialist Credential Programs are found on the [Admissions Page](#). Contact this office for your admissions application needs.

Please note that you must have filed for your preliminary credential prior to starting classes in the clear program. Additionally, you must be employed as a teacher when you begin the clear program. Accommodations will be provided only for students in the Master's program who are

not yet employed. Otherwise you will need to hold off on starting clear/induction until you have a teaching position.

### Program Requirement Plan for Clear Education Specialist Credential

The CSUF Clear/Induction Education Specialist Credential Program for Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education includes 18 units, 12 of which applies to the MSE Concentration in Special Education. Two courses support the development and review of the ILP, while others address use of educational technologies to support teaching and learning, methodologies for research, and current issues and trends in special education.

Additional requirements for recommendation for a Clear/Induction credential include certification of CPR (infant through adult) and completion of an ILP.

### Program Plan Requirements

- Candidates wishing to petition for fulfillment of the requirements for any course listed on the program plan do so during the first semester of their program by submitting a [Course Equivalency Petition](#) with appropriate documentation to the Department Chair. Please note that due to CSU policy, we can only waive one course for the clear/induction program.
- Courses on the program plan should be completed within a five-year period.

CLEAR/INDUCTION COURSEWORK	
NUMBER	TITLE
SPED 531/32/35* (3)	Seminar: Individuals with Mild/Moderate Disabilities OR Seminar: Individuals with Moderate/Severe Disabilities OR Seminar in Special Education: Early Intervention
one elective	Pre-approved electives include: SPED 502, 504, and 529
SPED 551* (3)	Bilingual/Multicultural Special Education
SPED 533* (3)	Issues/Trends in Collaborative/Consultative Services

### Student Advisement Policy

- Special Education Candidates should not self-advise nor rely on peer advisement but instead maintain contact with the Program Coordinator.

### Candidate Dispositions

Throughout the program, you are assessed on your dispositions toward the teaching profession. Outcomes of our College of Education programs are to graduate Teacher Candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals. To successfully achieve these outcomes, we believe that Teacher Candidates must possess particular dispositions toward teaching and learning.

## **COLLEGE OF EDUCATION DISPOSITIONS TOWARD TEACHING AND LEARNING**

### **KNOWLEDGEABLE & COMPETENT SPECIALISTS**

- **Commitment to Learning:** The Teacher Candidate demonstrates curiosity and interest in learning more about students and content areas. The Teacher Candidate takes initiative in practicing skills for working with small and large groups. The candidate readily participates in classroom routines.
- **Use of Language:** The Teacher Candidate is diligent in appropriate and correct use of oral and written language.

### **REFLECTIVE & RESPONSIVE PRACTITIONERS**

- **Attention to Diversity:** The Teacher Candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.
- **Self-Reflection:** The Teacher Candidate reflects on and evaluates his or her own behavior and work. The Teacher Candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.
- **Collaboration:** The Teacher Candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.
- **Feedback:** The Teacher Candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.

### **COMMITTED & CARING PROFESSIONALS**

- **Professional Demeanor & Responsibility:** The Teacher Candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The Teacher Candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The Teacher Candidate is poised and professional in his or her demeanor and communication with others.
- **Professional Growth:** The Teacher Candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)

### **Credential Preparation Center**

The [Credential Preparation Center](#) at California State University, Fullerton acts as the liaison between the California Commission on Teacher Credentialing and the credential applicant. The Credential Preparation Center provides quality advisement and certification services to all professional educators it serves. Contact the center for your credential preparation needs.

