Department of Special Education Handbook
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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**

**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.

**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 1,000 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 Authorization in teaching English Learners.
- 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 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 teachers 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 teachers in pedagogy that is multi-paradigmatic and provides 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. 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 Disabilities - Preliminary, Clear, and Intern
- Education Specialist, Moderate/Severe Disabilities – 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:
- General Education Teacher
- 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. Candidates first earn a Preliminary Education Specialist Credential, which expires after five years. After completing additional coursework, candidates earn a Professional Clear Education Specialist Credential.

Before you even read this chapter, you should attend a Program Overview. The overview schedule is found at http://ed.fullerton.edu/adtep/Overviews.htm. Overviews are held at the Fullerton campus. At the Overview, you will have the opportunity to ask questions and to be directed to specific faculty and staff who can address your specific needs.

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

As you complete your undergraduate coursework, 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 undergraduate 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 and Moderate/Severe
- Program Requirements Plans for Early Childhood Special Education Credential or Certificate
- Planning Your Student Teaching Placements
- Scholarships
- Prerequisite Coursework
- Pre-orientation
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 that 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/Moderate Disabilities**: Credentials in Mild/Moderate Disabilities 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, mental retardation, other health impaired, and serious emotional disturbance.

- **Education Specialist, Moderate/Severe Disabilities**: Credentials in Moderate/Severe Disabilities authorize the provision of services to individuals in grades K through 12, including adults. Students with moderate/severe disabilities 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, mental retardation, 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 candidates must successfully pass the California Basic Educational Skills Test. Read more on this assessment at [http://www.cbest.nesinc.com/](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 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:

- To be No Child Left Behind (NCLB) compliant, school districts are required to hire teachers that meet standards for "highly qualified" in 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 (math, science, or English/Language Arts) is the appropriate subject matter competency.
- Student teachers 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 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/Moderate Disabilities: The type of subject matter competence that should be earned for candidates pursuing an Education Specialist, Mild/Moderate Disabilities 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, which include
    - Foundational Level Mathematics – Two Mathematics Subtests are required: I Algebra/Number Theory and II Geometry/Probability and Statistics.
    - English/Language Arts – Four English/Language Arts Subtests are required: I English Literature; II English Language, Linguistics; III English Composition; and IV English Communication.
    - Science – See [http://ed.fullerton.edu/seced/CredentialProg/Science.html](http://ed.fullerton.edu/seced/CredentialProg/Science.html) for information on specific CSETs required for different science disciplines.
- Moderate/Severe Disabilities: The type of subject matter competence that should be earned for candidates pursuing an Education Specialist, Moderate/Severe Disabilities
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, which include
  - Foundational Level Mathematics – Two Mathematics Subtests are required: I Algebra/Number Theory and II Geometry/Probability and Statistics.
  - English/Language Arts – Four English/Language Arts Subtests are required: I English Literature; II English Language, Linguistics; III English Composition; and IV English Communication.
  - Science – See [http://ed.fullerton.edu/seced/CredentialProg/Science.html](http://ed.fullerton.edu/seced/CredentialProg/Science.html) for information on specific CSETs required for different science disciplines.

**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 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.

Candidates working toward a credential in Mild/Moderate or Moderate/Severe disabilities 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 student teachers 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. Student teachers 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, 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 or Moderate/Severe Disabilities, K-6 Grade or Self-Contained Classroom Settings**
  - Undergraduate Coursework: 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 Behavior
    - 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. 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 Moderate/Severe Disabilities, 7-12 Grade Single Subject Settings**
  - Undergraduate Coursework: 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 Behavior
- 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 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 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 Cooperating Teacher.

For further information, see The Department of Special Education Website and Chapter 7 of the Education Specialist Credential Program Handbook at http://ed.fullerton.edu/sped/.

Admission Requirements and Process

Before you start the admissions process, you should attend a Program Overview. The overview schedule is found at http://ed.fullerton.edu/adtep/Overviews.htm. Overviews are held at the Fullerton campus. You should also spend some time reviewing information on the Admissions to Teacher Education Website at ed.fullerton.edu/adtep/.

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

Any undergraduate in the program who expects to graduate before completing the program must file for admission to the University as a post-baccalaureate, education specialist credential student. Candidates should apply to the university through www.csumentor.edu and promptly submit a complete set of official transcripts. 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 candidates gain admission to the University prior to completion of prerequisite coursework. This will enable the candidate to pay state-supported fees for
coursework instead of Extended Education fees, which are substantially higher. Candidates must also indicate, where prompted in the University application, their emphasis of one of the following:

- Mild/Moderate (K-12) - code # 468
- Moderate/Severe (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 15th, March 15th, or April 15th (for fall applicants) or September 15th, October 15th, or November 15th (for spring applicants). Applicants should make 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
- Autobiography (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 candidate participates in a group discussion responding to a prompt and one-on-one time with the program coordinator.

C. Preorientation: The last step in the admissions process is to view the online presentation of the program preorientation. Failure to view the presentation may result in the deferment of admission to the Education Specialist Credential Programs.

Note: Admission to the Professional Clear Credential Program and/or MSE Concentration in Special Education is covered in Chapter 12, The Professional 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 requires 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/Moderate and Moderate/Severe**

- **Education Specialist, Preliminary**: This option is for 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 candidates are recommended for the Preliminary Education Specialist Credential in either Mild/Moderate or Moderate/Severe.

- **Education Specialist, Intern**: This option is for 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, 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 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 candidates are recommended for the Early Childhood Education Specialist Authorization.

- **Early Childhood Special Education, Intern**: This option is for 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 candidates are recommended for the Preliminary Early Childhood Education Specialist Credential.

**Planning Your Student Teaching Placements**

Candidates need to submit a Fieldwork Profile Form, found on our website. This form allows 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, Cooperating 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 candidates become familiar with:

- College of Education Scholarships [http://ed.fullerton.edu/Scholarships/index.html](http://ed.fullerton.edu/Scholarships/index.html)
- Office of Financial Aid [www.fullerton.edu/financialaid/index.htm](http://www.fullerton.edu/financialaid/index.htm)
- College of Education Financial Aid [www.fullerton.edu/financialaid/scholar/edbody.htm](http://www.fullerton.edu/financialaid/scholar/edbody.htm)
- Assumption Program for Loans of Education (APLE) [http://aple.csusuccess.org/scholarship](http://aple.csusuccess.org/scholarship)

There may be support available for folks who are working towards a Single Subject Credential Program in mathematics or science. Support may include financial aid for the cost of CSET Test Preparation and examination fees. This support is provided by the Chancellor’s Office Teacher Track project. Contact Dr. Hallie Yopp ([hyopp@fullerton.edu](mailto:hyopp@fullerton.edu)) for additional information.

The Orange County Department of Education, with funding from the California Commission on Teacher Credentialing, offers a Paraprofessional Teacher Training Program ([http://ite.ocde.us/pttp.htm](http://ite.ocde.us/pttp.htm)) to assist classroom instructional aides in earning multiple subject, single subject, or special education teaching credentials. The program provides assistance to pay for tuition, books, and fees for paraprofessionals, who are completing college and university coursework, to obtain their teaching credentials.

**Prerequisite Coursework**

Depending on the credential objective, candidates must complete a series of prerequisite courses. These courses prepare candidates to the teaching profession and public schools. In SPED 371, candidates will learn about the differences in school settings and categories of disabilities. 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. Catalog descriptions of all courses are provided in Appendix, Course Descriptions

**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**

Students accepted into the Special Education Credential Program are required to attend a
Preorientation meeting held at the end of the semester they were accepted. Students will be informed of the date, time, and location of the meeting in their acceptance letter to the program. This meeting is mandatory. Students who do not attend may have their admission deferred to the following semester. Preorientation will be scheduled during late-May for fall admits, and during mid-December for spring admits.

**Education Technology Competency Policy**

In prerequisite, credential and graduate courses in the Department of Special Education, students will be expected to meet the Education Technology Competency Policy. Students are expected to have regular access to an Internet-connected computer with Microsoft Office XP or 2007 (Word, PowerPoint, and Excel). Students are expected to use technology as a research, communication, collaboration, teaching, and learning tool. This policy is provided in the Appendix, Education Technology Competency Policy.

**Other Important Details**

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

- Student teachers 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.
- 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
  - Fail to behave according to the standards of the profession, public schools, university, department and/or program
  - Fail to demonstrate credentialing competencies
- 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 2 Appendices

- Course Descriptions
- Education Technology Competency Policy
# Course Descriptions

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>SPED 322</td>
<td>Introduction to Positive Behavior Support</td>
<td>Introduces basic theory and technology of applied behavior analysis as it applies to individual and class-wide positive behavior support systems. Learning theory, assessment and evaluation of individual and classroom-wide learning environments.</td>
</tr>
<tr>
<td>SPED 371</td>
<td>Exceptional Individual</td>
<td>Overview of all areas of exceptionality and topical review of characteristics of individuals with exceptional needs. Opportunities for simulations and activities designed to enhance the understanding of diversity in our society.</td>
</tr>
<tr>
<td>SPED 400</td>
<td>Early Childhood Special Education</td>
<td>Provides characteristics of young children ages birth-5 years with disabilities, developmental delays and those “at risk” for developmental delays. Rationale for early intervention and preschool programs, program models and approaches will be presented.</td>
</tr>
<tr>
<td>SPED 401</td>
<td>Introduction to Autism</td>
<td>Pre-requisite: Sped 371. This class is an introduction to the field of autism. It focuses on the foundations &amp; characteristics of autism and presents up-to-date evidence-based best practices for teaching students with ASD.</td>
</tr>
<tr>
<td>SPED 421</td>
<td>Working with Families of Individuals with Disabilities</td>
<td>Characteristics of family systems; functional assessment of family needs, concerns and priorities. Effective communication, identification of community resources.</td>
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<tr>
<td>SPED 425</td>
<td>Language and Culture for Special Populations</td>
<td>This course addresses the EL Preservice requirement for candidates to complete 30 hours of classroom time with EL/SPED students. The course provides a foundational level of Cultural Competency; formation of a Diversity Philosophy; Introduction to the EL/SPED and their relationship to the TPE and the ELD Standards as well as the appropriate current Special Education Standards; Strategies for working with EL/SPED/Gifted students across various content areas; introduction to the key theorists in English learner and Special Education research and teachers in building a solid foundation for students.</td>
</tr>
<tr>
<td>SPED 428</td>
<td>Inclusive Education</td>
<td>Introduces the concepts, strategies, and legislation for including young children with disabilities alongside their typically developing peers in natural environments. Emphasis includes best practices such as Universal Design for Learning (UDL), environmental assessment, and school personnel.</td>
</tr>
<tr>
<td>SPED 436</td>
<td>Literacy for Early Childhood Special Education Specialists</td>
<td>Basic principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five.</td>
</tr>
<tr>
<td>SPED 482C</td>
<td>Curriculum, Methods and Intervention in Early Childhood Special Education</td>
<td>Early childhood special education foundations course with a focus on the curriculum of preschool, instructional planning, classroom environments, technology applications and intervention.</td>
</tr>
<tr>
<td>SPED 489C</td>
<td>Directed Teaching in Special Education: Infants and Toddlers</td>
<td>90 hours of supervised practice field/clinical experience with exceptional individuals ages birth to three years related to skills and competencies specified for the completion of university or State-approved endorsements or certificates.</td>
</tr>
<tr>
<td>SPED 489D</td>
<td>Directed Teaching in Special Education: Preschool</td>
<td>250 hours of supervised practice field/clinical experience with exceptional individuals aged 3-5 years related to skills and competencies specified for the completion of university or State-approved endorsements or certificates.</td>
</tr>
<tr>
<td>SPED 514</td>
<td>Infant Assessment and Intervention</td>
<td>Trans-disciplinary model for assessment of infant birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions. Individualized Family Service Plans (IFSP) will be presented.</td>
</tr>
<tr>
<td>SPED 515</td>
<td>Preschool Assessment and Intervention</td>
<td>Assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education plans will also be discussed.</td>
</tr>
<tr>
<td>SPED 522</td>
<td>Positive Behavior Support</td>
<td>Developing an educational approach to supporting positive behaviors in the classroom and community. Regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel.</td>
</tr>
</tbody>
</table>
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/Moderate and Moderate/Severe Education Specialist Credential Programs are professional education programs that have been designed to help 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 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 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
- Teacher Candidate Responsibilities
- Cooperating Teacher Responsibilities
- Chapter 3 Appendices

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 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- Cooperating Teachers, Teacher Candidates, and students- CSUF’s College of Education has adopted a co-teaching model for teacher preparation. As such, Cooperating Teachers and Teacher Candidates will need to review the co-teaching materials in the Appendix and work closely together throughout the 10 weeks, sharing the life classroom (e.g., physical space, planning, instructional delivery, assessment and grading). Unlike traditional teacher preparation models where Candidates 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, and at no time asks the
Cooperating Teacher to completely give over his/her classroom. For additional details related to the definitions, benefits, myths, and strategies of this co-teaching model, please review Appendices.

**SPED 488 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 will 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 TITANium site for details and deadlines.

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

**Formal Online Evaluations**

The goal of the College of Education is to graduate Candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals (Appendix). Throughout the program, 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.

Candidate Dispositions (Appendix) are formally evaluated online by the Cooperating Teacher and the University Supervisor at the end of the third week of the directed teaching experience. Passing this evaluation with a 2.0 enables the Candidate to continue in the course. Not passing this evaluation, or earning a 1 (lowest score) on any item, results in the Candidate receiving a No Credit in the course.

Candidate Competencies (Appendix) are formally evaluated online by the Cooperating Teacher and the University Supervisor at the end of the 10-week experience. A minimum score of 2.75 is required for passing the course.

To complete these online evaluations, Cooperating Teachers and University Supervisors log on to the College of Education assessment system (Appendix):

http://coeapps.fullerton.edu/spedassessment/
Should the Cooperating Teacher and/or the University Supervisor have concerns about the Candidate’s dispositions or progress on the competencies, Candidate Improvement Plans may be developed (Appendix). Improvement plans are written by the University Supervisor in collaboration with the Cooperating Teacher and Department Program/Fieldwork Coordinator(s). Improvement plans consist of specific objectives that the Candidate will focus on and be required to meet in order to continue in the course. As a guest in the Cooperating Teacher’s classroom, the Cooperating Teacher may dismiss the Candidate from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom. Dismissal from the school program results in an automatic No Credit.

Teacher Candidate Responsibilities
As a traditional Teacher Candidate, you are in the advantageous position of learning to teach while being supported by a Cooperating Teacher and a University Supervisor. You also have a school Principal and other professionals around you from whom to learn. As an Intern Teacher Candidate, though you do not have a Cooperating 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 Directed Teaching, gather the necessary information: school address, directions, phone number, website, Cooperating 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 and appendices, 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 Cooperating 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 Cooperating Teacher for planning and debriefing. The first meeting should take place the first day/week and should consist of the Pairing Up Activities (Appendix) and checklist review (Appendix).
- 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 Cooperating 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 Cooperating Teacher with the necessary lesson plan and materials (as you would if you were the classroom teacher). Lastly, work with your Cooperating 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 Cooperating 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 Cooperating 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.

A checklist of responsibilities is provided in the Appendix.

**Cooperating Teacher Responsibilities**

As a Cooperating 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 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 Teacher Candidate to keep his/her personal belongings and professional materials.
- On the first day of Directed Teaching, make the Teacher Candidate 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 (Appendix), 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 (Appendix).
- During the first week of Directed Teaching, introduce the Teacher Candidate to campus personnel, review the important documents (e.g., handbook chapters 3 and 8 including Appendices), set a 45-60 minute weekly meeting time, explain school and classroom rules, and involve the Teacher Candidate in your daily routines as much as possible.
- Determine the best way to communicate with your Teacher Candidate (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 Candidate 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 Teacher Candidate at least 4 times using different co-teaching strategies. (Appendix)
- Be open to the Candidate’s ideas, brainstorm with them, allow them to make mistakes, and provide specific and regular feedback (formal/informal, written/verbal).
• Observe the Candidate 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 Teacher Candidate in the middle of his/her lesson, without causing embarrassment and disruption.
• Ensure that the Candidate 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 (Appendix).
• Feel free to request professional resources from the Candidate or Supervisor for your own professional development.

A checklist of responsibilities is provided in the Appendix. Also, please review Chapter 8 for Cooperating Teacher qualifications and other important responsibilities, information, and tips.

**Chapter 3 Appendices**

- 8 Reasons 2 Love Co-Teaching
- Candidate Improvement Plan
- COE Online Evaluation System Instructions
- College of Education Learning Outcomes
- Community Mapping Guidelines
- Competencies Evaluation
- Cooperating Teacher Checklist
- Co-Planning Meeting Sheet
- Co-Planning Tips
- Co-Teaching Strategy Definition & Benefits
- Co-Teaching Lesson Reflection Form
- Co-Teaching Myths
- Critical Incidents Guidelines
- Critical Self-Reflection
- Directed Teaching Activities
- Dispositions Evaluation
- Formal Lesson Plan Form (Co-Teaching)
- Formal Lesson Plan Form (Solo)
- Pairing Up Activities
- Support Log
- Teacher Candidate Checklist
- Weekly Reflection Log
8 Reasons 2 LOVE Co-Teaching

1. Research studies on co-teaching have found that the value added by having a special education teacher in the room to co-teach resulted in more individual attention for students, more on-task student behavior, and more interaction with teachers (Murawski, 2006; Zigmond, Magiera & Matta, 2003).

2. Students gained more individual attention & more interaction with teachers (Murawski, 2006; Zigmond, Magiera, & Matta, 2003).

3. Co-Teaching makes it easier to conduct hands-on activities and provide flexible testing situations (Conderman, Bresnahan, & Pedersen, 2009; Cross & Walker-Knight, 1997).

4. Co-Teaching enables whole group instruction to be provided while still meeting individual needs (Adams & Cessna, 1993; Murawski & Dieker, 2004).

5. Co-Teaching provides more on-task time as both teachers are able to manage behavior (Cross & Walker-Knight, 1997; Hughes & Murawski, 2001).

6. Co-Teaching allows educators to assist one another in addressing the issues related to content, accountability, and structure unique to the secondary level (Dieker & Murawski, 2003).

7. Benefits to students without disabilities who also participated in cotaught arrangements, include improved academic performance, increased time and attention from teachers, increased emphasis on cognitive strategies and study skills, increased emphasis on social skills, and improved classroom communities (Walther-Thomas, 1997; Weichel, 2001)

8. Benefits to students with disabilities include increased self-confidence and self-esteem, enhanced academic performance, increased social skills, and stronger peer relations (Walther-Thomas, 1997; Weichel, 2001).

And that just scratches the surface! ☺️
Directions: As appropriate, attach additional records of observations, conferences, and communications to document concerns. Meetings with candidate should also be documented.

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<th>CANDIDATE</th>
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<tr>
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**DESCRIPTION OF CONCERNS (TO BE COMPLETED BY INVOLVED FACULTY)**

**PLAN FOR IMPROVEMENT**

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**SIGN FOR PLAN DEVELOPMENT, INITIAL FOR PLAN OUTCOMES**

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<tr>
<th>UNIVERSITY SUPERVISOR SIGNATURE/DATE</th>
<th>COOPERATING TEACHER SIGNATURE/DATE</th>
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<tr>
<th>CANDIDATE SIGNATURE/DATE</th>
<th>PROGRAM COORDINATOR SIGNATURE/DATE</th>
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COE Online Evaluation System Instructions

Enter SPED Assessment site on http://coeapps.fullerton.edu/spedassessment/

Step 1: Create an account (if this is your first time accessing the system) or log into an existing account.

Step 2: Enter the Candidate’s CWID.

Step 3: Verify that your role is correct at the top and click on “Add New” to being a new evaluation or “Pending” to continue an evaluation you have already started. Complete will show if the evaluation has been officially submitted.

Step 4: Input requested Candidate information and verify that it is correct.

Step 5: Read evaluation directions.

Step 6: Fill in the evaluation.

Step 7: Verify the data on the Review Page and edit as needed. Then at the bottom select “Save” to continue at a later time, “Confirm” to officially submit (which will result in the evaluation being emailed to you and the Candidate), and/or “Print”. Please be sure to “Confirm” the evaluation by the deadline.

Thank you for your time and assistance!
CSUF COLLEGE OF EDUCATION LEARNING OUTCOMES

KNOWLEDGEABLE & COMPETENT SPECIALISTS

- **Commitment to Learning:** The Candidate demonstrates curiosity and interest in learning more about students and content areas. The candidate takes initiative in practicing skills for working with small and large groups. The candidate readily participates in classroom routines.

- **Use of Language:** The candidate is diligent in appropriate and correct use of oral and written language.

REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity:** The 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 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 candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.

- **Feedback:** The 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 candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The candidate is poised and professional in his or her demeanor and communication with others.

- **Professional Growth:** The 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.).
A major aspect of your fieldwork experience is to gain a better understanding of the community that surrounds your school sites. One way to get to know your school is to “map” the surrounding community to learn more about both its needs and resources. It is a way to get to know the people, service providers, regional centers, organizations, non-profit agencies, spaces/locations, community leaders, employment opportunities/industry, and the cultural and linguistic identity of a community. Schools are located in dynamic, ever-changing communities with both historical legacies and contemporary resources (Tredway, 2003). As such, community mapping is a method that can be utilized by teachers to help them accommodate students and families’ life realities to school instruction and curriculum. For many educators, community mapping can also promote increased interactions among teachers and communities by removing potential barriers and unearthing social, cultural, and linguistic assets (Ordonez-Jasis & Jasis, 2011).

According to O’Sullivan (2001), mapping the community surrounding the school by taking photos/videos, observing the neighborhood, writing field notes, and interacting with the people who work and live in the area should allow teachers to “see” the needs and resources of a community with new lenses. Armed with this knowledge, teachers can develop the critical knowledge necessary to change their perspective from one of an outsider to that of an insider so they may better address the needs and build upon the strengths of the whole child.

**Steps to Community Mapping** (adapted from Tredway, 2003):

1. **Map.** If you are unfamiliar with the community, scout and draw a detailed map as you move around in the community highlighting places or people that you would like to visit.
2. **Photograph.** Take photos of the buildings, libraries, recreation areas, parks, community centers, regional centers, businesses, service providers, health and mental health providers, natural resources, places where residents come together, cultural centers, museums, and other things of interest. Specifically, within a 3 mile radius of your school identify and photograph:

- 2 needs of this community
- 2 resources of this community
- 2 resources specifically designed for children with special needs and their families

As part of your fieldwork experience, this project will serve as a learning opportunity to help us become reflective upon our dispositions and practice so we can recognize the richness, as well as the complexities, of the lives of the students outside the walls of the classroom.

3. **The final reflection paper will include:**

   A. Introduction
   
   B. A brief description of the school site (student demographics such Title I, special needs, ELL, total school population, class size, etc.)
   
   C. Description of two (2) community resources. Discuss why you feel your photographs represent resources.
   
   D. Description of two (2) community needs. Discuss why you feel your photographs represent needs.
   
   E. Description of two (2) community resources for students with disabilities. Discuss why you feel your photographs represent resources specific to this student population.
   
   F. Reflection/Conclusion. Reflect upon what you have learned through this community mapping assignment. What new insights have you gained? You can address such issues as: What new information helped change your thinking about the school community? How does this process and information relate to anchoring
learning in families’ diverse life contexts? Were your initial assumptions about the school community’s resources or needs confirmed or questioned? What are the implications for teaching all students at your school site? What are the implications for teaching students with special needs? What questions still remain for you?

G. Attachments (please attach all photographs of your needs and resources)

Your Community Mapping Project should be turned into TITANium. The final paper should include a cover sheet, be no longer than 3 pages, (not including appendices) typed, double-spaced with one inch margins, 12 point font, APA 6th edition format. Please refer to the scoring guide.

Important to remember: You will need written permission from parents/guardians if you intend to photograph or videotape students.

References


Education Specialist Credential Program-Preliminary Credential
Special Education Teaching in the General Education Classroom (SPED 488)
Special Education Competencies

Check One: ☐ UNIVERSITY SUPERVISOR ☐ COOPERATING TEACHER
Check One: ☐ MID POINT ☐ FINAL

Candidate: __________________________ CWID: __________________________ Date: ______________

School: __________________________ District: ______________ Age Level/Setting: ______________

Directions: Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

Rate candidate proficiency for each of the standards according to the following criteria:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Distinguished</td>
</tr>
<tr>
<td>3</td>
<td>Skilled</td>
</tr>
<tr>
<td>2</td>
<td>Basic</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>NE</td>
<td>No Evidence</td>
</tr>
</tbody>
</table>

PRELIMINARY TEACHING STANDARDS

Program Standard 3: Educating Diverse Learners
Applies pedagogical theories for English language usage leading to comprehensive literacy in English.
Applies development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

Program Standard 4: Effective Communication and Collaborative Partnerships
Communicates, collaborates and consults effectively with individuals with disabilities and their parents, and primary caregivers.
Communicates, collaborates and consults effectively with general/special education teachers and co-teachers.
Communicates, collaborates and consults effectively with related service personnel.
Communicates, collaborates and consults effectively with administrators.
### Program Standard 5: Assessment of Students

<table>
<thead>
<tr>
<th>Monitors student learning during instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and uses multiple sources of information in a comprehensive manner in order to participate in progress monitoring.</td>
</tr>
<tr>
<td>Uses formal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</td>
</tr>
<tr>
<td>Uses informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</td>
</tr>
</tbody>
</table>

### Program Standard 6: Using Educational and Assistive Technology

<table>
<thead>
<tr>
<th>Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection and analysis.</th>
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<tbody>
<tr>
<td>Demonstrates knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access.</td>
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</tbody>
</table>

### Program Standard 8: Participating in IEPs and Post-Secondary Transition

<table>
<thead>
<tr>
<th>Effectively designs pre-referral interventions.</th>
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<tbody>
<tr>
<td>Effectively plans specially designed instruction to support student learning and access to the core curriculum.</td>
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</table>

### Program Standard 9: Preparation to Teach Reading/Language Arts

<table>
<thead>
<tr>
<th>Delivers a comprehensive program of systematic instruction in reading, writing, listening, and speaking.</th>
</tr>
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<tbody>
<tr>
<td>Aligns instruction to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</td>
</tr>
<tr>
<td>Assesses and develops systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.</td>
</tr>
<tr>
<td>The ability to assess fluency and provide research-based, systematic, explicit instruction for building rate and accuracy in reading fluency.</td>
</tr>
<tr>
<td>Demonstrates the ability to provide explicit instruction in comprehension, including meta-cognitive comprehension strategies such as summarizing, paraphrasing, questioning, and making inferences that includes the components of effective instructional delivery in reading as described in the California RLA Framework (2007):</td>
</tr>
<tr>
<td>• Orientation (e.g., engagement, teacher demonstration);</td>
</tr>
<tr>
<td>• Presentation (e.g., explicit instruction, modeling, pacing);</td>
</tr>
<tr>
<td>• Structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction;</td>
</tr>
<tr>
<td>• Independent practice and application</td>
</tr>
<tr>
<td>• Demonstrates the ability to reflect on instruction after each lesson and use this information to guide future instruction</td>
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</table>

### Program Standard 10: Preparation to Teach English Language Learners

<table>
<thead>
<tr>
<th>Demonstrates the skills and abilities to deliver comprehensive instruction to English language learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.</td>
</tr>
<tr>
<td>Acquires and demonstrates the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.</td>
</tr>
<tr>
<td>Program Standard 12: Behavioral, Social, and Environmental Supports for Learning</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates knowledge and the ability to implement systems that assess academic and social skill instruction to support positive behavior in all students.</td>
</tr>
<tr>
<td>Demonstrates knowledge and the ability to implement systems that plan for academic and social skill instruction to support positive behavior in all students.</td>
</tr>
<tr>
<td>Demonstrates knowledge and the ability to implement systems to provide academic and social skill instruction to support positive behavior in all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 13: Curriculum and Instruction of Students with Disabilities</th>
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<tbody>
<tr>
<td>Demonstrates an effective use of instructional time.</td>
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<tr>
<td>Effectively delivers instruction.</td>
</tr>
<tr>
<td>Demonstrates the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction.</td>
</tr>
<tr>
<td>Demonstrates strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs.</td>
</tr>
<tr>
<td>Demonstrates the ability to utilize principles of Universal Access to provide explicit instruction in developing vocabulary, academic language and concept formation in science, social studies, and mathematics.</td>
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<table>
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<tr>
<th>Program Standard 14: Creating Healthy Learning Environments</th>
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<tbody>
<tr>
<td>Understands and utilizes universal precautions designed to protect the health and safety of the candidates themselves.</td>
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</table>

**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Signature of Candidate</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of University Supervisor</th>
<th>Signature of University Supervisor</th>
<th>Date</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Cooperating Teacher</th>
<th>Signature of Cooperating Teacher</th>
<th>Date</th>
</tr>
</thead>
</table>
Cooperating Teacher Checklist

Candidate Name: ________________________________  Cell: ________________

Email: ________________________________  CWID: ________________

First Meeting:
- Complete “Pairing Up Activities” (15 minutes).
- Schedule weekly meeting/planning day and time: ________________________________
- Complete this checklist to fill in dates.
- Review “Weekly Teaching Activities” and other important documents.

Weekly Meetings:
- Feedback and planning
- Review “Weekly Teaching Activities” and initial those completed/documentied.

Online Dispositions Evaluation due by ________________ (end of the third week).
- Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/

Campus Life
- Introduce Candidate to other staff and administration.
- Provide a school calendar of required meetings, and encourage them to attend and participate in the non-required meetings and school events.
- Allow for release time so the candidate can observe other classrooms/personnel on campus.

Review Competencies together at midpoint to discuss progress by ________________ (end of 5th week).

Co-teaching
- Co-plan, co-teach, and co-reflect the required number of co-teaching lessons, using different co-teaching strategies.
- Sped 488 (Gen Ed): Two of the four formal observations done by the University Supervisor should consist of co-taught lessons, using two different co-teaching strategies.

Solo Responsibilities
• Provide the Candidate with opportunities to solo plan, teach, and lead lessons/activities.
• Review the Candidate’s teaching plans in advance and provide feedback and suggestions.
• Sped 489 (Sped): Provide the Candidate with opportunities to work with paraprofessionals, parents, and general education teachers.

Online Final Competencies Evaluation due by _____________ (Monday after the last day).
• Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/

Have a great time together doing what you love—teaching!
Co-Teaching Planning Meeting (date/time): ________________________________

Date(s) of lesson: ________________________________

Goal(s) for this planning meeting:

Topic & Objective(s) for the lesson:

Strategy(ies) to be used: Observe Assist Station

Parallel Team Supplemental

Alternative/Differentiated

Lead Teacher: ________________________________ Support Teacher: ________________________________

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

• Focus on Pairing Up Activities; planning/teaming takes time
• Focus on what you’ll be co-teaching; don’t use co-planning time to plan what you’re doing on your own for the lesson
• Maintain an attitude that we’re both teaching!
• Both share ideas for modifications and accommodations
• Both share ideas for enrichment activities
• Outline questions to be used for parallel, station, etc.
• Discuss a variety of assessment strategies
• Divvy up the work!
Planning Tips

Before your planning session:

✓ Decide what lesson(s) you will use your hour of planning time for.
✓ Who will lead the planning time or will parts be shared? Usually the cooperating teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
✓ Decide the materials that you will need and don’t take on too much.
✓ Bring ideas for modifications and accommodations.
✓ Bring ideas for enrichment activities.
✓ When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for co-teaching):

✓ Spend a few minutes communicating about questions or issues (may use planning sheet).
✓ Share what will be co-taught and ideas from curriculum.
✓ When will you co-teach? When will each of you teach solo?
✓ What co-teaching strategies will best meet the needs of the students?
✓ Eventually, try to incorporate all of the co-teaching strategies.
✓ Outline questions to be used for parallel, station, etc.
✓ Discuss a variety of assessment strategies.
✓ What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
✓ What, if any, changes do you need to make to the layout or organization of the classroom.

After co-planning:

➢ Teacher candidate writes up lesson plans for each lesson where they have a teaching role.

Important points to Remember

✓ Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don’t allow outside distractions to take over.
✓ The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
✓ Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the cooperating teacher and other adults will be involved.
✓ University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher Candidate.
✓ Encourage an attitude that we're both TEACHING!
Co-Teaching Lesson Reflection

Co-Teachers/Co-Reflectors: __________________________ Date of lesson: _________

Select the strategy used: Observe Assist Station
Supplemental

Parallel Team

Alternative/Differential

In what ways was this lesson successful?

Share how the co-planning/collaborating time was effective/ineffective?

What were the benefits and/or drawbacks of using this co-teaching strategy?

In what ways were the planned modifications and accommodations effective/ineffective?

What assessment strategies were used to monitor student mastery of the objective? Did students meet/master the objective? What evidence do you have of student learning?

If you were to repeat this lesson what would you do differently?
Co-Teaching Myths/Realities

Myth #1 – Co-teaching means having two teacher candidates in a classroom.
REALITY: Only one teacher candidate is in a classroom. The co-teaching occurs between the cooperating teacher and the teacher candidate.

Myth #2 – Teacher candidates must be left on their own to sink or swim.
REALITY: Teacher candidates in co-teaching settings are supported in their efforts to becoming a licensed professional. The cooperating teacher models and assists as the teacher candidate acquires the knowledge and skills of teaching. This is in sharp contrast to the sink or swim model that assumes the teacher candidate must learn how to become a teacher on their own.

Myth #3 – Co-teaching inhibits a teacher candidate’s ability to develop classroom management skills.
REALITY: Rather than having to manage a classroom all alone, a teacher candidate has the support necessary to implement effective classroom management strategies. As the skills are gained, the teacher candidate takes the lead to make sure he/she can manage the classroom without support.

Myth #4 – Teacher candidates don’t get enough solo teaching time with co-teaching.
REALITY: Teacher candidates must have opportunities to teach all alone. The amount of time a candidate is left totally alone varies and is based on their skills in managing a classroom. It is important that the teacher candidate demonstrate that they can handle a classroom all by themselves.

Myth #5 – It takes too much time to co-plan.
REALITY: It may take more time to co-plan in the early stages of co-teaching. In order to co-teach effectively, the cooperating teacher and teacher candidate must have shared planning time. However, the benefits of co-planning are huge. Teacher candidates get a much deeper understanding of the entire curriculum through co-planning and co-taught lessons lead to increased academic performance of P-12 students making the time spent in planning beneficial for all.

Myth #6 – Teacher Candidates will never have full responsibility of the classroom.
REALITY: For a period of time, each teacher candidate will lead the planning, organization, delivery and assessment of instruction in a co-taught classroom. Candidates will also be responsible for directing other adults, including the cooperating teacher, thus learning the skills necessary for effectively managing the human resources in a classroom.

Myth #7 – Co-teaching is not the “real world”. When a teacher candidate becomes certified they will be alone in the classroom.
REALITY: To accommodate large class sizes, students with special needs, English Language Learners, and the push in model of title one and special education, today’s classrooms will often have special education teachers, paraprofessionals and volunteers working alongside the classroom teacher. It is rare to find a classroom where the assigned teacher is working solo. The need to collaborate with other adults in the classroom is a necessity in our schools.

Myth #8 – Co-Teaching doesn’t work at the secondary level.
REALITY: Co-teaching strategies have been used successfully at all grade levels and in every content area. Co-teaching can be especially effective at the secondary level as teachers are dealing with larger class sizes and greater diversity of students.

Myth #9 – Teacher candidates don’t have to write lesson plans for co-teaching because they co-plan.
REALITY: Co-planning takes place before formal lesson plans are written. Once a cooperating teacher and a teacher candidate co-plan, the candidate takes the information and writes up lesson plans, which will be reviewed by the cooperating teacher.

Myth #10 – Co-teaching can only work if the teacher candidate and cooperating teacher have the same learning or teaching style.
REALITY: No two people have the same style because we are uniquely different. Teacher Candidates entering the workplace must be able to work with a variety of learning and teaching styles. Through workshops, teacher candidates and cooperating teachers are made aware of many different types of learning and teaching styles, how they work, and how to work together with individuals who have different styles.

Myth # 11 - The university supervisor should only observe a teacher candidate when they are teaching solo.
REALITY: When a supervisor observes a teacher candidate co-teaching with a cooperating teacher, they focus the observation on what the candidate is doing. If the candidate is leading a small group, it may be helpful to move closer to that group to observe him/her. If the teacher candidate is teaming with his/her cooperating teacher, focus the observation on the candidate’s teaching skills, ability to collaborate with the cooperating teacher, management skills, organization, etc.
# Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
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</table>
| One Teach, One Observe | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.  
**Example:** One teacher can observe students for their understanding of directions while the other leads.                                                                                     |
| One Teach, One Assist  | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.  
**Example:** While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.         |
| Station Teaching       | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
**Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| Parallel Teaching      | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  
**Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| Supplemental Teaching  | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.  
**Example:** One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment. |
| Alternative (Differentiated) | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.  
**Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
| Team Teaching          | Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.  
**Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*
Critical Incidents

DIRECTIONS

- **Posting:**
  - Post a critical incident to the designated Forum by the due date.
  - Protect the anonymity of your incident by using fictitious names of people, places or events.
  - Posting should be of high quality (see criteria below).
  - Late entries will receive no points.

- **Response:**
  - Respond to at least two other Critical Incidents postings. Be sure to select postings that have less than two responses.
  - Lack of responses will result in deduction of points.
  - Response should be of high quality (see criteria below).
  - Late entries will receive no points.

REQUIRED FORMAT

- **Posting:**
  - Description of the incident or situation in observable measurable terms
  - From your perspective, why incident is “critical”
  - How your reasoning reflects personal philosophy of teaching and learning
  - Perceptions of others (cooperating teacher, program colleagues) regarding the incident
  - How your perceptions have changed over time (as you’ve moved through the program and your student teaching experience)
  - What actions you and others took to address this incident
  - What outcomes occurred as a result of the incident and these actions

- **Response:**
  - How your perspective differs or resonates with that of the poster
  - What different actions you or others might take
  - What similar incidents you have experienced

DESCRIPTION OF A HIGH QUALITY DISCUSSION

| Content Understanding                          | Postings reflect a deep understanding of the content through the use of detailed examples and comparisons. Relevant terms are used appropriately. |
| Connections                                  | There are meaningful connections between the course content and the personal learning/classroom practice of the participants. Topics are connected to broader issues and ideas. |
| Collaboration                                | Participants post often with thought-provoking insights and questions. Participants take risks by sharing areas of confusion and concern. Participants respond frequently and seriously to colleagues’ comments by asking questions, elaborating, paraphrasing, and extending their ideas. |
| Initiative                                  | Participants post early to facilitate meaningful interaction. Participants respond often to colleagues’ posts and make efforts to extend and enhance the discussion. |
| Conventions                                  | Writing is easy to understand with no errors in grammar or spelling. Participants follow online conventions for creating a positive and productive discussion environment. |
Critical Self-Reflection & Analysis Instructions

- At the end of your fieldwork experience, you are required to type a three-page critical reflection and analysis of your experience.
- Reflect on your areas of strength and needs for improvement.
- Relate your reflection to the competencies you were working toward, the professional goals you have for yourself, and the path you plan to take to reach your goals.
- There is no “right answer” but the quality of your reflection and analysis will be reviewed so be honest and be sure that your reflection is balanced and comprehensive.
- Submit this reflection by the due date listed in the syllabus.
Teacher Candidate,

You will participate in a wide range of general teaching activities to prepare you for serving a classroom, school, and community. These general activities include whole-group instruction and the management of daily classroom functioning as well as school-wide assessment and participation. Your primary focus over the course of this 10-week experience, however, will involve 5 specific classroom projects: (1) Community Mapping, (2) Positive Behavior Support, (3) Co-Teaching, (4) Reading/Language Arts Case Study, and (5) Math Case Study. For Case Studies, you will need to identify Focus Students.

### Project-Based Learning Activities

This is an outline of the 5 projects, beginning with steps for identifying a small group and individual Focus Students. This outline will help you view the projects in their entirety, from the first step to the last, giving you the big picture of what is expected of you!

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>With your Cooperating Teacher, identify one small group of students in need of special supports (remediation or extension).</td>
</tr>
<tr>
<td>2.</td>
<td>With your Cooperating Teacher, identify individual students (preferably within this group) who meet these criteria: (1) Culturally and linguistically diverse; (2) Exceptional- low performing, at risk, identified, gifted; (3) Reading/language arts needs; (4) Behavioral needs. Note: Select as many individual students as necessary in order to focus on these support areas. You may need to identify four students, however, if two students meet all four of these criteria, then you may have only two focus students.</td>
</tr>
<tr>
<td>3.</td>
<td>Review important documents pertaining to these students including IEPs, 504 plans and ELL plans.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify support personnel/service providers who serve these students.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss with your Cooperating Teacher ways in which your Focus Students were prepared/transitioned from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom. Who was involved? Was there a decided plan? Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated or how might they participate in planning the next transition?</td>
</tr>
<tr>
<td>6.</td>
<td>Interview your Cooperating Teacher (and/or other teachers/service providers) for their ideas, strategies, perspectives, and goals related to your individual Focus Students. Discuss their curricular and instructional plans for including them in various activities/lessons (e.g., modifications, specific strategies), and ways in which they reflect on and evaluate this process.</td>
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<tr>
<td>7.</td>
<td>Observe your Focus Students’ instructional experience in light of what you learned from your discussions about approaches to planning, inclusion, modifications, and specific strategies. How do the Focus Students’ needs and strengths play a role in instructional decision-making? What needs to be done to meet the needs of all students?</td>
</tr>
</tbody>
</table>
Project: **Community Mapping**  
Focus: **School & Surrounding Neighborhood Community**

Materials: 

Competency Standards: 

---

**Part 1: Getting to Know Your School**

- Complete the “Get to Know Your School” worksheet and personally introduce yourself to as many of the listed personnel as possible in addition to the other same-grade general education teachers.

- Read school policies and procedures.

- Identify the types of school programs available for students with special needs and their families. How does the District support these programs?

- Interview a Bilingual Ed Teacher (or the next most appropriate person) about the culturally and linguistically diverse groups within the school community; discuss how these students are identified and served, and how results are used to plan for instruction. What school organizational structures and resources are in place for the diverse needs of English learner students?

**Part 2: Getting to Know Your Surrounding Community**

- Scout out the local community and draw a detailed map as you move around highlighting places and people that you would like to visit.

- Take pictures of things of interest within a 3-mile radius of the school identifying 2 needs of the community, 2 resources of the community, and 2 resources specifically designed for children with disabilities and their families.

- Write a final Community Mapping paper (refer to the Community Mapping Guidelines).

---

Project: **Class-wide Positive Behavior Support**  
Focus: **Whole-Group/Small-Group**

Materials: 

Competency Standards: 

---
Part 1: Gathering Background Information

_____ Make note of the classroom organization, materials, routines, and technologies that facilitate classroom functioning.

_____ Make note of precautions designed to protect the health, safety, and dignity of adults and children in the classroom.

_____ Make note of culturally/linguistically and age-appropriate materials or supports.

_____ Make note of what happens during transition times, structured and unstructured settings, and non-classroom settings.

_____ Interview an administrator about school-wide expectations/rules, concerns, supports, and consequences.

_____ Familiarize yourself with the CT’s behavior management and support system (e.g., expectations/rules, positive and punitive consequences, preventative strategies) and make note of its impact on individual students as well as whole classroom functioning.

Part 2: Collecting Pre-Intervention Data

_____ Observe teacher-student and student-student interactions and make note of examples of quality interactions and how they affect student learning, relationships, and behavior. Pay specific attention to students who are at-risk, have disabilities, and have a primary language other than English.

_____ Complete the PBS Teacher Curriculum and Instruction Inventory.

_____ Complete the PBS Classroom Management Checklist.

Part 3: PBS Planning

_____ Based on the results of your PBS assessments, develop a class-wide PBS proposal that addresses environment, instruction, prevention and reinforcement.

_____ Discuss your class-wide PBS proposal with the CT and collaboratively decide on aspects that you can put into practice (with the whole group and with your selected small group during your instructional time with them).

Part 4: PBS Implementation

_____ Implement your class-wide PBS plan/strategies.

Part 5: PBS Progress Monitoring and Post-Assessment

_____ Complete the PBS Classroom Management Self-Assessment following one of your lessons.

_____ Send a “Good News Note” to an administrator informing them of any success the students
have had in the area of behavior. Brag about the students, not yourself 😊

Formally reflect on your overall instructional and class-wide support skills.

**Project: Co-Teaching**

**Focus:** Whole-Group/Small-Group

**Materials:**

**Competency Standards:**

---

**Part 1: Informal Co-Teaching**

- Conduct “Pairing Up Activities” (Chapter 3 appendices).
- Review co-teaching materials (Chapter 3 appendices).
- Experiment with co-teaching.

**Part 2: First Formal Co-Taught Lesson**

- Meet with your Cooperating Teacher to review the five co-teaching strategies (lead-support, team, parallel, station, alternative) and co-plan your first formal/observed co-teaching lesson. You may want to begin using the lead-support strategy in a RLA lesson.
- Conduct your first formal/observed co-teaching lesson and co-reflect with your CT.

**Part 3: Second Formal Co-Taught Lesson**

- Co-plan and conduct your second formal co-teaching lesson using any of the other four strategies (team, parallel, station, alternative). Co-reflect with your CT on the variety of environmental supports you used throughout your teaching time together: curricular, instructional, environmental, behavioral, social/cultural, and technological. Which do you two think were more/less successful and why?
- Continue co-planning, co-teaching, and co-reflecting additional lessons, using a variety of strategies.

**Project: Reading/Language Arts Case Study**

**Focus:** Small-Group/Individual Student

**Materials:**

**Competency Standards:**
Part 1: RLA Assessment & Planning

- Observe and assist focus group and individual students during RLA instruction.
- Review formal and informal assessments used by the CT for RLA.
- Review your CT's lesson plans and identify how s/he addresses the RLA standards, prepares for and differentiates the lessons. Also, identify how progress towards the RLA Framework and other standards are tracked over time.
- Observe the CT teaching language arts and relate the reading instruction you observed to specific standards from the State Reading/Language Arts Framework and the RICA requirements. Analyze the “structure of the lessons” format (open, body, close) and identify what the CT does to gain students' attention prior to lessons as well as how s/he transitions from one part of the lesson to another. Lastly, describe how the lesson plan was developed to meet the Standards from the R/LA Framework.

Part 2: Small Group RLA Instruction

- Plan, teach, and reflect upon small group language arts lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus student(s).
- In your reflection of the R/LA lessons, note which areas of the RICA requirements were included, describe how your lesson was designed to meet the R/LA Framework Standards and how you assessed student progress toward these standards, and document your ability to encourage students’ speaking and listening proficiency by engaging students in oral language activities such as role-playing, story-telling, informal discussion, and formal presentations.
- For the linguistically diverse student(s) in your small group, conduct formative and summative assessment for language proficiency.

Part 3: Individual Student RLA Instruction

- Review any assessments that have already been conducted for your focus student and conduct your own formal assessment (e.g., Basic Reading Inventory).
- Plan and teach four consecutive reading lessons. These should be done with your focus student 1:1, or within the small focus group.
- Reflect upon each lesson, noting the areas of the RICA requirements that were included, ways in which your lessons were designed to meet the RLA Framework Standards, and how you assessed student progress toward these standards.
- Use and reflect on the effectiveness of a variety of educational media such as graphic organizers, graphs, charts, maps, and globes.
Support your individual focus student during whole group RLA lessons by providing any curriculum modifications and differentiation needed.

Create a “Good News Note” to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.

**Project: Math Case Study**

**Focus: Small Group/Individual Student**

**Materials:**

**Competency Standards:**

**Part 1: Math Assessment & Planning**

- Observe and assist focus group and individual students during Math instruction.
- Review formal and informal assessments used by the CT for Math.
- Review your CT's lesson plans and identify how s/he addresses the math standards, prepares for and differentiates the lessons.
- Observe the CT teaching math and relate the math instruction you observed to the specific math content standards.
- As you observe classroom instruction, look for evidence of students’ critical thinking. Does the task provide opportunities for students to demonstrate high-level thinking? If not, how can this be improved?
- Examine a page from a classroom textbook. Decide how this lesson could be adapted so that the delivery of the content is problem based. Decide how this lesson could be accommodated or modified for students across the learning spectrum (e.g., students with mild disabilities, students with severe disabilities, English Language Learners).

**Part 2: Small Group Math Instruction**

- Plan, teach, and reflect upon small group math lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus group/student.

**Part 3: Individual Student Math Instruction**

- Review any assessments that have already been conducted for your focus student and conduct your own formal and informal individualized assessment.
- Plan, teach, and reflect on a series/unit of at least three math lessons. These should be done
with your focus student, either 1:1 or in a small group. Be sure to conduct one error analysis and reflect on how this analysis informs your subsequent instruction.

______ Use and reflect on the effectiveness of a variety of educational and assistive technology, including the Internet, for at least one lesson.

______ Support your individual focus student during whole group math lessons by providing any curriculum modifications and differentiation needed.

______ Create a “Good News Note” to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.
# Suggested Timeline
This chart guides you in making sufficient progress on your 5 projects to ensure that you complete them in a timely manner. Just say ‘no’ to procrastination!

<table>
<thead>
<tr>
<th>Project</th>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
<th>Wk 5</th>
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<tbody>
<tr>
<td>Co-T</td>
<td>Begin part 1- informal co-teaching</td>
<td></td>
<td>Begin part 2- first formal co-teaching lesson</td>
<td></td>
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<tr>
<td>PBS</td>
<td>Begin part 1- background information</td>
<td>Begin part 2- pre intervention data</td>
<td>Begin part 3- planning</td>
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<tr>
<td>CM</td>
<td>Begin part 1- school focus</td>
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<td>Begin part 2- surrounding community</td>
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<tr>
<td>RLA</td>
<td>Identify focus group &amp; students</td>
<td>Begin part 1- assessment &amp; planning</td>
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<td>Begin part 2- small group instruction</td>
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<tr>
<td>Math</td>
<td>Identify focus group &amp; students</td>
<td>Begin part 1- assessment &amp; planning</td>
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<td>Begin part 2- small group instruction</td>
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<tr>
<th>Project</th>
<th>Wk 6</th>
<th>Wk 7</th>
<th>Wk 8</th>
<th>Wk 9</th>
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<tbody>
<tr>
<td>Co-T</td>
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<td>Begin part 3- second formal co-teaching lesson</td>
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<td>PBS</td>
<td>Begin part 4- implementation</td>
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<td>Begin part 5- progress and post assessment</td>
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<td>RLA</td>
<td>Begin part 3 individual student focus</td>
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<tr>
<td>Math</td>
<td>Begin part 3 individual student focus</td>
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Directed Teaching Activities

This outline breaks down your whole Directed Teaching experience into 3-4 week chunks and includes all your required Directed Teaching activities: general teaching activities, project activities, and supplemental activities that may be assigned to you by your Cooperating Teacher/University Supervisor.

You will need to print these out and place them in your Directed Teaching Notebook. You will also need to give a copy to your Cooperating Teacher.

You should check off these activities as you complete them. Your Cooperating Teacher will evaluate your progress on these activities during your weekly meetings and your University Supervisor will evaluate your progress on them during their site visits. Verification of these activities includes: (1) direct observation by your Cooperating Teacher/University Supervisor, and/or (2) documentation showing completion, stored in your Directed Teaching Notebook.

These activities directly align with your Final Competencies Evaluation!

WEEKS 1-3

General Teaching Activities

_____ Give a copy of important 488 materials to your Cooperating Teacher (CT). Include the link to the CSUF Credential Program Handbook and hardcopies of important documents (e.g., a copy of the evaluations and assessment system instructions, these Weekly Teaching Activities).

_____ Identify a weekly time (45-60 minutes) for meeting with your CT.

_____ Become familiar with the weekly classroom schedule.

_____ Greet the students each morning and assist with the opening activities and transition times.

_____ Give a copy of your weekly schedule to the University Supervisor (US).

_____ Create an introduction letter to send home to families (with CT permission).

_____ Become acquainted with the content standards, instructional materials, and curricular guides used to structure and plan instruction.

_____ Attend staff meetings, SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal’s permission). Be sure to prepare for and reflect upon these meetings. Also, after one of these meetings, draft up a follow-up home communication letter that you would send home if you were the teacher. This will not be sent home but you will need to show this to your CT and US for feedback.

Identifying a Focus Group and Individual Focus Students (Weeks 1-3)

_____ With your CT, identify one small group of students in need of special supports (remediation or extension) as well as 1-4 individual students (preferably within this group) who meet these criteria: (1) Culturally/linguistically diverse, (2) Exceptional- low performing, at risk, identified, gifted, (3) Reading/language arts needs, (4) Behavioral needs.

Note: Select as many individual students as necessary in order to focus on these support
areas. You may need to identify four students; however, if two students meet all four of these criteria, then you will have only two focus students.

_____ Review important documents pertaining to your focus students including IEPs, 504 plans and ELL plans.

_____ Identify support personnel/service providers who serve your focus students.

_____ Discuss with your CT ways in which your focus students were prepared/transitioned from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom. Who was involved? Was there a decided plan? Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated or how might they participate in planning the next transition?

_____ Interview your CT (and/or other teachers/service providers) for their ideas, strategies, perspectives, and goals related to your individual focus student(s). Discuss their curricular and instructional plans for including them in various activities/lessons (e.g., modifications, specific strategies), and ways in which they reflect on and evaluate this process.

_____ Observe your focus students' instructional experience in light of what you learned from your meeting about approaches to planning, inclusion, modifications, and specific strategies. How do the focus students’ needs and strengths play a role in instructional decision-making? What needs to be done to meet the needs of all students?

**Co-Teaching Project (part 1 of 3): Informal Co-Teaching (Weeks 1-3)**

_____ Conduct the “Pairing Up Activities” with your CT (Chapter 3 appendices).

_____ Review co-teaching materials with your CT (Chapter 3 appendices).

_____ Experiment with co-teaching.

**Community Mapping Project (part 1 of 2): Getting to Know Your School (Weeks 1-3)**

_____ Complete the “Get to Know Your School” worksheet and personally introduce yourself to as many of the listed personnel as possible in addition to the other same-grade general education teachers.

_____ Read school policies and procedures.

_____ Identify the types of school programs available for students with special needs and their families. How does the District support these programs?

_____ Interview a Bilingual Ed Teacher (or the next most appropriate person) about the culturally and linguistically diverse groups within the school community; discuss how these students are identified and served, and how results are used to plan for instruction.
PBS Project (part 1 of 5): Gathering Background Information (Weeks 1-3)

______ Make note of the classroom organization, materials, routines, and technologies that facilitate classroom functioning.

______ Make note of precautions designed to protect the health, safety, and dignity of adults and children in the classroom.

______ Make note of culturally/linguistically and age-appropriate materials or supports.

______ Make note of what happens during transition times, structured and unstructured settings, and non-classroom settings.

______ Interview an administrator about school-wide expectations/rules, concerns, supports, and consequences.

______ Familiarize yourself with the CT’s behavior management and support system (e.g., expectations/rules, positive and punitive consequences, preventative strategies) and make note of its impact on individual students as well as whole classroom functioning.

PBS Project (part 2 of 5): Collecting Pre-Intervention Data (Weeks 2-4)

______ Observe teacher-student and student-student interactions and make note of examples of quality interactions and how they affect student learning, relationships, and behavior. Pay specific attention to students who are at-risk, have disabilities, and have a primary language other than English.

______ Complete the PBS Teacher Curriculum and Instruction Inventory.

______ Complete the PBS Classroom Management Checklist.

RLA Project (part 1 of 3): Assessment & Planning (Weeks 2-5)

______ Observe and assist focus group and individual focus students during RLA instruction.

______ Review formal and informal assessments used by the CT for RLA.

______ Review your CT’s lesson plans and identify how s/he addresses the RLA standards, prepares for and differentiates the lessons. Also, identify how progress towards the RLA Framework and other standards are tracked over time.

______ Observe the CT teaching language arts and relate the reading instruction you observed to specific standards from the State Reading/Language Arts Framework and the RICA requirements. Analyze the “structure of the lessons” format (open, body, close) and identify what the CT does to gain students’ attention prior to lessons as well as how s/he transitions from one part of the lesson to another. Lastly, describe how the lesson plan was developed to meet the Standards from the R/LA Framework.
Math Project (part 1 of 3): Assessment & Planning (Weeks 2-5)

_____ Observe and assist focus group and individual focus students during Math instruction.

_____ Review formal and informal assessments used by the CT for Math.

_____ Review your CT's lesson plans and identify how s/he addresses the math standards, prepares for and differentiates the lessons.

_____ Observe the CT teaching math and relate the math instruction you observed to the specific math content standards.

_____ As you observe classroom instruction, look for evidence of students' critical thinking. Does the task provide opportunities for students to demonstrate high-level thinking? If not, how can this be improved?

_____ Examine a page from a classroom textbook. Decide how this lesson could be adapted so that the delivery of the content is problem based. Decide how this lesson could be accommodated or modified for students across the learning spectrum (e.g., students with mild disabilities, students with severe disabilities, English Language Learners).

Supplemental Teaching Activities

_____ Create and deliver a “get to know the class” icebreaker activity with your students.

_____ Schedule a time to meet with a school psychologist or other specialist to observe them administering formal and informal assessments (preferably for one your focus students).

_____ Self-evaluate your Dispositions Evaluation.

Notes:
WEEKS 4-6

**General Teaching Activities**

_____ Greet the students each morning and assist with the opening activities and transition times.

_____ Further acquaint yourselves with the content standards, instructional materials, and curricular guides used to structure and plan instruction.

_____ Attend staff meetings, SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal’s permission). Be sure to prepare for and reflect upon these meetings. Also, after one of these meetings, draft up a follow-up home communication letter that you would send home if you were the teacher. This will not be sent home but you will need to show this to your CT and US for feedback.

**Co-Teaching Project (part 2 of 3): First Formal Co-Teaching Lesson (Weeks 4-6)**

_____ Meet with your CT to review the five co-teaching strategies (lead-support, team, parallel, station, alternative) and co-plan your first formal/observed co-teaching lesson. You may want to begin using the lead-support strategy in a RLA lesson.

_____ Conduct your first formal/observed co-teaching lesson and co-reflect with your CT.

**Community Mapping Project (part 2 of 2): Getting to Know Surrounding Community (Weeks 4-8)**

_____ Scout out the local community and draw a detailed map as you move around highlighting places and people that you would like to visit.

_____ Take pictures of things of interest within a 3-mile radius of the school identifying 2 needs of the community, 2 resources of the community, and 2 resources specifically designed for children with disabilities and their families.

**PBS Project (part 2 of 5): Collecting Pre-Intervention Data (Weeks 2-4)**

_____ Observe teacher-student and student-student interactions and make note of examples of quality interactions and how they affect student learning, relationships, and behavior. Pay specific attention to students who are at-risk, have disabilities, and have a primary language other than English.

_____ Complete the PBS Teacher Curriculum and Instruction Inventory.

_____ Complete the PBS Classroom Management Checklist.

**PBS Project (part 3 of 5): Planning (Weeks 4-6)**
Based on the results of your PBS assessments, develop a class-wide PBS proposal that addresses environment, instruction, prevention and reinforcement.

Discuss your class-wide PBS proposal with the CT and collaboratively decide on aspects that you can put into practice (with the whole group and with your selected small group during your instructional time with them).

**RLA Project (part 1 of 3): Assessment & Planning (Weeks 2-5)**

Observe and assist focus group and individual students during RLA instruction.

Review formal and informal assessments used by the CT for RLA.

Review your CT's lesson plans and identify how s/he addresses the RLA standards, prepares for and differentiates the lessons. Also, identify how progress towards the RLA Framework and other standards are tracked over time.

Observe the CT teaching language arts and relate the reading instruction you observed to specific standards from the State Reading/Language Arts Framework and the RICA requirements. Analyze the “structure of the lessons” format (open, body, close) and identify what the CT does to gain students’ attention prior to lessons as well as how s/he transitions from one part of the lesson to another. Lastly, describe how the lesson plan was developed to meet the Standards from the R/LA Framework.

**RLA Project (part 2 of 3): Small Group Instruction (Weeks 4-7)**

Plan, teach, and reflect upon small group language arts lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus student(s).

In your reflection of the R/LA lessons, note which areas of the RICA requirements were included, describe how your lesson was designed to meet the R/LA Framework Standards and how you assessed student progress toward these standards, and document your ability to encourage students’ speaking and listening proficiency by engaging students in oral language activities such as role-playing, story-telling, informal discussion, and formal presentations.

For the linguistically diverse student(s) in your small group, conduct formative and summative assessment for language proficiency.

**Math Project (part 1 of 3): Assessment & Planning (Weeks 2-5)**

Observe and assist focus group and individual students during Math instruction.

Review formal and informal assessments used by the CT for Math.

Review your CT's lesson plans and identify how s/he addresses the math standards,
prepares for and differentiates the lessons.

_____ Observe the CT teaching math and relate the math instruction you observed to the specific math content standards.

_____ As you observe classroom instruction, look for evidence of students’ critical thinking. Does the task provide opportunities for students to demonstrate high-level thinking? If not, how can this be improved?

_____ Examine a page from a classroom textbook. Decide how this lesson could be adapted so that the delivery of the content is problem based. Decide how this lesson could be accommodated or modified for students across the learning spectrum (e.g., students with mild disabilities, students with severe disabilities, English Language Learners).

Math Project (part 2 of 3): Small Group Instruction (Weeks 4-7)

_____ Plan, teach, and reflect upon small group math lessons. In your planning for these lessons, be sure to plan any curriculum modifications and differentiated instruction needed for your focus group/student.

Supplemental Teaching Activities

_____ Observe specialists teaching one of your focus students; note examples of quality instruction and how effective teaching promotes engagement.

_____ Observe a general educator teaching the grade level below or above your current placement grade level and make note of examples of quality instruction and how effective teaching promotes engagement. Think about the transitions students have to make.

_____ Schedule a time to meet with a school psychologist or other specialist to observe them administering formal and informal assessments (preferably for one your focus students).

_____ Share or solely conduct whole group and small group instruction of intact programs.

_____ Orally read to your class at least twice in the week.

_____ Complete a bulletin board - be sure to display student work!

_____ Self-evaluate your Competencies Evaluation for midpoint progress.

Notes:
WEEKS 7-10

General Teaching Activities

Attend staff meetings, SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal’s permission). Be sure to prepare for and reflect upon these meetings. Also, after one of these meetings, draft up a follow-up home communication letter that you would send home if you were the teacher. This will not be sent home but you will need to show this to your CT and US for feedback.

Co-Teaching Project (part 3 of 3): Second Formal Lesson (Weeks 7-10)

Co-plan and conduct your second formal co-teaching lesson using any of the other four strategies (team, parallel, station, alternative). Co-reflect with your CT on the variety of environmental supports you used throughout your teaching time together: curricular, instructional, environmental, behavioral, social/cultural, and technological. Which do you two think were more/less successful and why?

Continue co-planning, co-teaching, and co-reflecting additional lessons, using a variety of strategies.

Community Mapping Project (part 2 of 2): Surrounding Community (Weeks 4-8)

Finish taking pictures of things of interest within a 3-mile radius of the school identifying 2 needs of the community, 2 resources of the community, and 2 resources specifically designed for children with disabilities and their families.

Write a final Community Mapping paper (refer to the Community Mapping Guidelines).

PBS Project (part 4 of 5): Implementation (Weeks 6-10)

Implement your class-wide PBS plan/strategies.

PBS Project (part 5 of 5): Progress Monitoring and Post-Assessment (Weeks 8-10)

Complete the PBS Classroom Management Self-Assessment following one of your lessons.

Send a “Good News Note” to an administrator informing them of any success the students have had in the area of behavior. Brag about the students, not yourself 😊

Formally reflect on your overall instructional and class-wide support skills.

RLA Project (part 3 of 3): Individual Student Instruction (Weeks 6-10)

Review any assessments that have already been conducted for your focus student and conduct your own formal assessment (e.g., Basic Reading Inventory).

Plan and teach six reading lessons. These should be done with your focus student, either 1:1 or in a small group.
Reflect upon each lesson, noting the areas of the RICA requirements that were included, ways in which your lessons were designed to meet the RLA Framework Standards, and how you assessed student progress toward these standards.

Use and reflect on the effectiveness of a variety of educational media such as graphic organizers, graphs, charts, maps, and globes.

Support your individual focus student during whole group RLA lessons by providing any curriculum modifications and differentiation needed.

Create a “Good News Note” to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.

Math Project (part 3 of 3): Individual Student Instruction (Weeks 6-10)

Review any assessments that have already been conducted for your focus student and conduct your own formal and informal individualized assessment.

Plan, teach, and reflect on a series/unit of at least three math lessons. These should be done with your focus student, either 1:1 or in a small group. Be sure to conduct one error analysis and reflect on how this analysis informs your subsequent instruction.

Use and reflect on the effectiveness of a variety of educational and assistive technology, including the Internet, for at least one lesson.

Support your individual focus student during whole group math lessons by providing any curriculum modifications and differentiation needed.

Create a “Good News Note” to send to parents and/or another specialist (with permission) informing them about some success your focus student had in these lessons.

Supplemental Teaching Activities

Observe a specialist of another one of your focus students; note examples of quality instruction and how effective teaching promotes engagement.

Observe a general educator two or more grade levels away from your current placement grade level and make note of examples of quality instruction and how effective teaching promotes engagement. Think about the transitions students have to make.

Schedule a time to meet with a school psychologist or other specialist to observe them administering formal and informal assessments (preferably for one your focus students).

Share or solely conduct whole group and small group instruction of intact programs.

Orally read to your class at least twice in the week.

Self-evaluate your final Competencies Evaluation.

Notes:
Directions: Evaluation should be completed by the fourth week of directed teaching. University supervisor completes evaluation with input from Cooperating Teacher and reviews with candidate. Supervisor retains original for submission to Department of Special Education. Candidate and cooperating teacher retains a copy for professional records.

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>CWID NUMBER</th>
<th>COURSE</th>
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School  | District  | Age Level/Setting  |
|---------|-----------|-------------------|

RUBRIC FOR ASSESSING CANDIDATE DISPOSITIONS

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<thead>
<tr>
<th>KNOWLEDGEABLE &amp; COMPETENT SPECIALISTS</th>
<th>4 = Exemplary</th>
<th>3 = Acceptable</th>
<th>2 = Developing</th>
<th>1 = Unacceptable</th>
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<tbody>
<tr>
<td>Commitment to Learning:</td>
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<tr>
<td>The candidate demonstrates curiosity and interest in learning more about students and content areas.</td>
<td>x</td>
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<td>The candidate takes initiative in practicing skills for working with small and large groups.</td>
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<td>The candidate readily participates in classroom routines.</td>
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<td>Use of Language:</td>
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<tr>
<td>The candidate is diligent in appropriate and correct use of oral and written language.</td>
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REFLECTIVE & RESPONSIVE PRACTITIONERS

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<tr>
<th>REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</th>
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<th>3 = Acceptable</th>
<th>2 = Developing</th>
<th>1 = Unacceptable</th>
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<tr>
<td>Attention to Diversity:</td>
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<td>The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religious, sexual orientations, social classes, abilities, political beliefs, and disabilities.</td>
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<tr>
<td>Self-Reflection:</td>
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<td>The candidate reflects on and evaluates his or her own behavior and work.</td>
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<td>The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.</td>
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<td>Collaboration:</td>
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<td>The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.</td>
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<td>Feedback:</td>
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<td>The 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.</td>
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COMMITTED & CARING PROFESSIONALS

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<th>COMMITTED &amp; CARING PROFESSIONALS</th>
<th>4 = Exemplary</th>
<th>3 = Acceptable</th>
<th>2 = Developing</th>
<th>1 = Unacceptable</th>
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<td>Professional Demeanor &amp; Responsibility:</td>
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<td>The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</td>
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<td>The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.</td>
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<td>The candidate is poised and professional in his or her demeanor and communication with others.</td>
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<td>Professional Growth:</td>
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<tr>
<td>The 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.)</td>
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NAME OF CANDIDATE  
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<th>NAME OF SUPERVISOR</th>
<th>SIGNATURE OF SUPERVISOR AND DATE</th>
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Names of Co-Teachers: ____________________________________________________________

General Information
Grade level of the lesson: _______________________________________________________

Lesson topic or content area: ____________________________________________________

Estimated time and length of lesson: _____________________________________________

EL level of students (Beginning; Early Intermediate; Early Advance; Advanced): _______

Materials and/or Technology
List all the special materials you'll need for the lesson.

Concept(s)
State the "big idea" that all students will acquire or develop.

Alignment with Standards
What standard(s) does this lesson teach to? Think in terms of both State and District standards.

Objectives
Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?

Modifications
Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible and accessible for all students. What strategies are used to address the needs of diverse learners, including English Language Learners?

Vocabulary/Literacy Skills
Identify the vocabulary/literacy skills (Listening, Speaking, Reading, Writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English Language Learners.

Procedure
Name of co-teaching strategy (One observe, One assist, Station, Parallel, Supplemental, Team, Alternative/Differential): ________________________________
Room Arrangement(s): ____________________________________________________________

Student Groupings: ____________________________________________________________

Roles & Details *(List specific details of what each co-teacher will do and what the students will do throughout the lesson)*: ____________________________________________________________

### A. Focus/Motivation (Open)

How will you gain students’ attention, build interest in the lesson, and introduce the topic? What will each teacher do? What will students do?

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### B. Development (Body)

How will you develop the content related to your objective? Who’s going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).

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### C. Closure (Close)

How will you bring the lesson to a close? How will you have students identify what the lesson’s objective was?

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Assessment
How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).

Lesson Reflection
Refer to the Co-Teaching Reflection form to co-reflect

California State University, Fullerton

Lesson Plan Format
This is a skeleton. It includes only the bones of a lesson, and it is generic. “Flesh it out” with as much detail as you need. Depending upon the teaching model you choose to use, you will need to adapt the procedure section to reflect the teaching steps of that particular teaching model.

Your name: __________________________________________

General Information
Grade level of the lesson: ________________________________

Lesson topic: __________________________________________

Estimated time and length of lesson: ______________________

EL level of students (Beginning; Early Intermediate; Early Advance; Advanced): ____________________

Materials and/or Technology
List all the special materials you’ll need for the lesson.

Concept(s)
State the “big idea” that all students will acquire or develop.

Alignment with Standards
What standard(s) does this lesson teach to? Think in terms of both State and District standards.

Objectives
Using an observable verb, list the student behaviors you expect to result from the lesson. What, specifically, is the desired learning outcome?
Modifications
Describe strategies, procedures, and/or processes necessary to make this lesson comprehensible and accessible for all students. What strategies are used to address the needs of diverse learners, including English Language Learners?

Vocabulary/Literacy Skills
Identify the vocabulary/literacy skills (Listening, Speaking, Reading, Writing) to be learned/reinforced. Identify specific vocabulary to be developed for both English-fluent and English Language Learners.

Procedure
Name of instructional model: __________________________________________

Your procedure will look different depending on the model of instruction (e.g., Cooperative Learning; Direct Instruction; Inquiry, etc.) used.

Classroom Management Details: _________________________________________

Room Arrangement(s): _________________________________________________

Student Groupings: ____________________________________________________

Specific Details Throughout the Lesson: ________________________________

A. Focus/Motivation (Open)
How will you gain students’ attention, build interest in the lesson, and introduce the topic? What will you do? What will students do?

B. Development (Body)
How will you develop the content related to your objective? Who’s going to do what and when? How will you support interaction with the subject matter and materials? Include some questions you might ask when the lesson is going on (you may be surprised how difficult it is to remember what you intended to ask when everything is happening).

C. Closure (Close)
How will you bring the lesson to a close? How will you have students identify what the lesson’s objective was?

Assessment
How will you assess the students to assure that the objectives were met? How will you determine what else they learned, their attitudes? Remember to vary your use of assessment techniques (i.e., informal as well as formal methods should be included here).
Lesson Reflection
Reflect on your lesson after teaching it using the guidelines provided.
1. To what extent did students master the objective?

2. What evidence do you have of student learning? Use the language of the objective and the academic standard(s) in your response.

3. What parts of the lesson were particularly effective?

4. What changes would you make in this lesson?

Appendix E. Pairing Up Activities
This is an overview. Please complete these activities via the Co-Teaching Training & Resources site at http://tinyurl.com/pqujxw6. Guest access is located just below the log-in.
PAIRING UP ACTIVITIES
Cooperating Teacher +
Teacher Candidate=
Co-Teaching!
CSUF Special Education
Content borrowed from:
St. Cloud University, Minnesota

COMMUNICATION & COLLABORATION
These activities will help
the Cooperating Teacher and the Teacher 
Candidate
get to know each other,
build rapport, and
facilitate an effective co-teaching 
relationship!

Have fun together!
ACTIVITY 1: PARTNER INTERVIEW

- From the list provided on the next slide, select 2-3 questions you think are the most interesting and will likely prompt a fruitful discussion.

- Think about your own answers to these questions, then share with your partner.
**ACTIVITY 1: PARTNER INTERVIEW QS**

- What did you do that you are most proud of during these past months?
- What was your biggest challenge? How did you meet it?
- What was your biggest disappointment? How did you handle it?
- What would you do differently if you had a chance to do something again?
- What did you find to be most stimulating during the past and caused you to grow the most?
- What are you looking forward to in the months ahead?
- What worries you most about the coming months?
- What would you want to say about your work one year from today?
- What is the hardest time of the day for you?
- When do you feel rushed?
- When do you think you need more help?

**ACTIVITY 2: VALUE WORDS**

- From the list of value words provided on the next slide, work *individually* to select up to 8 that *you* consider to be very important!
- Base your decision on how important the value is to YOU... TODAY. It does not matter if it is something that you currently possess or do, or something you want to improve on, etc. If it is very important, choose it!
- There are no right or wrong answers!
**Activity 2: Value Words**

- Now choose the **top 4** that are the MOST important to you!
- Reflect on what these words mean to you and why!
- Share with your partner!
- How can these values inform you of the best ways to work with each other?

**Communication is the Key to Great Partnerships**

- As you have been engaging thus far, what kinds of things have made your conversations successful?
- Consider facial expressions, physical gestures and posturing, tone of voice, and so on.
COMMUNICATION IS THE KEY TO GREAT PARTNERSHIPS

- Chit Chat is like throwing a ball back and forth. It’s pretty easy!
- Deeper Communication is like tossing a slippery egg which must be tossed carefully and gently. To tell the truth in a caring manner is not an easy thing to do!
How Do You Throw Your Slippery Eggs?

- Save them up for a long time and hurl them?
- Throw them hard and fast because you can’t hold on to them?
- Avoid the person so that you don’t have to toss them at all?
- Wrap them up in so many layers of expectations and apologies no one is sure whether you have even tossed them?
- Try to recognize when you have a slippery egg. Be assertive enough to communicate your issues and toss it with care!

Activity 3: Difficult Conversations

- In a fun way, you will role-play having a difficult conversation.
- For this activity, the Cooperating Teacher plays the Teacher Candidate and the Teacher Candidate plays the Cooperating Teacher!
- In your new role, select one conversation topic from those provided next and think about how you can be most effective in communicating the issue at hand!
ACTIVITY 3: DIFFICULT CONVERSATIONS
(FOR TEACHER CANDIDATES PLAYING THE CT)

- You have noticed that your Candidate has come tardy twice now and this is really concerning you.
- You have noticed that your Candidate has come with an unpleasant body odor and their poor personal hygiene is really concerning you.
- You have noticed that your Candidate is doing non-classroom related work during the school day (e.g., checking airfare for a vacation, finishing homework, texting, chit-chatting with other adults in the room) and this is really concerning you.
ACTIVITY 3: DIFFICULT CONVERSATIONS
(For Cooperating Teachers Playing the TC)

- You have not been receiving specific feedback from your Teacher and this is really bothering you.
- You have noticed that your Teacher spends the co-planning time working on her own lessons and this is really bothering you.
- You have noticed that your Teacher is not allowing you to try new ideas or new ways of doing things and this is really bothering you.
- You have noticed that your Teacher has been stepping in to help you too much, too soon, and this is really bothering you.

PUTTING IT ON THE TABLE

- It can be helpful to have a special signal to give each other when there is a difficult issue that needs to be addressed.
- You may choose a fun object to serve as this signal
  - A toy frog set out on the desk can say “let’s jump to an important matter!”
  - A bear picture put up on the board can say “its time to grin and bear it”.

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**COLLABORATION**

- As a Cooperating Teacher hosting an Education Specialist Candidate, you are being asked to share planning, teaching, and assessment responsibilities - not hoard them, not unload them. 😊
- Decide on a weekly time to plan and reflect together!
**COLLABORATION: SHARING THE PLANNING**

- What content to teach?
- What teaching/co-teaching strategies to use?
- Who will lead the different parts of the lesson?
- How will student learning be assessed?
- What materials and resources are needed? Who is responsible for gathering what?

**COLLABORATION: SHARING THE INSTRUCTION**

- Share leadership in the classroom.
- Work with all students and classroom staff.
- Use a variety of co-teaching strategies.
- Let your students and staff see you as equal partners.
- Manage the classroom together.
- Make changes as needed during a lesson. Decide on a code phrase the two of you can say to pause or change a lesson when it is urgently needed.
  - When the CT needs to step in without embarrassing the Teacher Candidate.
  - When the Teacher Candidate needs the CT to step in and help, without losing the student/staff respect.
  - When you need to discuss something that cannot wait.
COLLABORATION: SHARING THE ASSESSMENT

- Both participate in the assessment of students.
- Share the workload of daily grading/data collection and ideas/ways to communicate this info to parents, specialists, staff, administration.
- Both participate in using assessment results to inform subsequent instruction.
COLLABORATION

Sharing means both of you…
- Contribute ideas from the very beginning of the Directed Teaching experience.
- Engage with students and assist in their learning from the first day to the last day.
- Participate in leadership roles in planning, instruction, assessment and staff coordination.
- Work together to demonstrate competencies.
- Have opportunities to teach alone.

Best wishes as you SHARE the experience!
Education Specialist Credential  
*Directed Teaching Support Log*

**Distribution:** All communications & interactions with University Supervisor & Program Advisor should be tracked on this form along with conferences with Cooperating Teacher & other support received (e.g., intern support provider). This will be submitted to the University Supervisor at the end of the semester. The candidate should keep a copy for record-keeping.

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<th>CANDIDATE</th>
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<th>FACULTY ADVISOR</th>
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Teacher Candidate Checklist

School: __________________________ Cooperating Teacher: __________________________

Phone: __________________________ Email: __________________________

Supervisor Name & Contact: ______________________________________________________

Prior to Start:
1. Review school/district/program website and get directions.
2. Send introductory email to cooperating teacher/program director.
3. Teacher start time and release time: ____________________________________________
4. Review the Directed Teaching Activities and other important documents.
5. Prepare a Directed Teaching notebook and CT documents.

First Meeting:
1. Share important documents with CT.
2. Complete “Pairing Up Activities” (15 minutes).
3. Obtain a school/program calendar of meetings and events.
4. Schedule weekly meeting/planning day and time: ____________________________

Weekly Meetings:
1. Bring notebook, teaching plans, and questions to meeting.
2. Review Directed Teaching Activities and obtain CT initial for those completed/documentated.

Maintain Weekly Reflection and Support Logs.

Remind CT of Online Dispositions Evaluation due by ________________ (end of the third week): http://coeapps.fullerton.edu/spedassessment/

Complete Competencies Evaluation form at midpoint and discuss with CT by ____________ (end of 5th wk).

Teaching Responsibilities
- Co-plan, co-teach, and co-reflect the required number of co-teaching lessons, using different co-teaching strategies (488, 489a/b/d).
- Plan, implement, and reflect upon your own lesson plans (488, 489a), task analyses (489b), family or activity plans (489c/d).
- Show your plans to your CT and US in advance.
Remind CT of Online Final Competencies Evaluation due by ____________ (Monday after the last day): http://coeapps.fullerton.edu/spedassessment/

*Find your joy in teaching!*
Distribution: This fieldwork log should be completed weekly and included in the Directed Teaching Notebook.

### Directed Teaching Reflection Log

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Week’s Activities

My Role

Class Management/Discipline: Issues and Resolutions

Reactions

Special Field Assignments (List and attach written summary)

Questions
CHAPTER 4
The Mild/Moderate Special Education Directed Teaching Experience
(SPED 489A)

The Education Specialist Credential (Mild/Moderate) 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/Moderate disabilities. The experience is designed to provide hands-on teaching experience with supervision from both the University Supervisor and the Cooperating Teacher. If you thought last semester was busy, just wait!

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 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, Mild/Moderate Disabilities
- Education Specialist Competencies
- Candidate Dispositions
- Responsibilities of the Teacher Candidate
- Description of the SPED 489A Directed teaching Experience
- SPED 489A Directed Teaching Requirements and Assessments
- Interns/Employed Candidates
- Weekly Activities

California Commission on Teacher Credentialing Definition of the Credential for Education Specialist, Mild/Moderate Disabilities

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

Education Specialist, Mild/Moderate Disabilities: Credentials in Mild/Moderate Disabilities 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, mental retardation, other health impaired, and serious emotional disturbance. Educational specialists preparing to work with students who have mild to moderate disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments, such as academic, vocational, social, and community. This
includes access to the core curriculum, now emphasized in state and federal regulations or IEP mandates, specialized curricula, learning and transition strategies, and the use of current and adaptive technologies.

**Education Specialist Competencies**

SPED 489A fieldwork activities are aligned with the Education Specialist Competencies, which are a blend of standards from the California Commission on Teacher Credentialing and the Council for Exceptional Children. Below are listed the Council for Exceptional Children Standards for Professional Practice of Special Education. These ten standards are detailed in *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Education* (5th Edition).

**CEC STANDARDS FOR PROFESSIONAL PRACTICE OF SPECIAL EDUCATION**

1. **Foundations**: Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.

2. **Development and Characteristics of Learners**: Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

3. **Individual Learning Differences**: Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.

4. **Instructional Strategies**: Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.

5. **Learning Environments and Social Interactions**: Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs.

6. **Communication**: Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.

7. **Instructional Planning**: Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.

8. **Assessment**: Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.

9. **Professional and Ethical Practice**: Special educators are guided by the profession’s ethical and professional practice standards.

10. **Collaboration**: Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive.
Candidate Dispositions

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

COLLEGE OF EDUCATION DISPOSITIONS TOWARD TEACHING AND LEARNING

KNOWLEDGEABLE & COMPETENT SPECIALISTS

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

REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity**: The 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 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 Candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.
- **Feedback**: The 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 Candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The Candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The Candidate is poised and professional in his or her demeanor and communication with others.
- **Professional Growth**: The 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 Cooperating 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 Cooperating Teacher in various assignments.
9. Behave in a professional manner at all times.
10. Begin teaching only when in the judgment of the Cooperating Teacher and the University Supervisor the Teacher Candidate is ready.
11. Arrange time with the Cooperating Teacher for assistance in planning and evaluating.
12. Inform the Cooperating Teacher, the school, and the University Supervisor as soon as possible in case of unavoidable absence.
13. Attend the seminars scheduled for Teacher Candidates.
14. Determine with the Cooperating Teacher the curricular units of teaching for which the Teacher Candidate will be responsible.
15. Prepare thoroughly and carefully for each day of teaching.
16. Make both long range and short range plans.
17. Check unit plans, lesson plans, assignments, materials, etc., with the Cooperating Teacher and the university supervisor.
18. Hold frequent evaluation and planning conferences with the Cooperating 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.
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 Candidate works.
23. Become aware of the types of populations served by the school to which the Candidate is assigned.
24. Know the school regulations and rules affecting the pupils for whom the Teacher Candidate 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 Cooperating Teacher and the school are legally responsible for the Teacher Candidate’s activities as well as the activities of pupils.
30. Observe the University and school regulations covering Teacher Candidates 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 Cooperating 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 Cooperating Teacher of suspected child abuse. Report suspected child abuse in accordance with state law.

Guidelines for Teacher Candidates

The CSUF Candidate is expected to participate in all activities normally expected of a teacher. When a CSUF Candidate is teaching in their own classroom the same responsibilities hold as when the person is Teacher Candidate. 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 Cooperating Teacher and University Supervisor as soon as possible in case of unavoidable absence.
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 Teacher Candidate by the University Supervisor.
7. Observe University and public school/agency regulations with regard to directed teaching.

The Candidate 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, Cooperating Teacher, Site Principal, and/or University Supervisor.

Documenting Competencies

SPED 489 A 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. Candidates 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 of 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 Cooperating Teacher and University Supervisor.
6. Maintain an ongoing journal/notebook, which should include the following and be reviewed with your University Supervisor and Cooperating 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 Cooperating 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 Cooperating Teacher for at least one individual and one group lesson. This is a minimum requirement and more may be required by the University Supervisor and/or Cooperating Teacher. Use the lesson plan format from SPED 430.

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 management; participate in the assessment process; write instructional objectives, participate directly in classroom instruction and IEP writing and meetings with your assigned Cooperating 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 Cooperating 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. Depending on the classroom context, you may want to use one or more of the following lesson plan formats:
- Lesson Plan Format (Elementary and Bilingual Education Adapted for Special Education)
- Lesson Plan Format (Single Subject Credential Program)
- Lesson Plan Format (Special Education Teacher/Child Behaviors)
- A lesson plan format provided by your Cooperating Teacher or University Supervisor
Your Cooperating 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 Cooperating Teacher. You will want to:

1. Review all of the requirements for this semester with your Cooperating 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 Cooperating Teacher’s ideas.
5. Communicate your concerns and needs.
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 continue the development of your portfolio.
- Reflective Journal – you will complete weekly journals of your directed teaching activities.
- Support Log – you will document interactions with your Cooperating Teacher and University supervisor.
- Self-Evaluation of Special Education Competencies – you will self-assess your proficiency in the Special Education Competencies.

**Cooperating Teacher- Initiated Assessments**
- Cooperating Teacher Observations and Feedback - your Cooperating Teacher will provide formal and informal feedback about your classroom teaching and practices.
- Cooperating Teacher Evaluation of Special Education Competencies – your Cooperating 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. Several evaluation forms will need to be completed by your Cooperating Teacher and University Supervisor. You are responsible for obtaining all signatures, discussing all evaluations with the evaluator, and setting goals to achieve these requirements within the directed teaching experience. Failure to meet all requirements and competencies may result in your having to repeat SPED 489A. Incomplete grades are not assigned in SPED 489A. See Chapter 13 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 University Internship Credential will be asked to take their “intern days” to participate in the demonstration/application lessons. 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 listed by week on the following pages.

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.
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.
20. Record data for all programs.
21. Collaborate with general education 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 (Moderate/Severe)

The Education Specialist Credential (Moderate/Severe) 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 moderate to severe disabilities. 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 Cooperating Teacher.

When Candidates are employed as Intern Teachers, every effort is made to follow an on-the-job support model. 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
- Cooperating Teacher Responsibilities
- Chapter 5 Appendices

Description of SPED 489b
SPED 489b is a 6-unit course aimed at preparing Education Specialist Candidates to work with an Education Specialist Cooperating 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 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 Cooperating Teachers, Teacher Candidates, and students- CSUF’s College of Education has adopted an inclusive, co-teaching model of teacher preparation. As such, Candidates and 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 Candidates 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 Cooperating Teacher asked to completely give over his/her classroom.

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 (Appendix).
- Post four online “Critical Incidents” (Appendix).
- Maintain an organized notebook and include documentation for how you have addressed the teaching competencies.
- Complete the Directed Teaching Activities (Appendix), Weekly Reflection Logs (Appendix), and Support Logs (Appendix).
- Write, perform, and reflect upon four formal task analyses (Appendix).
- Fulfill all suggestions for improvement from Cooperating 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 (Appendix).
- Complete the Transition Bridge Document (Appendix).
- Complete the CSU Exit Survey.
- Pass the final Competencies Evaluation (Appendix).

It is recommended that Candidates also involve themselves in professional communities (Appendix). 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 Candidates who are: Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals (Appendix). Throughout the program, 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.

Candidate Dispositions (Appendix) are formally evaluated online by the Cooperating Teacher and the University Supervisor at the end of the third week of the Directed Teaching experience. Passing this evaluation with a 2.0 enables the Candidate to continue in the course. Not passing this evaluation, or earning a 1 (lowest score) on any item, results in the Candidate receiving a No Credit in the course.

Candidate Competencies (Appendix) are formally evaluated online by the Cooperating Teacher and the University Supervisor at the end of the 10-week experience. A minimum score of 2.75 is required for passing the evaluation and course.

To complete these online evaluations, Cooperating Teachers and University Supervisors log on to the College of Education assessment system (Appendix):
http://coeapps.fullerton.edu/spedassessment/
Should the Cooperating Teacher and/or the University Supervisor have concerns about the Candidate’s dispositions or progress on the competencies, Candidate Improvement Plans may be developed (Appendix). Improvement plans are written by the University Supervisor in collaboration with the Cooperating Teacher and Department Program/Fieldwork Coordinator(s). Improvement plans consist of specific objectives that the Candidate will focus on and be required to meet in order to continue in the course. As a guest in the Cooperating Teacher’s classroom, the Cooperating Teacher may dismiss the Candidate from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom. Dismissal from the school program results in an automatic No Credit.

**Teacher Candidate Responsibilities**

As a traditional Teacher Candidate, you are in the advantageous position of being in charge of the classroom, yet having the strong support of a Cooperating Teacher, the University Supervisor, and the principal of the school in which you are completing Directed Teaching. Intern Teacher Candidates do not have a Cooperating 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, Cooperating 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 and appendices, 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 Cooperating 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 Cooperating Teacher for planning and debriefing. The first meeting should take place the first day/week and should consist of the Pairing Up Activities (Appendix) and checklist review (Appendix).
- 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 Cooperating 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 Cooperating Teacher with the necessary lesson plan and materials (as you would if you were the classroom teacher). Lastly, work with your Cooperating 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 Cooperating 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 Cooperating 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.

A checklist of responsibilities is provided in the Appendix.

Cooperating Teacher Responsibilities
As a Cooperating 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 Teacher Candidate to keep his/her personal belongings and professional materials.
- On the first day of Directed Teaching, make the Teacher Candidate 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 (Appendix), 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 (Appendix).
- During the first week of Directed Teaching, introduce the Teacher Candidate to campus personnel, review the important documents (e.g., handbook chapters 5 and 8 including Appendices), set a 45-60 minute weekly meeting time, explain school and classroom rules, and involve the Teacher Candidate in your daily routines as much as possible.
- Determine the best way to communicate with your Teacher Candidate (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 Candidate 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 Teacher Candidate at least 4 times using different co-teaching strategies (Appendices).
- Be open to the Candidate’s ideas, brainstorm with them, allow them to make
mistakes, and provide specific and regular feedback (formal/informal, written/verbal).

- Observe the Candidate solo plan, teach, and reflect, and provide feedback.
- Assist Candidates in making connections with parents.
- Ensure that the Candidate 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 (Appendix).
- Feel free to request professional resources from the Candidate or Supervisor for your own professional development.

A checklist of responsibilities is provided in the Appendix. Also, please review Chapter 8 for Cooperating Teacher qualifications and other important responsibilities, information, and tips.

Chapter 5 Appendices

- Candidate Improvement Plan
- COE Online Evaluation System Instructions
- College of Education Learning Outcomes
- Competencies Evaluation
- Cooperating Teacher Checklist
- Co-planning Meeting Sheet
- Co-Teaching Lesson Reflection Form
- Co-Teaching Strategy Definition & Benefits
- Critical Incident Guidelines
- Critical Self-Reflection
- Directed Teaching Activities
- Dispositions Evaluation
- Pairing Up Activities
- Professional Communities
- Support Log
- Task Analyses Data Sheet
- Teacher Candidate Checklist
- Transition Bridge Document
- Weekly Reflection Log
## Candidate Improvement Plan

Directions: As appropriate, attach additional records of observations, conferences, and communications to document concerns. Meetings with candidate should also be documented.

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<th>CANDIDATE</th>
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<tr>
<th>CWID NUMBER</th>
<th>UNIVERSITY SUPERVISOR</th>
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### DESCRIPTION OF CONCERNS (TO BE COMPLETED BY INVOLVED FACULTY)

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### PLAN FOR IMPROVEMENT

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<tr>
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<th>OBJECTIVE</th>
<th>DATE Met</th>
<th>COMMENTS</th>
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SIGN FOR PLAN DEVELOPMENT, INITIAL FOR PLAN OUTCOMES

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<th>UNIVERSITY SUPERVISOR SIGNATURE/DATE</th>
<th>COOPERATING TEACHER SIGNATURE/DATE</th>
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<tr>
<th>CANDIDATE SIGNATURE/DATE</th>
<th>PROGRAM COORDINATOR SIGNATURE/DATE</th>
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COE Online Evaluation System Instructions

Enter SPED Assessment site on http://coeapps.fullerton.edu/spedassessment/

Step 1: Create an account (if this is your first time accessing the system) or log into an existing account.

Step 2: Enter the Candidate’s CWID.

Step 3: Verify that your role is correct at the top and click on “Add New” to being a new evaluation or “Pending” to continue an evaluation you have already started. Complete will show if the evaluation has been officially submitted.

Step 4: Input requested Candidate information and verify that it is correct.

Step 5: Read evaluation directions.

Step 6: Fill in the evaluation.

Step 7: Verify the data on the Review Page and edit as needed. Then at the bottom select “Save” to continue at a later time, “Confirm” to officially submit (which will result in the evaluation being emailed to you and the Candidate), and/or “Print”. Please be sure to “Confirm” the evaluation by the deadline.

Thank you for your time and assistance!
CSUF COLLEGE OF EDUCATION LEARNING OUTCOMES

KNOWLEDGEABLE & COMPETENT SPECIALISTS

- **Commitment to Learning:** The Candidate demonstrates curiosity and interest in learning more about students and content areas. The candidate takes initiative in practicing skills for working with small and large groups. The candidate readily participates in classroom routines.

- **Use of Language:** The candidate is diligent in appropriate and correct use of oral and written language.

REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity:** The 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 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 candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.

- **Feedback:** The 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 candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The candidate is poised and professional in his or her demeanor and communication with others.

- **Professional Growth:** The 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.).
Education Specialist Credential Program-Preliminary Credential
Special Education Teaching in the General Education Classroom (SPED 488)
Special Education Competencies

Check One: ☐ UNIVERSITY SUPERVISOR ☐ COOPERATING TEACHER
Check One: ☐ MID POINT ☐ FINAL

Candidate: _________________________ CWID: _________________________ Date: __________

School: _________________________ District: _________________________ Age Level/Setting: __________

Directions: Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

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<tr>
<th>Rating</th>
<th>Meaning</th>
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<tr>
<td>4</td>
<td>Distinguished. Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate’s work. Required no additional support from cooperating teacher and/or supervisor.</td>
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<tr>
<td>3</td>
<td>Skilled. Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate’s work. Rarely required additional support from cooperating teacher and/or supervisor.</td>
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<tr>
<td>2</td>
<td>Basic. Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required some additional support from cooperating teacher and/or supervisor.</td>
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<tr>
<td>1</td>
<td>Unacceptable. Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from cooperating teacher and/or supervisor.</td>
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<tr>
<td>NE</td>
<td>No Evidence. No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.</td>
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PRELIMINARY TEACHING STANDARDS

Program Standard 3: Educating Diverse Learners
Applies pedagogical theories for English language usage leading to comprehensive literacy in English.
Applies development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

Program Standard 4: Effective Communication and Collaborative Partnerships
Communicates, collaborates and consults effectively with individuals with disabilities and their parents, and primary caregivers.
Communicates, collaborates and consults effectively with general/special education teachers and co-teachers.
Communicates, collaborates and consults effectively with related service personnel.
Communicates, collaborates and consults effectively with administrators.
<table>
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<th>Program Standard 5: Assessment of Students</th>
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<td>Monitors student learning during instruction.</td>
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<td>Understands and uses multiple sources of information in a comprehensive manner in order to participate in progress monitoring.</td>
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<td>Uses formal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</td>
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<tr>
<td>Uses informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</td>
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<th>Program Standard 6: Using Educational and Assistive Technology</th>
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<tr>
<td>Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection and analysis.</td>
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<td>Demonstrates knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 8: Participating in IEPs and Post-Secondary Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively designs pre-referral interventions.</td>
</tr>
<tr>
<td>Effectively plans specially designed instruction to support student learning and access to the core curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 9: Preparation to Teach Reading/Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivers a comprehensive program of systematic instruction in reading, writing, listening, and speaking.</td>
</tr>
<tr>
<td>Aligns instruction to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</td>
</tr>
<tr>
<td>Assesses and develops systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.</td>
</tr>
<tr>
<td>The ability to assess fluency and provide research-based, systematic, explicit instruction for building rate and accuracy in reading fluency.</td>
</tr>
<tr>
<td>Demonstrates the ability to provide explicit instruction in comprehension, including meta-cognitive comprehension strategies such as summarizing, paraphrasing, questioning, and making inferences that includes the components of effective instructional delivery in reading as described in the California RLA Framework (2007):</td>
</tr>
<tr>
<td>• Orientation (e.g., engagement, teacher demonstration);</td>
</tr>
<tr>
<td>• Presentation (e.g., explicit instruction, modeling, pacing);</td>
</tr>
<tr>
<td>• Structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction);</td>
</tr>
<tr>
<td>• Independent practice and application</td>
</tr>
<tr>
<td>• Demonstrates the ability to reflect on instruction after each lesson and use this information to guide future instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 10: Preparation to Teach English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the skills and abilities to deliver comprehensive instruction to English language learners.</td>
</tr>
<tr>
<td>Implements an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.</td>
</tr>
<tr>
<td>Acquires and demonstrates the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.</td>
</tr>
</tbody>
</table>
### Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

| Demonstrates knowledge and the ability to implement systems that assess academic and social skill instruction to support positive behavior in all students. |
| Demonstrates knowledge and the ability to implement systems that plan for academic and social skill instruction to support positive behavior in all students. |
| Demonstrates knowledge and the ability to implement systems to provide academic and social skill instruction to support positive behavior in all students. |

### Program Standard 13: Curriculum and Instruction of Students with Disabilities

| Demonstrates an effective use of instructional time. |
| Effectively delivers instruction. |
| Demonstrates the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction. |
| Demonstrates strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs. |
| Demonstrates the ability to utilize principles of Universal Access to provide explicit instruction in developing vocabulary, academic language and concept formation in science, social studies, and mathematics. |

### Program Standard 14: Creating Healthy Learning Environments

| Understands and utilizes universal precautions designed to protect the health and safety of the candidates themselves. |

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**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

---

| ___________________________ | ___________________________ |
| Name of Candidate | Signature of Candidate | Date |

| ___________________________ | ___________________________ |
| Name of University Supervisor | Signature of University Supervisor | Date |

| ___________________________ | ___________________________ |
| Name of Cooperating Teacher | Signature of Cooperating Teacher | Date |
Cooperating Teacher Checklist

Candidate Name: ____________________________  Cell: ________________________

Email: ____________________________  CWID: ______________________

First Meeting:
• Complete “Pairing Up Activities” (15 minutes).
• Schedule weekly meeting/planning day and time: ____________________________
• Complete this checklist to fill in dates.
• Review “Weekly Teaching Activities” and other important documents.

Weekly Meetings:
• Feedback and planning
• Review “Weekly Teaching Activities” and initial those completed/document.

Online Dispositions Evaluation due by ____________ (end of the third week).
• Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/

Campus Life
• Introduce Candidate to other staff and administration.
• Provide a school calendar of required meetings, and encourage them to attend and participate in the non-required meetings and school events.
• Allow for release time so the candidate can observe other classrooms/personnel on campus.

Review Competencies together at midpoint to discuss progress by ____________ (end of 5th week).

Co-teaching
• Co-plan, co-teach, and co-reflect the required number of co-teaching lessons, using different co-teaching strategies.
• Sped 488 (Gen Ed): Two of the four formal observations done by the University Supervisor should consist of co-taught lessons, using two different co-teaching strategies.

Solo Responsibilities
• Provide the Candidate with opportunities to solo plan, teach, and lead lessons/activities.
• Review the Candidate’s teaching plans in advance and provide feedback and suggestions.
• Sped 489 (Sped): Provide the Candidate with opportunities to work with paraprofessionals, parents, and general education teachers.

Online Final Competencies Evaluation due by _____________ (Monday after the last day).
• Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/

Have a great time together doing what you love - teaching!
Co-Teaching Planning Meeting (date/time): 

Date(s) of lesson: 

Goal(s) for this planning meeting: 

Topic & Objective(s) for the lesson: 

Strategy(ies) to be used: 

- Observe
- Assist
- Station
- Parallel
- Team
- Supplemental
- Alternative/Differentiated

Lead Teacher: 
Support Teacher: 

Roles/Responsibilities: 

Space (classroom set-up) considerations: 

Materials necessary and who will be responsible: 

Tips to remember: 
- Focus on Pairing Up Activities; planning/teaming takes time
- Focus on what you’ll be co-teaching; don’t use co-planning time to plan what you’re doing on your own for the lesson
- Maintain an attitude that we’re both teaching!
- Both share ideas for modifications and accommodations
- Both share ideas for enrichment activities
- Outline questions to be used for parallel, station, etc.
- Discuss a variety of assessment strategies
- Divvy up the work!
Co-Teaching Lesson Reflection

Co-Teachers/Co-Reflectors: _________________________ Date of lesson: ______

Select the strategy used: Observe Assist Station
Supplemental

Parallel Team

Alternative/Differential

In what ways was this lesson successful?

Share how the co-planning/collaborating time was effective/ineffective?

What were the benefits and/or drawbacks of using this co-teaching strategy?

In what ways were the planned modifications and accommodations effective/ineffective?

What assessment strategies were used to monitor student mastery of the objective? Did students meet/master the objective? What evidence do you have of student learning?

If you were to repeat this lesson what would you do differently?

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## Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach, One Observe</td>
<td>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <strong>Example:</strong> One teacher can observe students for their understanding of directions while the other leads.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <strong>Example:</strong> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <strong>Example:</strong> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</td>
</tr>
<tr>
<td>Parallel Teaching</td>
<td>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. <strong>Example:</strong> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</td>
</tr>
<tr>
<td>Supplemental Teaching</td>
<td>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <strong>Example:</strong> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</td>
</tr>
<tr>
<td>Alternative (Differentiated)</td>
<td>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. <strong>Example:</strong> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <strong>Example:</strong> Both instructors can share the reading of a story or text so that the students are hearing two voices.</td>
</tr>
</tbody>
</table>

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*
Critical Incidents

DIRECTIONS

• Posting:
  o Post a critical incident to the designated Forum by the due date.
  o Protect the anonymity of your incident by using fictitious names of people, places or events.
  o Posting should be of high quality (see criteria below).
  o Late entries will receive no points.

• Response:
  o Respond to at least two other Critical Incidents postings. Be sure to select postings that have less than two responses.
  o Lack of responses will result in deduction of points.
  o Response should be of high quality (see criteria below).
  o Late entries will receive no points.

REQUIRED FORMAT

• Posting:
  o Description of the incident or situation in observable measurable terms
  o From your perspective, why incident is “critical”
  o How your reasoning reflects personal philosophy of teaching and learning
  o Perceptions of others (cooperating teacher, program colleagues) regarding the incident
  o How your perceptions have changed over time (as you’ve moved through the program and your student teaching experience)
  o What actions you and others took to address this incident
  o What outcomes occurred as a result of the incident and these actions

• Response:
  o How your perspective differs or resonates with that of the poster
  o What different actions you or others might take
  o What similar incidents you have experienced

DESCRIPTION OF A HIGH QUALITY DISCUSSION

<table>
<thead>
<tr>
<th>Content Understanding</th>
<th>Postings reflect a deep understanding of the content through the use of detailed examples and comparisons. Relevant terms are used appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections</td>
<td>There are meaningful connections between the course content and the personal learning/classroom practice of the participants. Topics are connected to broader issues and ideas.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Participants post often with thought-provoking insights and questions. Participants take risks by sharing areas of confusion and concern. Participants respond frequently and seriously to colleagues’ comments by asking questions, elaborating, paraphrasing, and extending their ideas.</td>
</tr>
<tr>
<td>Initiative</td>
<td>Participants post early to facilitate meaningful interaction. Participants respond often to colleagues’ posts and make efforts to extend and enhance the discussion.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Writing is easy to understand with no errors in grammar or spelling. Participants follow online conventions for creating a positive and productive discussion environment.</td>
</tr>
</tbody>
</table>
Critical Self-Reflection & Analysis Instructions

- At the end of your fieldwork experience, you are required to type a three-page critical reflection and analysis of your experience.

- Reflect on your areas of strength and needs for improvement.

- Relate your reflection to the competencies you were working toward, the professional goals you have for yourself, and the path you plan to take to reach your goals.

- There is no “right answer” but the quality of your reflection and analysis will be reviewed so be honest and be sure that your reflection is balanced and comprehensive.

- Submit this reflection by the due date listed in the syllabus.
SPED 489B Directed Teaching Activities & Case Study Projects

Teacher Candidate,

You will participate in school-wide, program-wide and class-wide activities (e.g., collaboration, data collection and assessment, direct instruction) to prepare you for serving and advocating for individuals with moderate-severe disabilities and their families. Your primary focus over the course of this 10-week experience will involve 5 specific projects: (1) Positive Behavior Support, (2) Inclusion, (3) Program Planning & Instruction, (4) AAC, and (5) Transition. For these projects, you will need to identify Focus Students.

Case Study Projects
This is an outline of the 5 projects, beginning with steps for identifying individual Focus Students. This outline will help you view the projects in their entirety, from the first step to the last, giving you the big picture of what is expected of you!

Identifying Focus Students

_____ With your Cooperating Teacher, identify 2-4 individual students who meet these criteria: (1) communication needs, (2) socialization needs, (3) behavioral needs, and (4) motor/mobility/sensory/self-help needs. At least one of these students should also be culturally/linguistically diverse. Focus on these students as you complete the 5 Projects.

_____ Review IEPs/ITPs and other important documents pertaining to these students.

_____ Obtain permission to collect data on these students and work directly with them.

_____ Identify support personnel/service providers who serve these students.

Project: Program Planning & Instruction
Focus: Assessment, goal selection, planning, and coordination
Course Alignment: SPED 464 & 482b
Materials:
Competency Standards:
TPEs:

Part 1: Gather Background Information
_____ Interview your CT about his/her approach to program planning and IEPs, paraprofessional coordination, collaborating with teachers/specialists, and communicating and partnering with families.
_____ Interview one or more paraprofessionals (with CT permission) to understand, from their own perspective, their roles, strengths, preferences, needs, and challenges. How are these things communicated with the CT? What level of interaction do they have with parents and administration?
_____ Review formal and informal assessments used by the CT.
_____ Review and discuss CT’s data collection procedures and collect copies of blank forms (e.g., frequency, duration, interval recording, anecdotal).
_____ Find out how IEP goals are developed, shared across the IEP team, addressed throughout the day/week, and how progress towards the IEP goals are tracked over time.
Find out how the CT communicates with linguistically diverse families.

Part 2: Observing Instruction
________Observe the student’s instructional experience in light of your CT’s approaches to planning, inclusion, modifications, and specific strategies. Note how this student’s needs and strengths play a role in instructional decision-making.
________Observe the CT implementing systematic instruction for communication, socialization, functional academics, self-help, motor/movement/sensory, and self-determination skills.
  • Note examples of evidence-based instruction and how effective teaching promotes engagement, motivation, and successful responding.
  • Note examples of providing sufficient opportunities for students to practice meaningful, functional, age-appropriate skills.
  • Note examples of incorporating/embedding students’ strengths and interests.
  • Note examples of providing opportunities for choice and reinforcement.
  • Reflect upon ways effective lessons can be extended or ineffective lessons improved.

________Compare the instruction you observed to students’ specific IEP goals and grade level standards.
  • Are IEP goals worked on throughout the day, with multiple opportunities to learn and practice these new skills?
  • Are IEP goals worked on across contexts?
  • Where/how can learning opportunities (related to IEP goals) be embedded in natural environments/incidental situations?
  • Are grade level standards addressed during instruction? If so, how? If not, how could they be?

________Select 2 specific skill areas that the CT is working on with your Focus Students (e.g., communication and self-help) and assist the CT by taking data while s/he is delivering instruction. Have your CT help you plan in advance what kind of data to collect: frequency (e.g., number of correct responses), duration (e.g., 5 minutes), interval (e.g., occurrence per 1-minute interval), or anecdotal (transcript of observation). Be sure to pay attention to both teacher and student responses. After instruction meet with the CT to reflect (e.g., high frequency errors, prompt dependence) and brainstorm together.

Part 3: Planning Instruction
________Ask your CT to help you schedule a home visit for one of your Focus Students.
________During your home visit conduct the Ecological Inventory/Significant Other Inventory assessment.
  • Compare and contrast your findings with the students’ current education programming.
  • Reflect on ways your student’s current education program may be improved to more closely align with parent priorities and student strengths/skills in other environments.
  • Reflect on ways your home visit confirmed and/or changed your perceptions of the student and his/her family.
________Based on your home visit and the findings of your Ecological Inventory/Significant Other Inventory assessment, write 3 IEP goals. Make sure these goals address the different stages of learning (acquisition, generalization, maintenance, fluency).
________Any time a parent/family participates in a meeting with you, be sure to write a follow-up note thanking them and reflecting positively on your time together.
Part 4: Implementing Task Analyses

Select a Focus Student and one of their IEP objectives to develop your first TA. Objectives should be both age-appropriate and functional/meaningful. The TA should address one of the following domains: self-help, functional academics, or movement/mobility/sensory/specialized health care. Review the objective and decide whether the skill is acquisition, maintenance, fluency, or generalization.

- Using the baseline/PLOP assessment and the student’s IEP, develop the steps to the Task Analysis. Determine at what step you will begin your instruction and select the type of chaining you will use, the method of instruction, materials, and types of prompts needed for this instruction.
- Review with your CT.

Begin instruction of your first TA and, using the data collection sheet provided, record progress data regularly. Continue instruction and data collection until the student meets the objective and is able to generalize the skill. Be sure to conduct an error analysis as you go and reflect on the use of prompts. Modify as needed.

Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement this TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

Identify an objective for your second TA. Remember, objectives should be both age-appropriate and functional/meaningful. This TA should address one of the following domains (and should be a different domain than your first TA): self-help, functional academics, or movement/mobility/sensory/specialized health care. Use the same process/strategies for developing and implementing this TA as you did for the first TA.

Develop and implement your second TA. Continue instruction and data collection until the student has met the objective and can generalize the skill.

Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement your second TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

Check in with paraprofessionals on the progress (data) related to your TAs. Review and reflect upon these progress data with them. Also consider the paraprofessional behaviors/skills (instructional style and strategies) and reflect on how this affects student performance and progress.

Reflect on the interview you had with the paraprofessionals early on (in part 1). Think about the utilization of paraprofessionals in this classroom and in the field as a whole. How are paraprofessionals appreciated and how are they undervalued? How are they over-utilized and under-utilized? What are some ways that teachers/districts place more instructional responsibilities on paraprofessionals than is appropriate based on their qualifications? What are some ways that teachers/districts attempt to improve the instructional skills of paraprofessionals? As a classroom teacher, what are some ways you might choose to express appreciation to your paras, appropriately utilize your paras, and assist them in improving their skills?
Project: Positive Behavior Support  
Focus: Individualized behavioral assessment & intervention plan  
Course Alignment: SPED 522  
Materials: 
Competency Standards:  
TPEs:

Part 1: Gathering Background Information
- Make note of the classroom organization, materials (culturally, linguistically, and age appropriate), routines, and technologies that facilitate classroom functioning.
- Make note of what happens during transition times, in structured and unstructured settings, and in non-classroom settings.
- Familiarize yourself with the CT’s behavior support system (e.g., expectations/rules, positive and negative consequences, preventative strategies) and make note of its impact on your Focus Student as well as whole classroom functioning. Also pay attention to each adult’s role within this system. Remember, you may not deliver aversives or restrain students at any time!
- Make note of the frequency and type of choices provided to your student.
- Make note of your student’s available reinforcers. How reinforcing and how effective do these appear to be at different times/contexts/situations?
- Make note of the types, schedules, use, and availability of reinforcement (natural v. artificial, primary v. secondary) and think about how, when, and under what conditions they could be or should be made available.
- Make note of your student’s strengths, interests, and overall quality of life, especially in the areas of communication, socialization, motivation, self-determination, and dignity.

Part 2: Collecting Pre-Intervention Data
- Complete Quality of Life assessments for your Focus Student.
- Identify the student’s reinforcers/motivators and determine whether any of those are available (or can be made available) within the classroom.
- Conduct a functional behavioral assessment (FBA) on the student’s target behavior (scatter plot, ABC anecdotal charting, motivational scale). Remember, you need 3-5 days of data!
- Based on the pattern of the FBA and other data collected, identify an effective, efficient, age-appropriate replacement behavior. Write a sample IEP goal for the replacement behavior.
- Draw a map of the classroom and note the effects of the environmental stimuli (or lack thereof) on your student’s behaviors, communication, and socialization. Think about ways the physical space could improve behavior overall.

Part 3: Behavior Intervention Plan Development & Implementation
- Develop and discuss with your CT a data-based, individualized Behavior Intervention Plan (BIP), which must include: preventative behaviors and strategies, the replacement behavior, a prompting hierarchy, type/schedule of reinforcement, and the method for collecting data on the student’s new behavior(s).
- Implement your BIP.
- During your last 1-2 weeks, collect 3-5 days of progress data on the target and replacement behaviors.
- Before you leave, provide your CT with a brief report that includes: the target behavior defined, the replacement behavior defined, the IEP goal, preventative strategies, the reinforcement type/schedule, and progress data. Discuss ideas about what may need to happen next (think about generalization, fluency, maintenance, as well as collaboration with other professionals and the family).
Project: Inclusion
Focus: Inclusive education
Course Alignment: SPED 482b, 429
Materials:
Competency Standards:
TPEs:

Part 1: Gather Background Information
_____ Select a Focus Student and discuss possible inclusive opportunities for this student with CT.
_____ Become acquainted with the grade-equivalent content standards, instructional materials, and any other guides or supplemental materials used to structure and plan instruction at that level.
_____ Choose a General Educator to observe—select someone who is already including one or more of your students, or who could potentially do so. Spend one half day observing this GE and make note of effective instructional and behavioral support practices that promote student engagement. Also note what kinds of activities/lessons/projects they are working on.
_____ In written or verbal form, thank the teacher after the opportunity to observe and acknowledge the specific effective practices you noticed. Ask the teacher if s/he would be willing to collaborate with you for a co-taught inclusion lesson.
_____ Discuss possible inclusive opportunities for your Focus Student with their parents and principal. Obtain permission to proceed.

Part 2: Co-Teaching an Inclusive Lesson
_____ Meet with the GE to plan a 20-minute co-teaching lesson that includes one or two of your Focus Students and a small or large group of same-aged typically developing peers.
- Identify a lesson (topic and objectives), identify a co-teaching strategy, identify a setting (e.g., GE class, outdoors), determine what materials will be needed, and determine the roles and responsibilities of all adults involved. Make this lesson fun so that everyone involved is positively reinforced!
  o If your lesson will include/require paraprofessional support, be sure to specifically plan for this and clearly communicate to them their role and responsibilities within this lesson.
  o If the peers will need to be prepared in any way, be sure to specifically plan for this as well.
- In your planning, be sure to include: differentiated instruction, Universal Design for Learning, and Partial Participation to make sure the needs of all students are met.
- Also plan for social communication (between students with and without disabilities) and AT and/or AAC if needed.
- Be sure to discuss with the GE teacher the strengths, needs, and motivators of your Focus Student(s).
- As appropriate, show this plan to the Principal and obtain permission to implement.
_____ Prepare for and conduct your inclusive lesson.
_____ Write a “Good News Note” to the parents and principal describing the highlights of your inclusive lesson. Also be sure to thank the GE for her time and efforts, and tell your CT all about it! Hopefully this experience leads to other inclusive opportunities!

Part 3: Programming for Full Inclusion
_____ Develop your Inclusion Plan by completing the Objective/Schedule Matrix, the Classroom Analysis & Activity Worksheet, and the Participation & Learning Plan (all found in the Halvorsen &
If possible, implement all or some of your Inclusion Plan and reflect. If not possible, give your CT a copy of your Inclusion Plan and discuss to encourage continued work on this after your time in the classroom expires.

Project: Augmentative/Alternative Communication and Assistive Technology
Focus: Tools for communication assessment and supports
Course Alignment: SPED 482b
Materials:
Competency Standards:
TPEs:

Part 1: Gather Background Information
   ______ Identify high and lite educational and assistive technology used in the classroom.
   ______ Identify the AAC/AT specialist in the district and contact them (email, phone, in person) to ask about their role and the services the district offers as well as the process of getting these services to students (e.g., assessment, selection, delivery).
   ______ Gather information pertaining to the mandated considerations for AAC and AT. Give a copy of this information to the CT, if s/he does not have it.
   ______ Gather information on the students' primary method/mode of communication at school and at home. Also gather the primary spoken language of each family.

Part 2: Using AAC/AT Supports
   ______ Gain experience using a variety of AT and AAC tools. Reflect on what specific skills these tools help the student perform/learn and their effectiveness.
   ______ Informally assess one of your Focus Students for the need of high and lite AAC. With your CT, determine what AAC can do to help your student meet these needs: learn language (vocabulary development), initiate language, make friends, gain independence, and learn academic content.
     • With your CT, evaluate the results of this assessment (and current use of AAC/AT, if applicable) in light of the student's goals and current skills.
     • Write a brief proposal to recommend for this student a formal AAC/AT evaluation at their next IEP/ITP meeting. You will show this proposal to your CT and US.
   ______ For your Focus Student(s), use lite AAC/AT as a support for at least one lesson, and high AAC/AT for at least one lesson. In your planning, be sure you develop a rationale in which you:
     • have a clear objective
     • understand why AAC/AT is needed for this objective and how and the specific tool selected will help the student meet the objective
     • understand why you selected the one AAC/AT tool over another
     • consider the degree to which this would be effective for the student at home

Project: Transition
Focus: Transition planning and support
Course Alignment: SPED 464 & 520
Materials:
Competency Standards:
TPEs:

Part 1: Classroom Transitions
   ______ Assist with transitions into the classroom, conduct opening activities, and help plan for and assist with transitions throughout the day (including clean up!).
Discuss with your CT ways in which your Focus Students were prepared/transitioned from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom.

- Who was involved?
- Was there a decided plan?
- Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated?
- How might parents and students participate in planning the next grade/classroom transition?

Part 2: Longitudinal Transition Planning

Ask the CT to help you schedule a MAPS meeting with the parents of one of your Focus Students. Be sure to explain to the CT/family the purpose for having this meeting.

With the input from the student’s stakeholders at the meeting, write up an individualized Longitudinal Transition Plan that includes:

- 2-3 of the family’s biggest transition concerns/needs/fears related to the future goals and dreams they have for their child, and suggestions for how these may be addressed;
- 2-3 major challenges specific to a successful transition for this student and ways these may be addressed;
- 2-3 ways to encourage the student’s self-determination;
- Possible employment options based on the student’s preferences;
- Skills, strategies, and supports for this student to be successful on the job;
- Possible residential options based on the preferences of the student and their family.

Share this plan with your CT and Supervisor.
**Suggested Timeline**

This chart guides you in making sufficient progress on your 5 projects to ensure that you complete them in a timely manner. Just say ‘no’ to procrastination!

<table>
<thead>
<tr>
<th>Project</th>
<th>Wk 1</th>
<th>Wk 2</th>
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Directed Teaching Activities

This outline breaks down your whole Directed Teaching experience into 3-4 week chunks and includes all your required Directed Teaching activities - general teaching activities, project activities, and supplemental activities that may be assigned to you by your Cooperating Teacher/University Supervisor.

You will need to print these out and place them in your Directed Teaching Notebook. You will also need to give a copy to your Cooperating Teacher.

You should check off these activities as you complete them. Your Cooperating Teacher will evaluate your progress on these activities during your weekly meetings and your University Supervisor will evaluate your progress during their site visits. Verification of these activities includes: (1) direct observation by your Cooperating Teacher/University Supervisor, and/or (2) documentation showing completion, stored in your Directed Teaching Notebook.

These activities directly align with your Final Competencies Evaluation!

Weeks 1-3

**General Teaching Activities**

_____ Read school policies and procedures.

_____ Become familiar with the weekly classroom schedule.

_____ Identify support personnel/service providers who serve your students.

_____ Complete the "Get to Know Your School" worksheet and personally introduce yourself to as many of the listed personnel as possible in addition to the grade-equivalent general education teachers.

_____ Identify a weekly time (45-60 minutes) for meeting with your Cooperating Teacher (CT).

_____ Give a copy of important 489b materials to your CT.

_____ Give a copy of your weekly schedule to the University Supervisor (US).

_____ Create an introduction letter to send home to families (with CT permission)

_____ Greet the students each morning, become a part of the opening activities, and help to execute transitions.

_____ Get to know each student’s names, methods for communication, likes and dislikes, strengths and needs. Build rapport and be reinforcing! Remember to interact with the students in an age-appropriate manner and not to talk about them in front of them or others - maintain respect & confidentiality.

_____ Attend staff meetings (gen ed and sped), SST, school-wide intervention team meetings, and/or parent conferences as scheduled (be sure to get principal’s permission).

_____ Observe and reflect upon the quality and quantity of teacher-student and student-student
interactions and make note of examples of positive interactions and how they affect student learning, relationships, and behavior.

Kindly remind your CT & US when your Dispositions Evaluation is due online.

**Identifying a Focus Group and Individual Focus Students**

With your Cooperating Teacher, identify 2-4 individual students who meet these criteria: (1) communication needs, (2) socialization needs, (3) behavioral needs, and (4) motor/mobility/sensory/self-help needs. At least one of these students should also be culturally/linguistically diverse. Focus on these students as you complete the 5 Projects.

Review IEPs/ITPs and other important documents pertaining to these students.

Obtain permission to collect data on these students and work directly with them.

Identify support personnel/service providers who serve these students.

**Program Planning & Instruction Project (part 1 of 4): Gather Background Information**

Interview your CT about his/her approach to program planning and IEPs, paraprofessional coordination, collaborating with teachers/specialists, and communicating and partnering with families.

Interview one or more paraprofessionals (with CT permission) to understand, from their own perspective, their roles, strengths, preferences, needs, and challenges. How are these things communicated with the CT? What level of interaction do they have with parents and administration?

Review formal and informal assessments used by the CT.

Review and discuss CT’s data collection procedures and collect copies of blank forms (e.g., frequency, duration, interval recording, anecdotal).

Find out how IEP goals are developed, shared across the IEP team, addressed throughout the day/week, and how progress towards the IEP goals are tracked over time.

Find out how the CT communicates with linguistically diverse families.

**Program Planning & Instruction Project (part 2 of 4): Observing Instruction**

Observe the student’s instructional experience in light of your CT’s approaches to planning, inclusion, modifications, and specific strategies. Note how this student’s needs and strengths play a role in instructional decision-making.

Observe the CT implementing systematic instruction for communication, socialization, functional academics, self-help, motor/movement/sensory, and self-determination skills.
  - Note examples of evidence-based instruction and how effective teaching promotes engagement, motivation, and successful responding.
  - Note examples of providing sufficient opportunities for students to practice meaningful,
functional, age-appropriate skills.

- Note examples of incorporating/embedding students’ strengths and interests.
- Note examples of providing opportunities for choice and reinforcement.
- Reflect upon ways effective lessons can be extended or ineffective lessons improved.

_____ Compare the instruction you observed to students’ specific IEP goals and grade level standards.
- Are IEP goals worked on throughout the day, with multiple opportunities to learn and practice these new skills?
- Are IEP goals worked on across contexts?
- Where/how can learning opportunities (related to IEP goals) be embedded in natural environments/incidental situations?
- Are grade level standards addressed during instruction? If so, how? If not, how could they be?

_____ Select 2 specific skill areas that the CT is working on with your Focus Students (e.g., communication and self-help) and assist the CT by taking data while s/he is delivering instruction. Have your CT help you plan in advance what kind of data to collect: frequency (e.g., number of correct responses), duration (e.g., 5 minutes), interval (e.g., occurrence per 1-minute interval), or anecdotal (transcript of observation). Be sure to pay attention to both teacher and student responses. After instruction meet with the CT to reflect (e.g., high frequency errors, prompt dependence) and brainstorm together.

**PBS Project (part 1 of 3): Gathering Background Information**

_____ Make note of the classroom organization, materials (culturally, linguistically, and age appropriate?), routines, and technologies that facilitate classroom functioning.

_____ Make note of what happens during transition times, in structured and unstructured settings, and in non-classroom settings.

_____ Familiarize yourself with the CT’s behavior support system (e.g., expectations/rules, positive and negative consequences, preventative strategies) and make note of its impact on your Focus Student as well as whole classroom functioning. Also pay attention to each adult’s role within this system. Remember, you may not deliver aversives or restrain students at any time!

_____ Make note of the frequency and type of choices provided to your student.

_____ Make note of your student’s available reinforcers. How reinforcing and how effective do these appear to be at different times/contexts/situations?

_____ Make note of the types, schedules, use, and availability of reinforcement (natural v. artificial, primary v. secondary) and think about how, when, and under what conditions they could be or should be made available.

_____ Make note of your student’s strengths, interests, and overall quality of life, especially in the areas of communication, socialization, motivation, self-determination, and dignity.
**PBS Project (part 2 of 3): Collecting Pre-Intervention Data**

- Complete Quality of Life assessments for your Focus Student.
- Identify the student’s reinforcers/motivators and determine whether any of those are available (or can be made available) within the classroom.
- Conduct a functional behavioral assessment (FBA) on the student’s target behavior (scatter plot, ABC anecdotal charting, motivational scale). Remember, you need 3-5 days of data!
- Based on the pattern of the FBA and other data collected, identify an effective, efficient, age-appropriate replacement behavior. Write a sample IEP goal for the replacement behavior.
- Draw a map of the classroom and note the effects of the environmental stimuli (or lack thereof) on your student’s behaviors, communication, and socialization. Think about ways the physical space could improve behavior overall.

**Inclusion Project (part 1 of 3): Gather Background Information**

- Select a Focus Student and discuss possible inclusive opportunities for this student with CT.
- Become acquainted with the grade-equivalent content standards, instructional materials, and any other guides or supplemental materials used to structure and plan instruction at that level.
- Choose a General Educator to observe - select someone who is already including one or more of your students, or who could potentially do so. Spend one half day observing this GE and make note of effective instructional and behavioral support practices that promote student engagement. Also note what kinds of activities/lessons/projects they are working on.
- In written or verbal form, thank the teacher after the opportunity to observe and acknowledge the specific effective practices you noticed. Ask the teacher if s/he would be willing to collaborate with you for a co-taught inclusion lesson.
- Discuss possible inclusive opportunities for your Focus Student with their parents and principal. Obtain permission to proceed.

**AAC Project (part 1 of 2): Gather Background Information**

- Identify high and lite educational and assistive technology used in the classroom.
- Identify the AAC/AT specialist in the district and contact them (email, phone, in person) to ask about their role and the services the district offers as well as the process of getting these services to students (e.g., assessment, selection, delivery).
- Gather information pertaining to the mandated considerations for AAC and AT. Give a copy of this information to the CT, if s/he does not have it.
Gather information on the students’ primary method/mode of communication at school and at home. Also gather the primary spoken language of each family.

**Transition Project (part 1 of 2): Classroom Transitions**

Assist with transitions into the classroom, conduct opening activities, and help plan for and assist with transitions throughout the day (including clean up!).

Discuss with your CT ways in which your Focus Students were prepared/transitioned from their previous grade/classroom into their current grade/classroom, and how they will be transitioned into the next grade/classroom.

- Who was involved?
- Was there a decided plan?
- Were the parents and/or students involved in the planning? If so, in what ways? If not, how might they have participated?
- How might parents and students participate in planning the next grade/classroom transition?

**Supplemental Teaching Activities**

Self-evaluate your dispositions using the fieldwork Dispositions Evaluation.

Interview an administrator about school-wide rules, concerns, supports, and consequences. Ask how these relate or do not relate to school-wide practices and policies for students with disabilities?

Other:

Notes:
**Weeks 4-6**

**General Teaching Activities**

_____ Spend one half day observing another education specialist (or other support provider) and make note of examples of quality instruction and how effective teaching promotes engagement.

_____ Schedule a time to meet with a school psychologist (or other specialist) to observe them administering formal and/or informal assessments. Ask them about their role and experiences related to students with moderate/severe disabilities.

_____ Continue observing, delivering, and reflecting upon classroom instruction.

_____ Continue attending staff and parent meetings.

_____ Related to individualized instruction, be sure you are participating in programs related to the following areas: communication, socialization, self-help, self-determination, functional academics, and vocational training.

**Program Planning & Instruction (part 3 of 4): Planning Instruction**

_____ Ask your CT to help you schedule a home visit for one of your Focus Students.

_____ During your home visit conduct the Ecological Inventory/Significant Other Inventory assessment.
   - Compare and contrast your findings with the students’ current education programming.
   - Reflect on ways your student’s current education program may be improved to more closely align with parent priorities and student strengths/skills in other environments.
   - Reflect on ways your home visit confirmed and/or changed your perceptions of the student and his/her family.

_____ Based on your home visit and the findings of your Ecological Inventory/Significant Other Inventory assessment, write 3 IEP goals. Make sure these goals address the different stages of learning (acquisition, generalization, maintenance, fluency).

_____ Any time a parent/family participates in a meeting with you, be sure to write a follow-up note thanking them and reflecting positively on your time together.

**Program Planning & Instruction (part 4 of 4): Implementing Task Analyses**

_____ Select a Focus Student and one of their IEP objectives to develop your first TA. Objectives should be both age-appropriate and functional/meaningful. The TA should address one of the following domains: self-help, functional academics, or movement/mobility/sensory/specialized health care. Review the objective and decide whether the skill is acquisition, maintenance, fluency, or generalization.
   - Using the baseline/PLOP assessment and the student’s IEP, develop the steps to the Task Analysis. Determine at what step you will begin your instruction and select the type of chaining you will use, the method of instruction, materials, and types of prompts needed for this instruction.
• Review with your CT.

_____Begin instruction of your first TA and, using the data collection sheet provided, record progress data regularly. Continue instruction and data collection until the student meets the objective and is able to generalize the skill. Be sure to conduct an error analysis as you go and reflect on the use of prompts. Modify as needed.

_____Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement this TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

_____Identify an objective for your second TA. Remember, objectives should be both age-appropriate and functional/meaningful. This TA should address one of the following domains (and should be a different domain than your first TA): self-help, functional academics, or movement/mobility/sensory/specialized health care. Use the same process/strategies for developing and implementing this TA as you did for the first TA.

_____Develop and implement your second TA. Continue instruction and data collection until the student has met the objective and can generalize the skill.

_____Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement your second TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

_____Check in with paraprofessionals on the progress (data) related to your TAs. Review and reflect upon these progress data with them. Also consider the paraprofessional behaviors/skills (instructional style and strategies) and reflect on how this affects student performance and progress.

_____Reflect on the interview you had with the paraprofessionals early on (in part 1). Think about the utilization of paraprofessionals in this classroom and in the field as a whole. How are paraprofessionals appreciated and how are they undervalued? How are they over-utilized and under-utilized? What are some ways that teachers/districts place more instructional responsibilities on paraprofessionals than is appropriate based on their qualifications? What are some ways that teachers/districts attempt to improve the instructional skills of paraprofessionals? As a classroom teacher, what are some ways you might choose to express appreciation to your paras, appropriately utilize your paras, and assist them in improving their skills?

**PBS Project (part 3 of 3): Behavior Intervention Plan Development & Implementation**

_____Develop and discuss with your CT a data-based, individualized Behavior Intervention Plan (BIP), which must include: preventative behaviors and strategies, the replacement behavior, a prompting hierarchy, type/schedule of reinforcement, and the method for collecting data on the student’s new behavior(s).

_____Implement your BIP.

_____During your last 1-2 weeks, collect 3-5 days of progress data on the target and replacement behaviors.

_____Before you leave, provide your CT with a brief report that includes: the target behavior defined, the replacement behavior defined, the IEP goal, preventative strategies, the reinforcement type/schedule,
and progress data. Discuss ideas about what may need to happen next (think about generalization, fluency, maintenance, as well as collaboration with other professionals and the family).

**Inclusion Project (part 2 of 3): Co-Teaching an Inclusive Lesson**

_____ Meet with the GE to plan a 20-minute co-teaching lesson that includes one or two of your Focus Students and a small or large group of same-aged typically developing peers.
  - Identify a lesson (topic and objectives), identify a co-teaching strategy, identify a setting (e.g., GE class, outdoors), determine what materials will be needed, and determine the roles and responsibilities of all adults involved. Make this lesson fun so that everyone involved is positively reinforced!
    - If your lesson will include/require paraprofessional support, be sure to specifically plan for this and clearly communicate to them their role and responsibilities within this lesson.
    - If the peers will need to be prepared in any way, be sure to specifically plan for this as well.
  - In your planning, be sure to include: differentiated instruction, Universal Design for Learning, and Partial Participation to make sure the needs of all students are met.
  - Also plan for social communication (between students with and without disabilities) and AT and/or AAC if needed.
  - Be sure to discuss with the GE teacher the strengths, needs, and motivators of your Focus Student(s).
  - As appropriate, show this plan to the Principal and obtain permission to implement.

_____ Prepare for and conduct your inclusive lesson.

_____ Write a "Good News Note" to the parents and principal describing the highlights of your inclusive lesson. Also be sure to thank the GE for her time and efforts, and tell your CT all about it! Hopefully this experience leads to other inclusive opportunities!

**AAC Project (part 2 of 2): Using AAC/AT Supports**

_____ Gain experience using a variety of AT and AAC tools. Reflect on what specific skills these tools help the student perform/learn and their effectiveness.

_____ Assess one of your Focus Students for the need of high and lite AAC. With your CT, determine what AAC can do to help your student meet these needs: learn language (vocabulary development), initiate language, make friends, gain independence, and learn academic content.
  - With your CT, use the results of this assessment along with the student’s goals to plan for, develop, and implement AAC.
  - Write a brief proposal to recommend for this student a formal AAC evaluation at their next IEP/ITP meeting. You will show this proposal to your CT and US.

_____ For your Focus Student(s), use lite AAC/AT as a support for at least one lesson, and high AAC/AT for at least one lesson. In your planning, be sure you develop a rationale in which you:
  - have a clear objective
• understand why AAC/AT is needed for this objective and how and the specific tool selected will help the student meet the objective
• understand why you selected the one AAC/AT tool over another
• consider the degree to which this would be effective for the student at home

Transition Project (part 2 of 2): Longitudinal Transition Planning

_____ Ask the CT to help you schedule a MAPS meeting with the parents of one of your Focus Students. Be sure to explain to the CT/family the purpose for having this meeting.

_____ With the input from the student’s stakeholders at the meeting, write up an individualized Longitudinal Transition Plan that includes:

- 2-3 of the family’s biggest transition concerns/needs/fears related to the future goals and dreams they have for their child, and suggestions for how these may be addressed;
- 2-3 major challenges specific to a successful transition for this student and ways these may be addressed;
- 2-3 ways to encourage the student’s self-determination;
- Possible employment options based on the student’s preferences;
- Skills, strategies, and supports for this student to be successful on the job;
- Possible residential options based on the preferences of the student and their family.
Share this plan with your CT and Supervisor.

Supplemental Teaching Activities

_____ Complete an age-appropriate bulletin board—be sure to display student work!

_____ Review the final Competencies Evaluation and assess yourself. Meet with your CT and US to seek feedback regarding your overall progress.

_____ Other:

Notes:
Weeks 7-10

**General Teaching Activities**

_____ Continue observing, delivering, and reflecting upon classroom instruction.

_____ Continue attending staff and parent meetings.

_____ Related to individualized instruction, be sure you are participating in programs related to the following areas: communication, socialization, self-help, self-determination, functional academics, and vocational training.

_____ Review the final Competencies Evaluation and be sure you work with your CT to focus on areas of particular weakness (practice, practice, practice!) and on areas where you have had few opportunities.

_____ Review the Competencies Evaluation to ensure that you have provided your CT and US with all necessary evidence of your ability to meet these standards.

_____ Conduct a “good-bye and thank you” activity as appropriate (with CT permission).

_____ Complete a “Critical Reflection” on your overall skills.

**Program Planning & Instruction (part 4 of 4 continued): Implementing Task Analyses**

_____ Identify an objective for your second TA. Remember, objectives should be both age-appropriate and functional/meaningful. This TA should address one of the following domains (and should be a different domain than your first TA): self-help, functional academics, or movement/mobility/sensory/specialized health care. Use the same process/strategies for developing and implementing this TA as you did for the first TA.

_____ Develop and implement your second TA. Continue instruction and data collection until the student has met the objective and can generalize the skill.

_____ Teach one paraprofessional (via modeling, rehearsal, feedback) how to implement your second TA and probe for generalization. Be sure you address the importance of functional/natural reinforcement.

_____ Check in with paraprofessionals on the progress (data) related to your TAs. Review and reflect upon these progress data with them. Also consider the paraprofessional behaviors/skills (instructional style and strategies) and reflect on how this affects student performance and progress.

_____ Reflect on the interview you had with the paraprofessionals early on (in part 1). Think about the utilization of paraprofessionals in this classroom and in the field as a whole. How are paraprofessionals appreciated and how are they undervalued? How are they over-utilized and under-utilized? What are some ways that teachers/districts place more instructional responsibilities on paraprofessionals than is appropriate based on their qualifications? What are some ways that teachers/districts attempt to improve the instructional skills of paraprofessionals? As a classroom teacher, what are some ways you might choose to express appreciation to your paras, appropriately utilize your paras, and assist them in improving their skills?
PBS Project (part 3 of 3 continued): BIP Development & Implementation

_____ Develop and discuss with your CT a data-based, individualized Behavior Intervention Plan (BIP), which must include: preventative behaviors and strategies, the replacement behavior, a prompting hierarchy, type/schedule of reinforcement, and the method for collecting data on the student’s new behavior(s).

_____ Implement your BIP.

_____ During your last 1-2 weeks, collect 3-5 days of progress data on the target and replacement behaviors.

_____ Before you leave, provide your CT with a brief report that includes: the target behavior defined, the replacement behavior defined, the IEP goal, preventative strategies, the reinforcement type/schedule, and progress data. Discuss ideas about what may need to happen next (think about generalization, fluency, maintenance, as well as collaboration with other professionals and the family).

Inclusion Project (part 3 of 3): Programming for Full Inclusion

_____ Develop your Inclusion Plan by completing the Objective/Schedule Matrix, the Classroom Analysis & Activity Worksheet, and the Participation & Learning Plan (all found in the Halvorsen & Neary text).

_____ If possible, implement all or some of your Inclusion Plan and reflect. If not possible, give your CT a copy of your Inclusion Plan and discuss to encourage continued work on this after your time in the classroom expires.

AAC Project (part 2 of 2 continued): Using AAC/AT Supports

_____ Gain experience using a variety of AT and AAC tools. Reflect on what specific skills these tools help the student perform/learn and their effectiveness.

_____ Assess one of your Focus Students for the need of high and lite AAC. With your CT, determine what AAC can do to help your student meet these needs: learn language (vocabulary development), initiate language, make friends, gain independence, and learn academic content.
  * With your CT, use the results of this assessment along with the student’s goals to plan for, develop, and implement AAC.
  * Write a brief proposal to recommend for this student a formal AAC evaluation at their next IEP/ITP meeting. You will show this proposal to your CT and US.

_____ For your Focus Student(s), use lite AAC/AT as a support for at least one lesson, and high AAC/AT for at least one lesson. In your planning, be sure you develop a rationale in which you:
  * have a clear objective,
  * understand why AAC/AT is needed for this objective and how and the specific tool selected will help the student meet the objective,
  * understand why you selected the one AAC/AT tool over another.
Transition Project (part 2 of 2 continued): Longitudinal Transition Planning

Ask the CT to help you schedule a MAPS meeting with the parents of one of your Focus Students. Be sure to explain to the CT/family the purpose for having this meeting.

With the input from the student’s stakeholders at the meeting, write up an individualized Longitudinal Transition Plan that includes:

- 2-3 of the family’s biggest transition concerns/needs/fears related to the future goals and dreams they have for their child, and suggestions for how these may be addressed;
- 2-3 major challenges specific to a successful transition for this student and ways these may be addressed;
- 2-3 ways to encourage the student’s self-determination;
- Possible employment options based on the student’s preferences;
- Skills, strategies, and supports for this student to be successful on the job;
- Possible residential options based on the preferences of the student and their family.

Share this plan with your CT and Supervisor.

Supplemental Teaching Activities:

Check the syllabus to make sure you have satisfactorily completed all requirements of the course.

Other:

Notes:
**Preliminary Education Specialist Credential Program**  
**Directed Teaching Experience**  
**Candidate Dispositions**

**Directions:** Evaluation should be completed by the fourth week of directed teaching. University supervisor completes evaluation with input from Cooperating Teacher and reviews with candidate. Supervisor retains original for submission to Department of Special Education. Candidate and cooperating teacher retains a copy for professional records.

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<td>3 = Acceptable: Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator.</td>
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<td>2 = Developing: Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator</td>
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<td>1 = Unacceptable: Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator</td>
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**KNOWLEDGEABLE & COMPETENT SPECIALISTS**

**Commitment to Learning:**
- The candidate demonstrates curiosity and interest in learning more about students and content areas.  
- The candidate takes initiative in practicing skills for working with small and large groups.  
- The candidate readily participates in classroom routines.

**Use of Language:**
- The candidate is diligent in appropriate and correct use of oral and written language.

**REFLECTIVE & RESPONSIVE PRACTITIONERS**

**Attention to Diversity:**
- The 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 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 candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.

**Feedback:**
- The 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 candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.  
- The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.  
- The candidate is poised and professional in his or her demeanor and communication with others.

**Professional Growth:**
- The 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.)
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Appendix E. Pairing Up Activities
This is an overview. Please complete these activities via the Co-Teaching Training & Resources site at http://tinyurl.com/pqujxw6. Guest access is located just below the log-in.

PAIRING UP ACTIVITIES

Cooperating Teacher + Teacher Candidate = Co-Teaching!

CSUF Special Education

Content borrowed from:
St. Cloud University, Minnesota
COMMUNICATION & COLLABORATION

These activities will help the Cooperating Teacher and the Teacher Candidate get to know each other, build rapport, and facilitate an effective co-teaching relationship!

Have fun together!

ACTIVITY 1: PARTNER INTERVIEW

- From the list provided on the next slide, select 2-3 questions you think are the most interesting and will likely prompt a fruitful discussion.

- Think about your own answers to these questions, then share with your partner.
**Activity 1: Partner Interview QS**

- What did you do that you are most proud of during these past months?
- What was your biggest challenge? How did you meet it?
- What was your biggest disappointment? How did you handle it?
- What would you do differently if you had a chance to do something again?
- What did you find to be most stimulating during the past and caused you to grow the most?
- What are you looking forward to in the months ahead?
- What worries you most about the coming months?
- What would you want to say about your work one year from today?
- What is the hardest time of the day for you?
- When do you feel rushed?
- When do you think you need more help?
ACTIVITY 2: VALUE WORDS

From the list of value words provided on the next slide, work *individually* to select up to 8 that *you* consider to be very important!

Base your decision on how important the value is to YOU... TODAY. It does not matter if it is something that you currently possess or do, or something you want to improve on, etc. If it is very important, choose it!

There are no right or wrong answers!

- Clear expectations
- Visualizing
- Comfort
- Problem solving
- Power
- Health
- Service (to others)
- Sincerity
- Variety
- Political activism
- Wisdom
- Safety
- Simplicity
- Independence
- Socializing
- Adventure
- Reading
- Challenge
- Self-Improvement
- Leisure
- Punctuality
- Trustworthiness
- Approval
- Flair
- Change
- Routine
- Solitude
- Working under pressure
- Competition
- Arts
ACTIVITY 2: VALUE WORDS

- Now choose the top 4 that are the MOST important to you!
- Reflect on what these words mean to you and why!
- Share with your partner!
- How can these values inform you of the best ways to work with each other?
COMMUNICATION IS THE KEY TO GREAT PARTNERSHIPS

- As you have been engaging thus far, what kinds of things have made your conversations successful?
- Consider facial expressions, physical gestures and posturing, tone of voice, and so on.

COMMUNICATION IS THE KEY TO GREAT PARTNERSHIPS

- Chit Chat is like throwing a ball back and forth. It’s pretty easy!
- Deeper Communication is like tossing a slippery egg which must be tossed carefully and gently. To tell the truth in a caring manner is not an easy thing to do!
HOW DO YOU THROW YOUR SLIPPERY EGGS?

- Save them up for a long time and hurl them?
- Throw them hard and fast because you can’t hold on to them?
- Avoid the person so that you don’t have to toss them at all?
- Wrap them up in so many layers of expectations and apologies no one is sure whether you have even tossed them?
- Try to recognize when you have a slippery egg. Be assertive enough to communicate your issues and toss it with care!
ACTIVITY 3: DIFFICULT CONVERSATIONS

- In a fun way, you will role-play having a difficult conversation.
- For this activity, the Cooperating Teacher plays the Teacher Candidate and the Teacher Candidate plays the Cooperating Teacher!
- In your new role, select one conversation topic from those provided next and think about how you can be most effective in communicating the issue at hand!

ACTIVITY 3: DIFFICULT CONVERSATIONS (FOR TEACHER CANDIDATES PLAYING THE CT)

- You have noticed that your Candidate has come tardy twice now and this is really concerning you.
- You have noticed that your Candidate has come with an unpleasant body odor and their poor personal hygiene is really concerning you.
- You have noticed that your Candidate is doing non-classroom related work during the school day (e.g., checking airfare for a vacation, finishing homework, texting, chit-chatting with other adults in the room) and this is really concerning you.
ACTIVITY 3: DIFFICULT CONVERSATIONS  
(FOR COOPERATING TEACHERS PLAYING THE TC)

- You have not been receiving specific feedback from your Teacher and this is really bothering you.
- You have noticed that your Teacher spends the co-planning time working on her own lessons and this is really bothering you.
- You have noticed that your Teacher is not allowing you to try new ideas or new ways of doing things and this is really bothering you.
- You have noticed that your Teacher has been stepping in to help you too much, too soon, and this is really bothering you.
# PUTTING IT ON THE TABLE

- It can be helpful to have a special signal to give each other when there is a difficult issue that needs to be addressed.
- You may choose a fun object to serve as this signal:
  - A toy frog set out on the desk can say “let’s jump to an important matter!”
  - A bear picture put up on the board can say “it’s time to grin and bear it”.

# COLLABORATION

- As a Cooperating Teacher hosting an Education Specialist Candidate, you are being asked to share planning, teaching, and assessment responsibilities— not hoard them, not unload them. 😊
- Decide on a weekly time to plan and reflect together!
COLLABORATION: SHARING THE PLANNING

- What content to teach?
- What teaching/co-teaching strategies to use?
- Who will lead the different parts of the lesson?
- How will student learning be assessed?
- What materials and resources are needed? Who is responsible for gathering what?
COLLABORATION: SHARING THE INSTRUCTION

- Share leadership in the classroom.
- Work with all students and classroom staff.
- Use a variety of co-teaching strategies.
- Let your students and staff see you as equal partners.
- Manage the classroom together.
- Make changes as needed during a lesson. Decide on a code phrase the two of you can say to pause or change a lesson when it is urgently needed.
  - When the CT needs to step in without embarrassing the Teacher Candidate.
  - When the Teacher Candidate needs the CT to step in and help, without losing the student/staff respect.
  - When you need to discuss something that cannot wait.

COLLABORATION: SHARING THE ASSESSMENT

- Both participate in the assessment of students.
- Share the workload of daily grading/data collection and ideas/ways to communicate this info to parents, specialists, staff, administration.
- Both participate in using assessment results to inform subsequent instruction.
COLLABORATION

Sharing means both of you...

- Contribute ideas from the very beginning of the Directed Teaching experience.
- Engage with students and assist in their learning from the first day to the last day.
- Participate in leadership roles in planning, instruction, assessment and staff coordination.
- Work together to demonstrate competencies.
- Have opportunities to teach alone.

Best wishes as you SHARE the experience!
TASH Equity, Opportunity and Inclusion of People with Disabilities

TASH, formerly known as The Association of Persons with Severe Handicaps, was established in 1975. It is the professional organization to which teachers of students with moderate/severe disabilities should belong.

TASH is an international membership association leading the way to inclusive communities through research, education, and advocacy. TASH members are people with disabilities, family members, fellow citizens, advocates, and professionals working together to create change and build capacity so that all people, no matter their perceived level of disability, are included in all aspects of society.

To obtain information about the following click on the link or go to http://www.tash.org/index.html.
- Membership with TASH
- Get Involved/Chapters Committee
- Conferences, Trainings and Events
- Advocacy: Members Take Action
- Publications and Advertising
- Information, Resolutions, Resources
- Make a Donation

Council on Exceptional Children

Credentialed Teachers of California
## Education Specialist Credential

**Directed Teaching Support Log**

**Distribution:** All communications & interactions with University Supervisor & Program Advisor should be tracked on this form along with conferences with Cooperating Teacher & other support received (e.g., intern support provider). This will be submitted to the University Supervisor at the end of the semester. The candidate should keep a copy for record-keeping.

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<thead>
<tr>
<th>CANDIDATE</th>
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<th>FACULTY ADVISOR</th>
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<th>Date</th>
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Blank Data Sheet

**Instructions:** List task analyzed skill steps in order starting with step 1 at the bottom of the data sheet. Data is collected from bottom to top of the column by coding level of prompts required for learner to produce a correct response at each step. Once data are collected, teacher can graph data right on the table by counting # of independent responses for the task analyzed skill and marking at the corresponding step #.

Student: ________________ Instructor: ________________ Location: ________________

Objective: ________________________________________________________________

Prompt codes: I independent / V verbal cue / G gesture / P physical assist

<table>
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<th>Steps</th>
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Date: ____________________________________________________________

Adapted from: Alberto & Troutman, 2006
Teacher Candidate Checklist

School: _________________________ Cooperating Teacher: _________________________

Phone: _________________________ Email: _________________________

Supervisor Name & Contact: ___________________________________________________

Prior to Start:
6. Review school/district/program website and get directions.
7. Send introductory email to cooperating teacher/principal/program director.
8. Teacher start time and release time: _________________________
9. Review the Directed Teaching Activities and other important documents.
10. Prepare a Directed Teaching notebook and CT documents.

First Meeting:
5. Share important documents with CT.
6. Complete “Pairing Up Activities” (15 minutes).
7. Obtain a school calendar of meetings and school events.
8. Schedule weekly meeting/planning day and time: _________________________

Weekly Meetings:
3. Bring notebook, teaching plans, and questions to meeting.
4. Review Directed Teaching Activities and obtain CT initial for those completed/documentated.

Maintain Weekly Reflection and Support Logs.

Remind CT of Online Dispositions Evaluation due by _________________ (end of the third week): http://coeapps.fullerton.edu/spedassessment/

Complete Competencies Evaluation form at midpoint and discuss with CT by _________________ (end of 5th wk).

Teaching Responsibilities
- Co-plan, co-teach, and co-reflect the required number of co-teaching lessons, using different co-teaching strategies (488, 489a/b/d).
- Plan, implement, and reflect upon your own lesson plans (488, 489a), task analyses (489b), family or activity plans (489c/d).
- Show your plans to your CT and US in advance.

Remind CT of Online Final Competencies Evaluation due by _________________ (Monday after the last day): http://coeapps.fullerton.edu/spedassessment/

Find your joy in teaching!
**BRIDGE TRANSITION PLAN**

This document is designed to bridge the candidate who is transitioning from the Preliminary to Clear Education Specialist Program. Experiences documented here will be used to develop the Individualized Induction Plan during initial Clear coursework. Individualized Induction Plan (IIP) based on this Transition Plan, is developed cooperatively with the candidate and the support provider in order to guide the professional development of the beginning teacher during the induction period. Note: Candidates who are not employed may develop these plans without a Support Provider.

Candidate Name: _________________________________  Credential Received: _________________________________ Date: ___________

District (if employed): _____________________ Support Provider (if employed): _________________________________

**Part 1: Directions:** Based on evidence gathered during your teacher preparation program, use the first two columns to describe your experience, your strength(s) and areas in which you could focus on for further development. **Note:** No Candidate may begin Clear Coursework until the Preliminary Coursework and this document have been completed.

<table>
<thead>
<tr>
<th>Domain</th>
<th>I. Formative Assessment of Teaching Performance and Field Experience:</th>
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<tbody>
<tr>
<td>CSTP Domain 1: Engaging and Supporting All Students in Learning</td>
<td>(To be completed during the Second Fieldwork Experience with your Fieldwork Supervisor and Credential Coordinator)</td>
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<table>
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<tr>
<th>Domain</th>
<th>II. Identified strengths (To be completed during the Second Fieldwork Experience with your Fieldwork Supervisor and Credential Coordinator)</th>
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<tr>
<th>Domain</th>
<th>III. Areas for Further Development (To be completed during the First Semester of Clear Coursework with your District Induction Support Provider and your Induction Experience with your Clear Program Coordinator)</th>
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<tr>
<td>CSTP Domain 2: Creating and Maintaining Effective Environments for Students</td>
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<tr>
<th>CSTP Domain 3: Understanding and Organizing Subject Matter for Student Learning</th>
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<td>CSTP Domain 4: Planning Instruction and Designing Learning Experiences for Students</td>
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| CSTP Domain 5: Assessing Student Learning |
|------------------------------------------|------------------------------------------|
|                                          |                                          |
|                                          |                                          |
|                                          |                                          |
CSTP Domain 6:
Developing as a Professional Educator

Candidate Signature

Date: ____________________________

Supervisor Signature

Date: ____________________________

Program Coordinator Signature

Date: ____________________________

P
**art 2: Individual Induction Plan (IIP)**

TO BE COMPLETED DURING THE FIRST SEMESTER OF YOUR CLEAR PROGRAM AFTER ALL PRELIMINARY COURSEWORK IS COMPLETED.

With your District Induction Support Provider and your Clear Program Coordinator, reflect on the evidence gathered in columns I and II during your Teacher Preparation Preliminary Program. Identify 1-4 Professional Growth Goals, Resources needed to meet your goals, and a projected Timeline for completion of each goal.

*Note: The Candidate does not have to be employed as the teacher of record in special education to complete the Clear Program AS LONG AS while completing the induction program, an individual has access to ‘experiences with students’** that have been identified as needing special services. Evidence of access to experiences must be provided to the Induction Program Coordinator.  (Commission on Teacher Credentialing, April, 2011)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Resources</th>
<th>Projected Timeline</th>
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Part 3: The candidate is responsible for completion of this document and submission of one copy each to the Credential Coordinator, the Induction Coordinator, and the District Support Provider.

**Documentation Review:**

Candidate Signature  
Date: ______

Clear Coordinator Signature  
Date: ___
An instructional assistant (aide) could “have the experiences” with children to earn the Clear Education Specialist Credential. The approved induction program and the individual would need to have an agreement with the school where the ‘experience with children’ will be acquired. The school/employer/induction program must agree that the experiences are acceptable. Commission on Teacher Credentialing, April, 2011

**If working as an Instructional Assistant,**

*Signature of school/employer/induction program representative verifying access to students with disabilities*

____________________________________

_____________  __

________  __

________

________________________________________  Date: ________________

________________
# Education Specialist Credential

## Directed Teaching Reflection Log

**Distribution:** This fieldwork log should be completed weekly and included in the Directed Teaching Notebook.

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<tr>
<th>COOPERATING TEACHER</th>
<th>UNIVERSITY SUPERVISOR</th>
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**Week’s Activities**

**My Role**

**Class Management/Discipline: Issues and Resolutions**

**Reactions**

**Special Field Assignments (List and attach written summary)**

**Questions**
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 Cooperating 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 Teacher Candidate
- 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. 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

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

Responsibilities of the Teacher Candidate

The student teacher is in the advantageous position of being in charge of the classroom, yet having the strong support of a cooperating 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 Cooperating Teacher in various assignments.
9. Behave in a professional manner at all times.
10. Begin teaching only when, in the judgment of the Cooperating Teacher and the University Supervisor, the Teacher Candidate is ready.
11. Arrange time with the Cooperating Teacher for assistance in planning and evaluating.
12. Inform the Cooperating 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 Teacher Candidate will be responsible.
15. Prepare thoroughly and carefully for each day of teaching.
16. Make both long range and short range plans.
17. Check unit plans, lesson plans, assignments, materials, etc., with the Cooperating Teacher and the University Supervisor.
18. Hold frequent evaluation and planning conferences with the Cooperating 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.
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 Candidate is assigned.
24. Know the school regulations and rules affecting the pupils for whom the Candidate 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 Cooperating 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 Cooperating 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 Cooperating Teacher of suspected child abuse. Report suspected child abuse in accordance with state law.

Guidelines for Candidates in Directed Teaching

The Teacher Candidate is expected to participate in all activities normally expected of a teacher. When a Teacher Candidate is teaching in their own classroom the same responsibilities hold as when the person is in a Cooperating 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 Cooperating 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 Teacher Candidate by the University Supervisor.
7. Observe the University and school regulations with regard to Directed Teaching.
The Candidate 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 Candidate, Cooperating 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. Candidates must achieve all competencies to pass SPED 489C/D. Incompletes are not given for this course. Candidates who fail to meet all competencies and course requirements will need to repeat the course in its entirety.

Candidates 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 Candidate’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 90 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 Cooperating Teacher and University Supervisor
6. Maintain an ongoing journal/notebook, which should include the following and be reviewed with your University Supervisor and Cooperating 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 Cooperating 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 Cooperating 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 Cooperating 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**

Candidates are required to participate in fieldwork in various sites. Because the Early Childhood Specialist Credential is a birth to age 5 credential, Candidates 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 Candidate must spend time with infants/toddlers and their families AND preschool age children. All of these experiences must be formally documented in the candidate’s portfolio.

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 Cooperating 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 Cooperating 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 Candidate in the public school classroom and/or community. Coursework and field experiences are coordinated to allow each Candidate 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 Cooperating Teacher will verify competency. Verification of competencies attained during field experiences will be included in the Candidate’s portfolio. Performance objectives in the Induction Level will be collaboratively designed and demonstrated by the Candidate, 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 cooperating teacher

Your Cooperating 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 Cooperating Teacher. You will want to:

1. Review all of the requirements for this semester with your Cooperating 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 Cooperating Teacher’s ideas.
5. Communicate your concerns and needs.
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 Cooperating 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 is included in the Appendix. As each objective is met by the candidate, the designated authorized person will verify it. The completed form is returned to the Directed teaching 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 Candidate 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 Cooperating Teacher will verify it on the competency forms. The 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 Cooperating Teacher and University Supervisor.

Cooperating Teacher-Initiated Assessments
- Cooperating Teacher Observations and Feedback - your Cooperating Teacher will provide formal and informal feedback about your classroom teaching and practices.
- Cooperating Teacher Evaluation of Early Childhood Special Education Competencies – your Cooperating Teacher will assess your proficiency in the Early Childhood Special Education Competencies.
- ECSE Midterm and Final Evaluation - your Cooperating 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 Cooperating Teacher and University Supervisor. You are responsible for obtaining all signatures, discussing all evaluations with the evaluator, and setting goals to achieve these requirements within the directed teaching experience. 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. 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

Cooperating Teachers as well as University Supervisors are asked to continuously evaluate the Candidates under their direction. At the end of each fieldwork and directed teaching experience, the Competencies Evaluation is completed (Appendix). Candidates are expected to complete a self-assessment using this evaluation form at the midpoint and discuss their results with their Cooperating Teachers and University Supervisors. At the end of the Directed Teaching experience, and in collaboration with the University Supervisor, the Cooperating Teacher evaluates the Candidate’s performance. This evaluation will become a part of his/her Department file.

Since evaluation is a continuous process, the Cooperating 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 Teacher Candidate in ways, which will permit the Cooperating 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 Teacher Candidate’s department file. The final evaluation should be regarded as equivalent to letters of recommendations. This final evaluation should provide a statement of the Candidate’s potential. In general, one should take into consideration the Candidate’s performance in comparison with their progress during the term as well as that of other Candidates. Since development of the Candidate 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 Candidate 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 Candidate is to be rated are indicated on the evaluation forms. Guidelines for each specific rating are on the top of the form. Candidates are urged to use preliminary evaluations as their primary tool for guiding toward improvement.

Chapter 6 Appendices
- Competencies Evaluation
- Dispositions Evaluation
Education Specialist Credential Program-Preliminary Credential  
Special Education Teaching in the General Education Classroom (SPED 488)  
Special Education Competencies

Check One: ☐ UNIVERSITY SUPERVISOR ☐ COOPERATING TEACHER
Check One: ☐ MID POINT ☐ FINAL

Candidate: ________________________ CWID: __________________ Date: ________________

School: _________________________ District: __________________ Age Level/Setting: __________

Directions: Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>4</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>

Extensive indicators of candidate’s ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate’s work. Required no additional support from cooperating teacher and/or supervisor.

| 3      | Skilled |

Multiple indicators of candidate’s ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate’s work. Rarely required additional support from cooperating teacher and/or supervisor.

| 2      | Basic |

Some indicators of candidate’s ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required some additional support from cooperating teacher and/or supervisor.

| 1      | Unacceptable |

Few to no indicators of candidate’s ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from cooperating teacher and/or supervisor.

| NE- No Evidence |

No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.

### PRELIMINARY TEACHING STANDARDS

<table>
<thead>
<tr>
<th>Program Standard 3: Educating Diverse Learners</th>
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<tbody>
<tr>
<td>Applies pedagogical theories for English language usage leading to comprehensive literacy in English.</td>
</tr>
<tr>
<td>Applies development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Program Standard 4: Effective Communication and Collaborative Partnerships</th>
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<tbody>
<tr>
<td>Communicates, collaborates and consults effectively with individuals with disabilities and their parents, and primary caregivers.</td>
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<tr>
<td>Communicates, collaborates and consults effectively with general/special education teachers and co-teachers.</td>
</tr>
<tr>
<td>Communicates, collaborates and consults effectively with related service personnel.</td>
</tr>
<tr>
<td>Communicates, collaborates and consults effectively with administrators.</td>
</tr>
</tbody>
</table>
### Program Standard 5: Assessment of Students

- Monitors student learning during instruction.
- Understands and uses multiple sources of information in a comprehensive manner in order to participate in progress monitoring.
- Uses formal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.
- Uses informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.

### Program Standard 6: Using Educational and Assistive Technology

- Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection and analysis.
- Demonstrates knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access.

### Program Standard 8: Participating in IEPs and Post-Secondary Transition

- Effectively designs pre-referral interventions.
- Effectively plans specially designed instruction to support student learning and access to the core curriculum.

### Program Standard 9: Preparation to Teach Reading/Language Arts

- Delivers a comprehensive program of systematic instruction in reading, writing, listening, and speaking.
- Aligns instruction to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.
- Assesses and develops systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.
- The ability to assess fluency and provide research-based, systematic, explicit instruction for building rate and accuracy in reading fluency.
- Demonstrates the ability to provide explicit instruction in comprehension, including meta-cognitive comprehension strategies such as summarizing, paraphrasing, questioning, and making inferences that includes the components of effective instructional delivery in reading as described in the California RLA Framework (2007):
  - Orientation (e.g., engagement, teacher demonstration);
  - Presentation (e.g., explicit instruction, modeling, pacing);
  - Structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction);
  - Independent practice and application
  - Demonstrates the ability to reflect on instruction after each lesson and use this information to guide future instruction

### Program Standard 10: Preparation to Teach English Language Learners

- Demonstrates the skills and abilities to deliver comprehensive instruction to English language learners.
- Implements an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.
- Acquires and demonstrates the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.
<table>
<thead>
<tr>
<th>Program Standard 12: Behavioral, Social, and Environmental Supports for Learning</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and the ability to implement systems that assess</td>
</tr>
<tr>
<td>academic and social skill instruction to support positive behavior in all</td>
</tr>
<tr>
<td>students.</td>
</tr>
<tr>
<td>Demonstrates knowledge and the ability to implement systems that plan for</td>
</tr>
<tr>
<td>academic and social skill instruction to support positive behavior in all</td>
</tr>
<tr>
<td>students.</td>
</tr>
<tr>
<td>Demonstrates knowledge and the ability to implement systems to provide</td>
</tr>
<tr>
<td>academic and social skill instruction to support positive behavior in all</td>
</tr>
<tr>
<td>students.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 13: Curriculum and Instruction of Students with Disabilities</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates an effective use of instructional time.</td>
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<tr>
<td>Effectively delivers instruction.</td>
</tr>
<tr>
<td>Demonstrates the ability to develop, implement, adapt, modify, and evaluate</td>
</tr>
<tr>
<td>a variety of pedagogical approaches to instruction.</td>
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<tr>
<td>Demonstrates strategies and best practices to develop differentiated lessons</td>
</tr>
<tr>
<td>and instructional sequences that are appropriate for individuals with diverse</td>
</tr>
<tr>
<td>strengths and needs.</td>
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<tr>
<td>Demonstrates the ability to utilize principles of Universal Access to provide</td>
</tr>
<tr>
<td>explicit instruction in developing vocabulary, academic language and</td>
</tr>
<tr>
<td>concept formation in science, social studies, and mathematics.</td>
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</table>

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<tr>
<th>Program Standard 14: Creating Healthy Learning Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and utilizes universal precautions designed to protect the health</td>
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<tr>
<td>and safety of the candidates themselves.</td>
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</tbody>
</table>

**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

___________________________/_____________________________________/____________
Name of Candidate                      Signature of Candidate            Date

___________________________/_____________________________________/____________
Name of University Supervisor          Signature of University Supervisor  Date

___________________________/_____________________________________/____________
Name of Cooperating Teacher            Signature of Cooperating Teacher   Date
Directions: Evaluation should be completed by the fourth week of directed teaching. University supervisor completes evaluation with input from Cooperating Teacher and reviews with candidate. Supervisor retains original for submission to Department of Special Education. Candidate and cooperating teacher retains a copy for professional records.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DISTRICT</th>
<th>AGE LEVEL/SETTING</th>
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<tbody>
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</table>

**RUBRIC FOR ASSESSING CANDIDATE DISPOSITIONS**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>4 = Exemplary</th>
<th>3 = Acceptable</th>
<th>2 = Developing</th>
<th>1 = Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Learning:</td>
<td>Extensive indicators of candidate behavior that exemplifies the disposition description. Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.</td>
<td>Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator.</td>
<td>Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator</td>
<td>Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.</td>
</tr>
<tr>
<td>Use of Language:</td>
<td>The candidate is diligent in appropriate and correct use of oral and written language.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention to Diversity:</td>
<td>The 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflection:</td>
<td>The candidate reflects on and evaluates his or her own behavior and work.</td>
<td>The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration:</td>
<td>The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Feedback:</td>
<td>The 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.</td>
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<td></td>
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</tr>
</tbody>
</table>

**KNOWLEDGEABLE & COMPETENT SPECIALISTS**

- **Commitment to Learning:**
  - The candidate demonstrates curiosity and interest in learning more about students and content areas.
  - The candidate takes initiative in practicing skills for working with small and large groups.
  - The candidate readily participates in classroom routines.

- **Use of Language:**
  - The candidate is diligent in appropriate and correct use of oral and written language.

**REFLECTIVE & RESPONSIVE PRACTITIONERS**

- **Attention to Diversity:**
  - The 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 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 candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.

- **Feedback:**
  - The 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 candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
  - The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.
  - The candidate is poised and professional in his or her demeanor and communication with others.

- **Professional Growth:**
  - The 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.).
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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. The Commission currently awards $11.0 million in grants to local education agencies and postsecondary institutions to support the design, development and implementation of internship programs. 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 Intern Director, Dr. Melinda Pierson. 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:
0960295879. The text is available at www.amazon.com and at the CSU Long Beach Bookstore.

Procedures for Obtaining C-19 Internship Credential:

Once a 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 Dr. Melinda Pierson, Director of the Education Specialist Internship Program.
2. Dr. Pierson 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 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 t 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/Moderate OR Moderate/Severe Disabilities
- 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 Cooperating Teacher, Intern Candidates have a Support Provider) and a University Supervisor. Observations and communications will be weekly, and candidates will be monitored closely to insure 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 candidate dispositions towards the teaching profession, special education competencies, and the Teaching Performance Expectations. Interns who are not proficient in all competences 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
Cooperating Teacher Qualifications, Roles, and Responsibilities

Dear Cooperating 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 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 Teacher Candidate’s University Supervisor or Program Coordinator.

This chapter is organized in the following sections:
- Qualifications of Cooperating Teachers
- General Information for Cooperating Teachers
- Responsibilities of Cooperating Teachers
- Responsibilities of School and District Administrators
- Recommendations for Providing Support to Teacher Candidates
- Candidate Observations, Conferencing, Feedback, and Evaluations
- Chapter 8 Appendices

Qualifications of Cooperating Teachers

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

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;
- Trained to support novice teachers;
- Appropriately evaluated and recognized by the institution, and;
- Provides a model consistent with the best practice.

General Information for Cooperating Teachers

Teacher Candidates are required to complete two ten-week Directed Teaching experiences, one at the end of each semester. When Candidates 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 Candidates begin their second (and final) Directed Teaching experience, they are in the last ten weeks of the Credential Program.
Mild/Moderate and Moderate/Severe 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), Candidates 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, Candidates 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, Candidates are to stay one full day per week in order to have time to co-plan with their Cooperating Teacher. During the five weeks of full days, Candidates arrive at the teachers’ start time and leave at the school’s designated “teacher release time.” On the days Candidates 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. Candidates are also 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, Candidates complete a minimum of 90 hours of direct experience and during 489d, Candidates complete a minimum of 240 hours of direct experience. The specific days, start times, and end times vary across programs, therefore Candidates work with their Cooperating Teachers to develop a schedule that is appropriate to the program. Candidates are required to attend and arrive on time to their University classes. Candidates are also to align their vacation schedules with their assigned program, taking fall and spring breaks when the program/Cooperating 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.

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

**Responsibilities of Cooperating Teachers**

**District-Related Responsibilities:**
- Know and carry out District policies regarding the presence and student teaching of the Teacher Candidate in the classroom.
- Keep the Principal informed of the progress of the Candidate. 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 Candidate, 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 Teacher Candidate; 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:**

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Help the Teacher Candidate 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 Candidate become acquainted with the school mission, goals/plans, policies, and important documents (e.g., school handbook, school calendar).

Help the Candidate 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 Candidate 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 Candidate current best practices as well as professional and ethical behavior. When necessary, through encouragement and example, help the Candidate to improve in appearance and conduct appropriate to the teaching profession.

Include the Candidate in your planning, instructing, assessing, and reflecting processes.

Help provide the Candidate 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 Candidate potential.

Help pace the Candidate along to ensure the completion of the requirements in a timely and prioritized manner, without the Candidate becoming overwhelmed.

Ensure the Candidate 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 Candidate 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 Candidate 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 Candidate 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 Candidate to consider. The University Supervisor should also view these “progress reports”.

Supervisor-Related Responsibilities

- Provide the University Supervisor with feedback on Teacher Candidate dispositions, performance, and progress. If feasible, allot time to meet with the University Supervisor and/or include them in Candidate conferences.
- If problems arise, inform the University Supervisor of the concerns/issues as soon as possible and work together to develop a solution.
- In the event that a Candidate 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 Teacher Candidates who are gaining pre-service experiences in the schools.
• Endeavor to make Candidates feel welcome and supported as future teachers.
• Provide Candidates 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 Candidates of staff, professional, and committee meetings to which they are welcome and clearly communicate which they will be expected to attend.
• Provide Candidates 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 to 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 Candidates with the opportunities needed to complete Directed Teaching requirements and facilitate meetings between Candidates and their Cooperating Teachers at mutually convenient times.
• Keep informed about the strengths and needs of the Candidates 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 Candidate. The report to the University Supervisor must be within 1 business day of the incident.
• Assist in the continuous search for new and returning Cooperating Teachers by encouraging superior teachers to participate in the training of the “next generation” and making sure they understand the criteria involved:
  o Being willing and enthusiastic about mentoring a Teacher Candidate.
  o Being well prepared for and skilled in the field or grade level taught.
  o Being recognized not only as an effective classroom teacher, but also able to help another person learn to teach.
  o Being ready and willing to examine and evaluate their own classroom work, as well as their Candidate’s.
  o Being receptive to new ideas and open to learning new techniques/strategies and activities.
  o Being emotionally mature, objective and not defensive, neither impatient nor indifferent.
  o Being able to work comfortably with an observer in the room and to defer to others when it is desirable.
  o Being able to approach difficult situations with professionalism and honesty, willing to have difficult conversations with the Candidate, willing to problem-solve with Candidate and University Supervisor, willing to make difficult decisions, and willing to evaluate Candidate objectively.
  o Being able to communicate openly and freely with the University Supervisor, asking for information, advice, and support as needed.
  o Being able to keep organized, give clear directions regarding the responsibility of various tasks, and clearly communicate expectations.
  o Being willing to dedicate the time to provide regular feedback and complete formal evaluations for the Candidate, as well as to write informal evaluations and/or Candidate Support Plans if needed.

District Administrator Responsibilities
- Collaborate with the University in the selection of schools and in the screening of potential Cooperating 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 Teacher Candidate participation, such as ensuring Candidates are not used as substitute teachers, specifying the authority of the Candidates 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 Candidates 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 Candidate.
- Evaluate the program, recommend to University officials modifications and changes, and communicate problems that may arise.

**Recommendations for Providing Support to Teacher Candidates**

**Before the Candidate arrives:**
- Review with your school and district administrators any policies relative to hosting the Teacher Candidate.
- Prepare the students for the Teacher Candidates; you may want to introduce the Candidate as a co-teacher joining the class from Cal State Fullerton.
- Appropriate inform parents in writing of the coming Candidate, perhaps noting the advantages of having a Teacher Candidate 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 Teacher Candidate 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 Teacher Candidate 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 Candidate to your students. Allow the Candidate 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 Candidate and your students in getting to know each other.
- Help the Candidate actively participate from the first day onward! The students need to see the Candidate as a teacher, not an observer.
- Provide the Candidate 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 Candidate’s responsibilities for attending meetings. The Candidate 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 Candidate’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 Candidate should be exposed to them.

• Give the Candidate 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 Candidate completing the Pairing Up Activities (Appendix). These are housed electronically on the Co-Teaching Training & Resources site, which your Teacher Candidate can help you access.

• Communicate all expectations clearly. Make sure the Candidate 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 Candidate 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 Candidate to participate in this.

• Explain your style/expectations regarding student behavior and your specific classroom support/management techniques. Explain your expectations for Candidate participation.

• Discuss your style/approach to providing feedback to the Candidate. Remember to:
  o Be sensitive to the need for effective communication and a professional relationship.
  o Maintain open, truthful, and direct communication.
  o Respect the Candidate’s ideas.
  o Communicate your concerns and personal desire to support him/her.
  o Listen effectively and actively.
  o Give priority to needs expressed by the Candidate.
  o Provide frequent and positive feedback along with suggestions for improvements.

**Candidate Conferencing, Feedback, Observations, and Evaluations**

Scheduled conferencing with the Teacher Candidate, 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 Teacher Candidate or Cooperating 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 Candidate’s
• 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 Candidate. 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 Teacher Candidates 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 Candidate 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 Candidate 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, blank paper in the front of the Candidate’s Directed Teaching notebook, or the Weekly Reflection Log (Appendix) 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 Candidate for their formal observations and evaluations. Candidates will be formally observed and evaluated on their instruction (planning and delivery), their dispositions, and their overall competencies. The University Supervisor will conduct formal observations of their instruction four times by directly observing them and providing written feedback. Both the Cooperating Teacher and the University Supervisor will evaluate candidate dispositions and competencies online via the College of Education’s online assessment system.

Below are suggestions for conducting formal observations and evaluations:
• Observe the Candidate’s planning, preparing, writing out, delivery, and reflection processes to the extent possible.
• Although Candidates 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, Candidates 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 Candidate performance, not personality.
- Help the Candidate 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 Candidate’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 Candidate 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 (Appendix) online by accessing the CSUF College of Education assessment system (Appendix):
http://coeapps.fullerton.edu/spedassessment/

Chapter 8 Appendices

- Candidate Improvement Plan
- COE Online Assessment System
- Competencies Evaluation
- Cooperating Teachers Checklist (M/M, M/S, ECSE Preschool)
- Cooperating Teachers Checklist (ECSE Infant/Toddler)
- Disposition Evaluation
- Pairing Up Activities
- Weekly Reflection Log
# Candidate Improvement Plan

Directions: As appropriate, attach additional records of observations, conferences, and communications to document concerns. Meetings with candidate should also be documented.

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**DESCRIPTION OF CONCERNS (TO BE COMPLETED BY INVOLVED FACULTY)**

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**SIGN FOR PLAN DEVELOPMENT, INITIAL FOR PLAN OUTCOMES**

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COE Online Evaluation System Instructions

Enter SPED Assessment site on http://coeapps.fullerton.edu/spedassessment/

Step 1: Create an account (if this is your first time accessing the system) or log into an existing account.

Step 2: Enter the Candidate’s CWID.

Step 3: Verify that your role is correct at the top and click on “Add New” to being a new evaluation or “Pending” to continue an evaluation you have already started. Complete will show if the evaluation has been officially submitted.

Step 4: Input requested Candidate information and verify that it is correct.

Step 5: Read evaluation directions.

Step 6: Fill in the evaluation.

Step 7: Verify the data on the Review Page and edit as needed. Then at the bottom select “Save” to continue at a later time, “Confirm” to officially submit (which will result in the evaluation being emailed to you and the Candidate), and/or “Print”. Please be sure to “Confirm” the evaluation by the deadline.

Thank you for your time and assistance!
Education Specialist Credential Program-Preliminary Credential
Special Education Teaching in the General Education Classroom (SPED 488)
Special Education Competencies

Check One: ☐ UNIVERSITY SUPERVISOR ☐ COOPERATING TEACHER
Check One: ☐ MID POINT ☐ FINAL

Candidate:_________________________ CWID:______________________ Date:____________

School: ________________________ District:_________________ Age Level/Setting:________

Directions: Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Distinguished Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate’s work. Required no additional support from cooperating teacher and/or supervisor.</td>
</tr>
<tr>
<td>3</td>
<td>Skilled Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate’s work. Rarely required additional support from cooperating teacher and/or supervisor.</td>
</tr>
<tr>
<td>2</td>
<td>Basic Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required some additional support from cooperating teacher and/or supervisor.</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from cooperating teacher and/or supervisor.</td>
</tr>
<tr>
<td>NE</td>
<td>No Evidence No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time.</td>
</tr>
</tbody>
</table>

PRELIMINARY TEACHING STANDARDS

Program Standard 3: Educating Diverse Learners
Applies pedagogical theories for English language usage leading to comprehensive literacy in English.
Applies development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

Program Standard 4: Effective Communication and Collaborative Partnerships
Communicates, collaborates and consults effectively with individuals with disabilities and their parents, and primary caregivers.
Communicates, collaborates and consults effectively with general/special education teachers and co-teachers.
Communicates, collaborates and consults effectively with related service personnel.
Communicates, collaborates and consults effectively with administrators.
<table>
<thead>
<tr>
<th>Program Standard 5: Assessment of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitors student learning during instruction.</td>
</tr>
<tr>
<td>Understands and uses multiple sources of information in a comprehensive manner in order to participate in progress monitoring.</td>
</tr>
<tr>
<td>Uses formal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</td>
</tr>
<tr>
<td>Uses informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 6: Using Educational and Assistive Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection and analysis.</td>
</tr>
<tr>
<td>Demonstrates knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 8: Participating in IEPs and Post-Secondary Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively designs pre-referral interventions.</td>
</tr>
<tr>
<td>Effectively plans specially designed instruction to support student learning and access to the core curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 9: Preparation to Teach Reading/Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivers a comprehensive program of systematic instruction in reading, writing, listening, and speaking.</td>
</tr>
<tr>
<td>Aligns instruction to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</td>
</tr>
<tr>
<td>Assesses and develops systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.</td>
</tr>
<tr>
<td>The ability to assess fluency and provide research-based, systematic, explicit instruction for building rate and accuracy in reading fluency.</td>
</tr>
<tr>
<td>Demonstrates the ability to provide explicit instruction in comprehension, including meta-cognitive comprehension strategies such as summarizing, paraphrasing, questioning, and making inferences that includes the components of effective instructional delivery in reading as described in the California RLA Framework (2007):</td>
</tr>
<tr>
<td>- Orientation (e.g., engagement, teacher demonstration);</td>
</tr>
<tr>
<td>- Presentation (e.g., explicit instruction, modeling, pacing);</td>
</tr>
<tr>
<td>- Structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction);</td>
</tr>
<tr>
<td>- Independent practice and application</td>
</tr>
<tr>
<td>- Demonstrates the ability to reflect on instruction after each lesson and use this information to guide future instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Standard 10: Preparation to Teach English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the skills and abilities to deliver comprehensive instruction to English language learners.</td>
</tr>
<tr>
<td>Implements an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.</td>
</tr>
<tr>
<td>Acquires and demonstrates the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.</td>
</tr>
</tbody>
</table>
### Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

| Demonstrates knowledge and the ability to implement systems that assess academic and social skill instruction to support positive behavior in all students. |   |   |   |
| Demonstrates knowledge and the ability to implement systems that plan for academic and social skill instruction to support positive behavior in all students |   |   |   |
| Demonstrates knowledge and the ability to implement systems to provide academic and social skill instruction to support positive behavior in all students |   |   |   |

### Program Standard 13: Curriculum and Instruction of Students with Disabilities

| Demonstrates an effective use of instructional time. |   |   |   |
| Effectively delivers instruction. |   |   |   |
| Demonstrates the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction. |   |   |   |
| Demonstrates strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs. |   |   |   |
| Demonstrates the ability to utilize principles of Universal Access to provide explicit instruction in developing vocabulary, academic language and concept formation in science, social studies, and mathematics. |   |   |   |

### Program Standard 14: Creating Healthy Learning Environments

| Understands and utilizes universal precautions designed to protect the health and safety of the candidates themselves. |   |   |   |

---

**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

---

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Signature of Candidate</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of University Supervisor</th>
<th>Signature of University Supervisor</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of Cooperating Teacher</th>
<th>Signature of Cooperating Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Cooperating Teacher Checklist (489C)

Candidate Name: _______________________________  Cell: ________________

Email: ___________________________________________  CWID: ______________

First Meeting:
- Complete “Pairing Up Activities” (15 minutes).
- Schedule weekly meeting/planning day and time: __________________________
- Complete this checklist to fill in dates.
- Review “Weekly Teaching Activities” and other important documents.

Weekly Meetings:
- Feedback and planning
- Review “Weekly Teaching Activities” and initial those completed/documentated.

Online Dispositions Evaluation due by ____________ (end of the third week).
- Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/

Campus/Life
- Introduce Candidate to other staff and administration.
- Provide a program calendar of required meetings, and encourage them to attend and participate in the non-required meetings and program events.
- Allow for release time so the candidate can observe other classrooms/personnel.

Review Competencies together at midpoint to discuss progress by ____________ (end of 5th week).

Solo Responsibilities
- Provide the Candidate with opportunities to solo plan, teach, and lead lessons/activities.
- Review the Candidate’s teaching plans in advance and provide feedback and suggestions.
- Provide the Candidate with opportunities to work with paraprofessionals, parents, and general education teachers, as applicable.

Online Final Competencies Evaluation due by ____________ (Monday after the last day).
- Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/
- Have a great time together doing what you love- teaching!
Cooperating Teacher Checklist

Candidate Name: ________________________________  Cell: ______________________________

Email: ________________________________  CWID: ______________________________

First Meeting:
• Complete “Pairing Up Activities” (15 minutes).
• Schedule weekly meeting/planning day and time: ______________________________
  ___
• Complete this checklist to fill in dates.
• Review “Weekly Teaching Activities” and other important documents.

Weekly Meetings:
• Feedback and planning
• Review “Weekly Teaching Activities” and initial those completed/documentated.

Online Dispositions Evaluation due by _____________ (end of the third week).
• Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/

Campus Life
• Introduce Candidate to other staff and administration.
• Provide a school calendar of required meetings, and encourage them to attend and
  participate in the non-required meetings and school events.
• Allow for release time so the candidate can observe other classrooms/personnel on
  campus.

Review Competencies together at midpoint to discuss progress by _____________ (end of 5th
week).

Co-teaching
• Co-plan, co-teach, and co-reflect the required number of co-teaching lessons, using
  different co-teaching strategies.
• Sped 488 (Gen Ed): Two of the four formal observations done by the University Supervisor
  should consist of co-taught lessons, using two different co-teaching strategies.

Solo Responsibilities
• Provide the Candidate with opportunities to solo plan, teach, and lead lessons/activities.
• Review the Candidate’s teaching plans in advance and provide feedback and suggestions.
• Sped 489 (Sped): Provide the Candidate with opportunities to work with paraprofessionals, parents, and general education teachers.

Online Final Competencies Evaluation due by ______________ (Monday after the last day).
• Copy and paste this address into your browser:
  http://coeapps.fullerton.edu/spedassessment/

*Have a great time together doing what you love – teaching!*
Preliminary Education Specialist Credential Program
Directed Teaching Experience
Candidate Dispositions

Directions: Evaluation should be completed by the fourth week of directed teaching. University supervisor completes evaluation with input from Cooperating Teacher and reviews with candidate. Supervisor retains original for submission to Department of Special Education. Candidate and cooperating teacher retains a copy for professional records.

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>CWID NUMBER</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>488 489</td>
</tr>
</tbody>
</table>

School | District | Age Level/Setting

RUBRIC FOR ASSESSING CANDIDATE DISPOSITIONS

<table>
<thead>
<tr>
<th>KNOWLEDGEABLE &amp; COMPETENT SPECIALISTS</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Learning:</td>
<td></td>
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<tr>
<td>The candidate demonstrates curiosity and interest in learning more about students and content areas.</td>
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<tr>
<td>The candidate takes initiative in practicing skills for working with small and large groups.</td>
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<tr>
<td>The candidate readily participates in classroom routines.</td>
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<tr>
<td>Use of Language:</td>
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<tr>
<td>The candidate is diligent in appropriate and correct use of oral and written language.</td>
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</tbody>
</table>

REFLECTIVE & RESPONSIVE PRACTITIONERS

<table>
<thead>
<tr>
<th>Attention to Diversity:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 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.</td>
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<tr>
<td>Self-Reflection:</td>
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<tr>
<td>The candidate reflects on and evaluates his or her own behavior and work.</td>
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<tr>
<td>The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.</td>
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<tr>
<td>Collaboration:</td>
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<tr>
<td>The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.</td>
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</tr>
<tr>
<td>Feedback:</td>
<td></td>
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</tr>
<tr>
<td>The 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.</td>
<td></td>
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</tr>
</tbody>
</table>

COMMITTED & CARING PROFESSIONALS

<table>
<thead>
<tr>
<th>Professional Demeanor &amp; Responsibility:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</td>
<td></td>
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</tr>
<tr>
<td>The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.</td>
<td></td>
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</tr>
<tr>
<td>The candidate is poised and professional in his or her demeanor and communication with others.</td>
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<tr>
<td>Professional Growth:</td>
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</tr>
<tr>
<td>The 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.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NAME OF CANDIDATE</strong></td>
<td><strong>SIGNATURE OF CANDIDATE AND DATE</strong></td>
<td></td>
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<tr>
<td>-----------------------</td>
<td>-------------------------------------</td>
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</tbody>
</table>

| **NAME OF SUPERVISOR** | **SIGNATURE OF SUPERVISOR AND DATE** |
Appendix E. Pairing Up Activities
This is an overview. Please complete these activities via the Co-Teaching Training & Resources site at [http://tinyurl.com/pqujxw6](http://tinyurl.com/pqujxw6). Guest access is located just below the log-in.

PAIRING UP ACTIVITIES

Cooperating Teacher +
Teacher Candidate=
Co-Teaching!

CSUF Special Education

Content borrowed from:
St. Cloud University, Minnesota
COMMUNICATION & COLLABORATION

These activities will help the Cooperating Teacher and the Teacher Candidate get to know each other, build rapport, and facilitate an effective co-teaching relationship!

Have fun together!

ACTIVITY 1: PARTNER INTERVIEW

- From the list provided on the next slide, select 2-3 questions you think are the most interesting and will likely prompt a fruitful discussion.

- Think about your own answers to these questions, then share with your partner.
ACTIVITY 1: PARTNER INTERVIEW QS

• What did you do that you are most proud of during these past months?
• What was your biggest challenge? How did you meet it?
• What was your biggest disappointment? How did you handle it?
• What would you do differently if you had a chance to do something again?
• What did you find to be most stimulating during the past and caused you to grow the most?
• What are you looking forward to in the months ahead?
• What worries you most about the coming months?
• What would you want to say about your work one year from today?
• What is the hardest time of the day for you?
• When do you feel rushed?
• When do you think you need more help?
ACTIVITY 2: VALUE WORDS

- From the list of value words provided on the next slide, work individually to select up to 8 that you consider to be very important!
- Base your decision on how important the value is to YOU... TODAY. It does not matter if it is something that you currently possess or do, or something you want to improve on, etc. If it is very important, choose it!
- There are no right or wrong answers!

- Clear expectations
- Visualizing
- Comfort
- Problem solving
- Power
- Health
- Service (to others)
- Sincerity
- Variety
- Political activism
- Wisdom
- Safety
- Simplicity
- Independence
- Socializing
- Adventure
- Reading
- Challenge
- Self-Improvement
- Leisure
- Punctuality
- Trustworthiness
- Approval
- Flair
- Change
- Routine
- Solitude
- Working under pressure
- Competition
- Arts
Activity 2: Value Words

- Now choose the top 4 that are the MOST important to you!
- Reflect on what these words mean to you and why!
- Share with your partner!
- How can these values inform you of the best ways to work with each other?
COMMUNICATION IS THE KEY TO GREAT PARTNERSHIPS

- As you have been engaging thus far, what kinds of things have made your conversations successful?
- Consider facial expressions, physical gestures and posturing, tone of voice, and so on.

COMMUNICATION IS THE KEY TO GREAT PARTNERSHIPS

- Chit Chat is like throwing a ball back and forth. It’s pretty easy!
- Deeper Communication is like tossing a slippery egg which must be tossed carefully and gently. To tell the truth in a caring manner is not an easy thing to do!
HOW DO YOU THROW YOUR SLIPPERY EGGS?

- Save them up for a long time and hurl them?
- Throw them hard and fast because you can’t hold on to them?
- Avoid the person so that you don’t have to toss them at all?
- Wrap them up in so many layers of expectations and apologies no one is sure whether you have even tossed them?
- Try to recognize when you have a slippery egg. Be assertive enough to communicate your issues and toss it with care!
**ACTIVITY 3: DIFFICULT CONVERSATIONS**

- In a fun way, you will role-play having a difficult conversation.
- For this activity, the Cooperating Teacher plays the Teacher Candidate and the Teacher Candidate plays the Cooperating Teacher!
- In your new role, select one conversation topic from those provided next and think about how you can be most effective in communicating the issue at hand!

**ACTIVITY 3: DIFFICULT CONVERSATIONS**

*(FOR TEACHER CANDIDATES PLAYING THE CT)*

- You have noticed that your Candidate has come tardy twice now and this is really concerning you.
- You have noticed that your Candidate has come with an unpleasant body odor and their poor personal hygiene is really concerning you.
- You have noticed that your Candidate is doing non-classroom related work during the school day (e.g., checking airfare for a vacation, finishing homework, texting, chit-chatting with other adults in the room) and this is really concerning you.
ACTIVITY 3: DIFFICULT CONVERSATIONS
(FOR COOPERATING TEACHERS PLAYING THE TC)

- You have not been receiving specific feedback from your Teacher and this is really bothering you.
- You have noticed that your Teacher spends the co-planning time working on her own lessons and this is really bothering you.
- You have noticed that your Teacher has not allowing you to try new ideas or new ways of doing things and this is really bothering you.
- You have noticed that your Teacher has been stepping in to help you too much, too soon, and this is really bothering you.
**PUTTING IT ON THE TABLE**

- It can be helpful to have a special signal to give each other when there is a difficult issue that needs to be addressed.
- You may choose a fun object to serve as this signal
  - A toy frog set out on the desk can say “let’s jump to an important matter!”
  - A bear picture put up on the board can say “it’s time to grin and bear it”.

**COLLABORATION**

- As a Cooperating Teacher hosting an Education Specialist Candidate, you are being asked to share planning, teaching, and assessment responsibilities - not hoard them, not unload them. 😊
- Decide on a weekly time to plan and reflect together!
COLLABORATION: SHARING THE PLANNING

- What content to teach?
- What teaching/co-teaching strategies to use?
- Who will lead the different parts of the lesson?
- How will student learning be assessed?
- What materials and resources are needed? Who is responsible for gathering what?
**COLLABORATION:**
**SHARING THE INSTRUCTION**
- Share leadership in the classroom.
- Work with all students and classroom staff.
- Use a variety of co-teaching strategies.
- Let your students and staff see you as equal partners.
- Manage the classroom together.
- Make changes as needed during a lesson. Decide on a code phrase the two of you can say to pause or change a lesson when it is urgently needed.
  - When the CT needs to step in without embarrassing the Teacher Candidate.
  - When the Teacher Candidate needs the CT to step in and help, without losing the student/staff respect.
  - When you need to discuss something that cannot wait.

**COLLABORATION:**
**SHARING THE ASSESSMENT**
- Both participate in the assessment of students.
- Share the workload of daily grading/data collection and ideas/ways to communicate this info to parents, specialists, staff, administration.
- Both participate in using assessment results to inform subsequent instruction.
COLLABORATION

Sharing means both of you…

- Contribute ideas from the very beginning of the Directed Teaching experience.
- Engage with students and assist in their learning from the first day to the last day.
- Participate in leadership roles in planning, instruction, assessment and staff coordination.
- Work together to demonstrate competencies.
- Have opportunities to teach alone.

Best wishes as you SHARE the experience!
Education Specialist Credential

Directed Teaching Reflection Log

Distribution: This fieldwork log should be completed weekly and included in the Directed Teaching Notebook.

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>CWID NUMBER</th>
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</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>WEEK</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>GRADE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COOPERATING TEACHER</th>
<th>UNIVERSITY SUPERVISOR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>TOTAL</th>
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</thead>
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<thead>
<tr>
<th>DATE</th>
<th>HOURS</th>
</tr>
</thead>
</table>

Week’s Activities

My Role

Class Management/Discipline: Issues and Resolutions

Reactions

Special Field Assignments (List and attach written summary)

Questions
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 Candidate evaluation during the Directed Teaching experience are critical to the growth and development of our Candidates 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 Teacher Candidates
- Candidate Observations, Conferencing, Feedback, and Evaluations
- Concluding Directed Teaching
- Chapter 9 Appendices

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 Teacher Candidate 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 Cooperating Teacher, Support Provider, or Teacher Candidate.
- 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 Candidate by the deadline (Appendices).
• Submit the requested documentation for each Candidate at the end of the Directed Teaching experience, in accordance with the End-of-the-Semester Checklist (Appendix).
• Provide feedback on Candidate placements and screen prospective Cooperating 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 Cooperating Teacher and/or Principal about the Teacher Candidate and his/her work.
• Respond to school personnel inquiries in a timely manner.

Teacher-Related Responsibilities
• Assist Cooperating Teachers in accessing important Directed Teaching documents and online sites (e.g., Appendices).
• Encourage co-teaching and the use of the Co-Teaching Training & Resources site.
• Confer, as frequently as needs indicate, with the Cooperating Teacher, at his/her convenience, regarding the Candidate’s progress.
• Assist the Cooperating Teacher in preparing and evaluating the Candidate, and addressing areas of concern.
• Inform the Cooperating Teacher of the required evaluations and due dates (Appendix).

Candidate-Related Responsibilities
• Attend first and final Directed Teaching seminars.
• Coordinate first day of Directed Teaching between Candidates and school sites.
• Help orient Candidates to the school site.
• Encourage the Candidate and their Cooperating Teacher to access the Co-Teaching Training & Resources site for the Pairing Up Activities (Appendix), and more.
• Help provide opportunities for Candidates to complete their requirements and participate in varied activities in the school program.
• Assist the Candidate in developing a teaching style that is consistent with both sound teaching theory and his/her personal style and values.
• Identify special needs of Candidates.
• Pre-conference, observe, and post-conference with Candidates on a regular basis.
• Maintain records of Candidate observations.
• Whenever possible, videotape Candidate for the purpose of self-evaluation and help them develop self-evaluation skills.
• Counsel Candidates as concerns arise.
• Serve as a mediator between Teacher Candidates and school personnel should problems arise.
• Work with the Cooperating Teacher to develop a Candidate Improvement Plan (Appendix), 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 Candidate. Communicate frequently with the Fieldwork Coordinator and Program Advisor if there are any concerns regarding the Candidate.

**Recommendations for Providing Support to Teacher Candidates**

- For traditional Candidates, 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 4 formal and documented observations during the Directed Teaching experience (3 formal observations for 489c Candidates).
- Each of the 4 visits should last 45-60 minutes and include observation, documentation, and feedback of the Candidates’ teaching, as well as pre- and post conferencing.
- Require the Candidates to submit to you a comprehensive teaching plan and reflection for each of the 4 formal observations.
- Ask the Cooperating Teacher and the Candidate 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 (Appendix).
- Communicate with the Cooperating Teacher during or after each visit.
- Make 6 additional contacts (via email, phone, or in person) with each Candidate (4 additional contacts for 489c Candidates). Depending on the needs of your Candidates more may be required.
- The final contact with the Teacher Candidate should include a conference with the Cooperating Teacher to review competencies, requirements, etc.
- Maintain a record of your supervision by tracking all interactions with your Candidates on the supervision support log (Appendix).
- Maintain all required documentation in accordance with the Supervisor End-of-the-Semester Checklist (Appendix). Check-off and submit this material by the due date.
- Be aware of the following potential warning signs, which might be demonstrated by the Candidate:
  - 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 Cooperating Teacher
  - Failure to respond to Cooperating Teacher suggestions
  - Inappropriate grooming/dressing
  - Failure to get along with other school staff
  - Inability to communicate ideas
o Excessive, confrontational behavior
o Working too hard (over-anxiety)
These likely warrant a Candidate Improvement Plan (Appendix).

Candidate Conferencing, Feedback, Observations, and Evaluations

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

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

- Conduct a pre-conference with the Candidate (via email, phone, or in person) prior to each formal observation and review their prepared teaching plans. Ask the Candidate 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. Avoid too much writing.
- Conduct a post-conference with the Candidate 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 Candidate 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 Candidate 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 Candidate and the Cooperating Teacher should be notified by telephone.

Formal evaluations on dispositions and teaching competence (Appendix) are submitted online by accessing the College of Education assessment system (Appendix):
http://coeapps.fullerton.edu/spedassessment/
If a Candidate 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 Candidate (alone, with Cooperating Teacher, or with the Fieldwork Coordinator) to discuss the issue and make recommendations for ways to improve. The Candidate 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 Candidate 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 (Appendix) 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.

**Appendices**

- Candidate Improvement Plan
- COE Online Assessment System
- Competencies Evaluation
- Dispositions Evaluation
- Pairing Up Activities
- Supervisor End-of-the-Semester Checklist
- Support Log
- Weekly Reflection Log
## Candidate Improvement Plan

Directions: As appropriate, attach additional records of observations, conferences, and communications to document concerns. Meetings with candidate should also be documented.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Date SIP Initiated</th>
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<th>CWID Number</th>
<th>University Supervisor</th>
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### Description of Concerns (to be completed by involved faculty)

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<tr>
<th>Plan for Improvement</th>
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<tr>
<td>Date Initiated</td>
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<tr>
<td>Objective</td>
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<tr>
<td>Date Met</td>
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<tr>
<td>Comments</td>
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### Sign for Plan Development, Initial for Plan Outcomes

<table>
<thead>
<tr>
<th>University Supervisor Signature/Date</th>
<th>Cooperating Teacher Signature/Date</th>
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<tr>
<th>Candidate Signature/Date</th>
<th>Program Coordinator Signature/Date</th>
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COE Online Evaluation System Instructions

Enter SPED Assessment site on http://coeapps.fullerton.edu/spedassessment/

**Step 1:** Create an account (if this is your first time accessing the system) or log into an existing account.

**Step 2:** Enter the Candidate’s CWID.

**Step 3:** Verify that your role is correct at the top and click on “Add New” to being a new evaluation or “Pending” to continue an evaluation you have already started. Complete will show if the evaluation has been officially submitted.

**Step 4:** Input requested Candidate information and verify that it is correct.

**Step 5:** Read evaluation directions.

**Step 6:** Fill in the evaluation.

**Step 7:** Verify the data on the Review Page and edit as needed. Then at the bottom select “Save” to continue at a later time, “Confirm” to officially submit (which will result in the evaluation being emailed to you and the Candidate), and/or “Print”. Please be sure to “Confirm” the evaluation by the deadline.

Thank you for your time and assistance!
**Education Specialist Credential Program-Preliminary Credential**  
**Special Education Teaching in the General Education Classroom (SPED 488)**  
**Special Education Competencies**

Check One: ☐ UNIVERSITY SUPERVISOR ☐ COOPERATING TEACHER  
Check One: ☐ MID POINT ☐ FINAL

Candidate: __________________________ CWID: __________________ Date: ___________

School: __________________________ District: ______________ Age Level/Setting: ___________

**Directions:** Evaluator completes and reviews with candidate and mentor teacher. Candidate, mentor teacher, and supervisor initial each page and sign the last page on three copies. Supervisor retains original for submission to Department of Special Education. Candidate and mentor teacher retains a copy for professional records. If necessary, mentor teacher and supervisor evaluations may be separate.

### Rate candidate proficiency for each of the standards according to the following criteria:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Meaning</th>
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</table>
| 4      | Distinguished  
Extensive indicators of candidate's ability to understand and apply elements consistent with the standard. Substantial evidence of highly consistent application of the standard demonstrated in candidate’s work. Required no additional support from cooperating teacher and/or supervisor. |
| 3      | Skilled  
Multiple indicators of candidate's ability to understand and apply elements consistent with the standard. Adequate evidence of consistent application of the standard demonstrated in candidate’s work. Rarely required additional support from cooperating teacher and/or supervisor. |
| 2      | Basic  
Some indicators of candidate's ability to understand and apply elements consistent with the standard. Limited evidence of consistent application of the standard demonstrated in candidate’s work. Required some additional support from cooperating teacher and/or supervisor. |
| 1      | Unacceptable  
Few to no indicators of candidate's ability to understand and apply elements consistent with the standard. Little evidence of application of the standard demonstrated in candidate’s work. Cannot meet standard even with additional support from cooperating teacher and/or supervisor. |
| NE     | No Evidence  
No opportunity to observe candidate in regard to this standard. Not enough evidence to make an assessment at this time. |

### PRELIMINARY TEACHING STANDARDS

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NE</th>
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</table>
| **Program Standard 3: Educating Diverse Learners**  
Applies pedagogical theories for English language usage leading to comprehensive literacy in English.  
Applies development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.  |

<table>
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<th>2</th>
<th>1</th>
<th>NE</th>
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</table>
| **Program Standard 4: Effective Communication and Collaborative Partnerships**  
Communicates, collaborates and consults effectively with individuals with disabilities and their parents, and primary caregivers.  
Communicates, collaborates and consults effectively with general/special education teachers and co-teachers.  
Communicates, collaborates and consults effectively with related service personnel.  
Communicates, collaborates and consults effectively with administrators.  |
### Program Standard 5: Assessment of Students

Monitors student learning during instruction.

Understands and uses multiple sources of information in a comprehensive manner in order to participate in progress monitoring.

Uses formal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.

Uses informal assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.

### Program Standard 6: Using Educational and Assistive Technology

Demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection and analysis.

Demonstrates knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access.

### Program Standard 8: Participating in IEPs and Post-Secondary Transition

Effectively designs pre-referral interventions.

Effectively plans specially designed instruction to support student learning and access to the core curriculum.

### Program Standard 9: Preparation to Teach Reading/Language Arts

Delivers a comprehensive program of systematic instruction in reading, writing, listening, and speaking.

Aligns instruction to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.

Assesses and develops systematic, explicit instruction in phonics, decoding and word-attack skills, including structural elements.

The ability to assess fluency and provide research-based, systematic, explicit instruction for building rate and accuracy in reading fluency.

Demonstrates the ability to provide explicit instruction in comprehension, including meta-cognitive comprehension strategies such as summarizing, paraphrasing, questioning, and making inferences that includes the components of effective instructional delivery in reading as described in the California RLA Framework (2007):
- Orientation (e.g., engagement, teacher demonstration);
- Presentation (e.g., explicit instruction, modeling, pacing);
- Structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction);
- Independent practice and application
- Demonstrates the ability to reflect on instruction after each lesson and use this information to guide future instruction

### Program Standard 10: Preparation to Teach English Language Learners

Demonstrates the skills and abilities to deliver comprehensive instruction to English language learners.

Implements an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers.

Acquires and demonstrates the ability to utilize assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.
**Program Standard 12: Behavioral, Social, and Environmental Supports for Learning**

| Demonstrates knowledge and the ability to implement systems that assess academic and social skill instruction to support positive behavior in all students. |
| Demonstrates knowledge and the ability to implement systems that plan for academic and social skill instruction to support positive behavior in all students. |
| Demonstrates knowledge and the ability to implement systems to provide academic and social skill instruction to support positive behavior in all students. |

**Program Standard 13: Curriculum and Instruction of Students with Disabilities**

| Demonstrates an effective use of instructional time. |
| Effectively delivers instruction. |
| Demonstrates the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction. |
| Demonstrates strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs. |
| Demonstrates the ability to utilize principles of Universal Access to provide explicit instruction in developing vocabulary, academic language and concept formation in science, social studies, and mathematics. |

**Program Standard 14: Creating Healthy Learning Environments**

| Understands and utilizes universal precautions designed to protect the health and safety of the candidates themselves. |

**For the Candidate:** I have had the opportunity to review and discuss this evaluation. I understand a copy will be placed in my credential file.

<table>
<thead>
<tr>
<th>Name of Candidate</th>
<th>Signature of Candidate</th>
<th>Date</th>
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<table>
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<tr>
<th>Name of University Supervisor</th>
<th>Signature of University Supervisor</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Name of Cooperating Teacher</th>
<th>Signature of Cooperating Teacher</th>
<th>Date</th>
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</table>
**Preliminary Education Specialist Credential Program**

**Directed Teaching Experience**

**Candidate Dispositions**

*Directions:* Evaluation should be completed by the fourth week of directed teaching. University supervisor completes evaluation with input from Cooperating Teacher and reviews with candidate. Supervisor retains original for submission to Department of Special Education. Candidate and cooperating teacher retains a copy for professional records.

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>CWID NUMBER</th>
<th>COURSE</th>
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<tr>
<td>488</td>
<td>489</td>
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</table>

**School**

**District**

**Age Level/Setting**

**RUBRIC FOR ASSESSING CANDIDATE DISPOSITIONS**

<table>
<thead>
<tr>
<th>4 = Exemplary</th>
<th>3 = Acceptable</th>
<th>2 = Developing</th>
<th>1 = Unacceptable</th>
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<tbody>
<tr>
<td>Extensive indicators of candidate behavior that exemplifies the disposition description. Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.</td>
<td>Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator.</td>
<td>Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator</td>
<td>Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.</td>
</tr>
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</table>

**KNOWLEDGEABLE & COMPETENT SPECIALISTS**

**Commitment to Learning:**

- The candidate demonstrates curiosity and interest in learning more about students and content areas.
- The candidate takes initiative in practicing skills for working with small and large groups.
- The candidate readily participates in classroom routines.

**Use of Language:**

- The candidate is diligent in appropriate and correct use of oral and written language.

**REFLECTIVE & RESPONSIVE PRACTITIONERS**

**Attention to Diversity:**

- The 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 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 candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.

**Feedback:**

- The 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 candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
- The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.
- The candidate is poised and professional in his or her demeanor and communication with others.

**Professional Growth:**

- The 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.).
<table>
<thead>
<tr>
<th>NAME OF CANDIDATE</th>
<th>SIGNATURE OF CANDIDATE AND DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF SUPERVISOR</td>
<td>SIGNATURE OF SUPERVISOR AND DATE</td>
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</table>
Appendix E. Pairing Up Activities
This is an overview. Please complete these activities via the Co-Teaching Training & Resources site at http://tinyurl.com/pqujxw6. Guest access is located just below the log-in.

PAIRING UP ACTIVITIES

Cooperating Teacher +
Teacher Candidate=
Co-Teaching!

CSUF Special Education

Content borrowed from:
St. Cloud University, Minnesota
COMMUNICATION & COLLABORATION

These activities will help the Cooperating Teacher and the Teacher Candidate get to know each other, build rapport, and facilitate an effective co-teaching relationship!

Have fun together!

ACTIVITY 1: PARTNER INTERVIEW

○ From the list provided on the next slide, select 2-3 questions you think are the most interesting and will likely prompt a fruitful discussion.

○ Think about your own answers to these questions, then share with your partner.
ACTIVITY 1: PARTNER INTERVIEW QS

- What did you do that you are most proud of during these past months?
- What was your biggest challenge? How did you meet it?
- What was your biggest disappointment? How did you handle it?
- What would you do differently if you had a chance to do something again?
- What did you find to be most stimulating during the past and caused you to grow the most?
- What are you looking forward to in the months ahead?
- What worries you most about the coming months?
- What would you want to say about your work one year from today?
- What is the hardest time of the day for you?
- When do you feel rushed?
- When do you think you need more help?
ACTIVITY 2: VALUE WORDS

○ From the list of value words provided on the next slide, work *individually* to select up to 8 that *you* consider to be very important!

○ Base your decision on how important the value is to YOU... TODAY. It does not matter if it is something that you currently possess or do, or something you want to improve on, etc. If it is very important, choose it!

○ There are no right or wrong answers!

- Clear expectations
- Visualizing
- Comfort
- Problem solving
- Power
- Health
- Service (to others)
- Sincerity
- Variety
- Political activism
- Wisdom
- Safety
- Simplicity
- Independence
- Socializing
- Adventure
- Reading
- Challenge
- Self-Improvement
- Leisure
- Punctuality
- Trustworthiness
- Approval
- Flair
- Change
- Routine
- Solitude
- Working under pressure
- Competition
- Arts
ACTIVITY 2: VALUE WORDS

- Now choose the top 4 that are the MOST important to you!
- Reflect on what these words mean to you and why!
- Share with your partner!
- How can these values inform you of the best ways to work with each other?
COMMUNICATION IS THE KEY TO GREAT PARTNERSHIPS

- As you have been engaging thus far, what kinds of things have made your conversations successful?
- Consider facial expressions, physical gestures and posturing, tone of voice, and so on.

COMMUNICATION IS THE KEY TO GREAT PARTNERSHIPS

- Chit Chat is like throwing a ball back and forth. It’s pretty easy!
- Deeper Communication is like tossing a slippery egg which must be tossed carefully and gently. To tell the truth in a caring manner is not an easy thing to do!
**How Do You Throw Your Slippery Eggs?**

- Save them up for a long time and hurl them?
- Throw them hard and fast because you can’t hold on to them?
- Avoid the person so that you don’t have to toss them at all?
- Wrap them up in so many layers of expectations and apologies no one is sure whether you have even tossed them?
- Try to recognize when you have a slippery egg. Be assertive enough to communicate your issues and toss it with care!
ACTIVITY 3: DIFFICULT CONVERSATIONS

In a fun way, you will role-play having a difficult conversation.

For this activity, the Cooperating Teacher plays the Teacher Candidate and the Teacher Candidate plays the Cooperating Teacher!

In your new role, select one conversation topic from those provided next and think about how you can be most effective in communicating the issue at hand!

ACTIVITY 3: DIFFICULT CONVERSATIONS (FOR TEACHER CANDIDATES PLAYING THE CT)

- You have noticed that your Candidate has come tardy twice now and this is really concerning you.
- You have noticed that your Candidate has come with an unpleasant body odor and their poor personal hygiene is really concerning you.
- You have noticed that your Candidate is doing non-classroom related work during the school day (e.g., checking airfare for a vacation, finishing homework, texting, chit-chatting with other adults in the room) and this is really concerning you.
ACTIVITY 3: DIFFICULT CONVERSATIONS
(FOR COOPERATING TEACHERS PLAYING THE TC)

- You have not been receiving specific feedback from your Teacher and this is really bothering you.
- You have noticed that your Teacher spends the co-planning time working on her own lessons and this is really bothering you.
- You have noticed that your Teacher his not allowing you to try new ideas or new ways of doing things and this is really bothering you.
- You have noticed that your Teacher has been stepping in to help you too much, too soon, and this is really bothering you.
PUTTING IT ON THE TABLE

- It can be helpful to have a special signal to give each other when there is a difficult issue that needs to be addressed.
- You may choose a fun object to serve as this signal
  - A toy frog set out on the desk can say “let’s jump to an important matter!”
  - A bear picture put up on the board can say “it’s time to grin and bear it”.

COLLABORATION

- As a Cooperating Teacher hosting an Education Specialist Candidate, you are being asked to share planning, teaching, and assessment responsibilities- not hoard them, not unload them.
- Decide on a weekly time to plan and reflect together!
COLLABORATION: 
SHARING THE PLANNING

- What content to teach?
- What teaching/co-teaching strategies to use?
- Who will lead the different parts of the lesson?
- How will student learning be assessed?
- What materials and resources are needed? Who is responsible for gathering what?
COLLABORATION: SHARING THE INSTRUCTION

- Share leadership in the classroom.
- Work with all students and classroom staff.
- Use a variety of co-teaching strategies.
- Let your students and staff see you as equal partners.
- Manage the classroom together.
- Make changes as needed during a lesson. Decide on a code phrase the two of you can say to pause or change a lesson when it is urgently needed.
  - When the CT needs to step in without embarrassing the Teacher Candidate.
  - When the Teacher Candidate needs the CT to step in and help, without losing the student/staff respect.
  - When you need to discuss something that cannot wait.

COLLABORATION: SHARING THE ASSESSMENT

- Both participate in the assessment of students.
- Share the workload of daily grading/data collection and ideas/ways to communicate this info to parents, specialists, staff, administration.
- Both participate in using assessment results to inform subsequent instruction.
COLLABORATION
Sharing means both of you…
- Contribute ideas from the very beginning of the Directed Teaching experience.
- Engage with students and assist in their learning from the first day to the last day.
- Participate in leadership roles in planning, instruction, assessment and staff coordination.
- Work together to demonstrate competencies.
- Have opportunities to teach alone.
  
  Best wishes as you SHARE the experience!
**Supervisor End-of-Semester Checklist**

**Procedures:** An electronic folder should be prepared for each candidate. All documents must be fully completed, with all required fields addressed and signatures as appropriate. Students should not be given credit for the course unless all requirements are met in accordance with the syllabus. Inform students that failure to submit completed documents may delay recommendation for a credential. Flash drives with the electronic file (including this checklist) should be submitted at the final supervisors' meeting.

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Course</th>
<th>Grade</th>
<th>Electronic submission via flash drive from supervisor to department</th>
<th>Electronic submission to College of Education Assessment System</th>
<th>Electronic from student to SPED Fieldwork Online Course Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>(488, 489a/b/c)</td>
<td>(C/NC)</td>
<td></td>
<td>Supervisor Support Log</td>
<td>Select Lesson Plans</td>
<td>4 Critical Incidents</td>
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<td></td>
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<td>Principal's Contact Email Verification</td>
<td>Observations</td>
<td>Final Self-Reflection</td>
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<td>Work completed by student and verified by supervisor</td>
<td>Disposition Evaluation Completed by Supervisor</td>
<td>Final Self-Reflection</td>
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<td>Final Evaluation Completed by Cooperating Teacher</td>
<td>Final Self-Reflection</td>
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<td>CSU Exit Survey</td>
<td>Final Self-Reflection</td>
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<td></td>
<td>Syllabus Req's: 4LPs, WkAct, WkLog, MidEv</td>
<td>Final Self-Reflection</td>
</tr>
</tbody>
</table>
**Education Specialist Credential**

**Directed Teaching Support Log**

**Distribution:** All communications & interactions with University Supervisor & Program Advisor should be tracked on this form along with conferences with Cooperating Teacher & other support received (e.g., intern support provider). This will be submitted to the University Supervisor at the end of the semester. The candidate should keep a copy for record-keeping.

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>CWID NUMBER</th>
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<thead>
<tr>
<th>FACULTY ADVISOR</th>
<th>SEMESTER</th>
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<thead>
<tr>
<th>Date</th>
<th>Support Provided</th>
<th>Person Providing Support</th>
<th>Hours</th>
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# Education Specialist Credential  
## Directed Teaching Reflection Log

**Distribution:** This fieldwork log should be completed weekly and included in the Directed Teaching Notebook.

<table>
<thead>
<tr>
<th>CANDIDATE</th>
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<th>SCHOOL</th>
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<tr>
<th>DISTRICT</th>
<th>GRADE</th>
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<table>
<thead>
<tr>
<th>COOPERATING TEACHER</th>
<th>UNIVERSITY SUPERVISOR</th>
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<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WENDESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>DATE</td>
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<td>HOURS</td>
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<tr>
<th>Week’s Activities</th>
<th>My Role</th>
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<tr>
<th>Class Management/Discipline: Issues and Resolutions</th>
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<tr>
<th>Reactions</th>
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<tr>
<th>Special Field Assignments (List and attach written summary)</th>
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<thead>
<tr>
<th>Questions</th>
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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 12: Professional, Legal, and Ethical Obligations
- 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 12: Professional, Legal, and Ethical Obligations

Teaching Performance Expectation 12 (TPE 12): Professional, Legal, and Ethical Obligations, 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, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for 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. 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. 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 you 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 Cooperating 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 of D or F 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 Candidate does not meet the criteria for continuance in the Education Specialist
Credential Programs, faculty consult with each other and the program coordinator to determine next steps. In consultation with the coordinator, department faculty members function as reviewing bodies of the progress of 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 Candidate may be removed from the program,
2. A Candidate may be allowed to continue in the program with the provision that specific steps be taken to overcome deficiencies, or
3. A Candidate may be allowed to continue in the program.

Guidelines for Implementing Decisions
1. A Candidate is removed from the program when, in the judgment of the reviewing committee members, the Candidate does not meet program requirements (Decision 1).
2. If the reviewing committee members determine that additional experiences would enable Candidates to meet program requirements or to overcome deficiencies, the Candidates may be continued on a provisional basis (Decision 2). A Performance Improvement Contract will be required (see below).
3. If the reviewing committee members determine that the 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. 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, Candidates must perform at “B” or better work. In graded courses Candidates must maintain a 3.0 grade point average.

Performance Improvement Contracts
If a 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 Candidate will be allowed to continue with the provision that specific steps be taken to overcome deficiencies (Decision 2), then the candidate may be given a written performance contract. Contracts are written in consultation with the program coordinator. Teacher Candidates must sign the performance contract in order to remain in the Education Specialist Credential Programs. The 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 Candidate to continue in the program. Contracts include a timeline that the steps must be completed and improvement demonstrated by the Candidate. If a Candidate fails to fulfill the performance improvement contract, then the Candidate will be dropped from the program.

Note: Students may be removed from the program without a written contract, if determined by the reviewing body that the 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 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, 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 Coordinator, if the instructor or supervisor is not able to provide informal resolution of the issues.
   - Confer with the Fieldwork Coordinator, if the Program Coordinator 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 Candidate shall submit a letter detailing the specific problem and the Candidate's suggested solution for the problem and the Department Chair will convene the Department's Candidate Support Committee.
   - The 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 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 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 Candidate, faculty involved, the chair, and school district personnel.
   - After gathering all relevant data, the Candidate Support Committee shall make a written recommendation to the Chair. If the Chair agrees with the Candidate Support Committee decision, the panel's recommendation shall be implemented and the Chair shall forward the decision to the Candidate. If the Chair disagrees with the Panel's recommendations, the 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 Candidate.
   - If the Candidate is not satisfied with the outcome of the appeal, he/she may confer personally with the Dean of COE. If the Candidate remains unsatisfied after this conference, he/she may appeal to the University Academic Appeals Committee. To initiate this procedure, the 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 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:

1.0 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.

2.0 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.

3.0 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 Cooperating 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.

6.0 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. 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.
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 child day care facility.
11. A head start teacher.
12. A licensing worker or licensing evaluator employed by a licensing agency as defined in Section 11165.11.
13. A social worker, probation officer, or parole officer.
14. Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
15. 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.
16. 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.
17. A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
18. An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
19. 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.
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 ten 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 [http://ed.fullerton.edu/adtep/](http://ed.fullerton.edu/adtep/) 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 at [http://ed.fullerton.edu/ElEd/intro.html](http://ed.fullerton.edu/ElEd/intro.html).

**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 at [http://ed.fullerton.edu/seced/](http://ed.fullerton.edu/seced/).

**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/](http://www.fullerton.edu/cct/).
CHAPTER 12
The Professional Clear Education Specialist Credential

The Professional Clear Education Specialist Credential Program is a professional education program that has been designed to allow credentialed teachers to clear their Education Specialist 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 Professional Level II Education Specialist Credential Program
- Admission Process
- Program Requirement Plan for Professional Clear Level II Education Specialist Credential
- Candidate Advisement Policy
- Candidate Dispositions
- Credential Preparation Center

CA CTC Definition of the Professional Clear/Level II Education Specialist Credential Program

A candidate must have a Preliminary Education Specialist program prior to entering the Clear. 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 Professional Clear preparation.

One major purpose of the Professional Clear 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 Professional Clear individual induction plan, for the purpose of articulating Professional Clear instruction with that provided during the Preliminary instruction. The candidate will use their transition plan (bridge document) to write the induction plan the first semester of the program in the SpEd 531, 532 or 535. 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 Professional Clear programs include:

- **Development and Administration of the Induction Plan**: The employer and the institution will collaboratively design a Professional Induction Plan. This plan will include any academic requirements that apply to all teachers in the program, plus individualized studies and consultations to address the new teacher’s needs. The candidate will enroll in the approved program for the Professional Clear Education Specialist Credential before the induction plan is completed.
- **Support Activities**: The beginning teacher’s Professional Induction Plan will include consultations with an assigned support provider, who will meet periodically with the new special education teacher to review class plans, discuss instructional practices, and decide on ways to apply principles that the teacher learned in Preliminary preparation. The support provider is assigned by the district; however, if one if not available, CSU Fullerton will assign a part or full time faculty member in this role.
- **Academic Requirements**: Each holder of the Preliminary Education Specialist Credential will, as part of the Professional Induction Plan and the Education Specialist
Clear program, complete a sequence of academic 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.

- **Non-University Activity**: The Professional Induction Plan may include other professional development activities sponsored by organizations other than colleges or universities.*

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

**Admissions Process**

Admission requirements for the Education Specialist Credential Programs are found at the Admissions to Teacher Education Office [http://ed.fullerton.edu/adtep/](http://ed.fullerton.edu/adtep/). Contact this office for your admissions application needs.

To be eligible for admission to the Professional Clear Education Specialist Credential program, candidates must meet the following criteria:

- Have earned a Preliminary or Level I Education Specialist Credential.
- Attend a CSUF overview; either online or in person.

**Program Requirement Plan for Professional Clear Education Specialist Credential**

The CSUF Professional Clear Education Specialist Credential Program for Mild/Moderate, Moderate/Severe, and Early Childhood Special Education includes 12-15 units, several may apply to the MSE Concentration in Special Education. One course supports the development and review of the Professional Induction Plan (AKA action research plan), while others address health and safety issues, 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 Professional Clear credential include certification of CPR (infant through adult) and completion of an Induction Portfolio.

Below are the course requirements in the Program Requirements Plan for the Education Specialist Clear Program. You must meet with your faculty advisor to review your plan. This plan is the same regardless of your specialization (Mild/Moderate, Moderate/Severe, or Early Childhood).

**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 Form [http://ed.fullerton.edu/sped/documents/SPEDCourseEquivalency.pdf](http://ed.fullerton.edu/sped/documents/SPEDCourseEquivalency.pdf) with appropriate documentation to the Department Chair.
- Courses on the program plan should be completed within a five-year period.

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<td>SPED 533* (3)</td>
<td>Issues/Trends in Collaborative/Consultative Services</td>
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Catalog descriptions are found in the Appendix.

### Student Advisement Policy

- Special Education Candidates should not self-advice nor rely on peer advisement.
- Every Candidate must have an advisor-approved PRP on file in order to apply for a California credential.
- New Candidates admitted to an Education Specialist Credential Program will receive a letter that identifies their assigned Program Coordinator. Candidates should contact their Program Coordinator for advisement during the first semester of their credential program, if not before.
- Every Candidate should obtain advisement from their Program Coordinator every semester until they fulfill all program requirements.

### 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 candidates who are:

**Knowledgeable & Competent Specialists; Reflective & Responsive Practitioners; and Committed & Caring Professionals.** To successfully achieve these outcomes, we believe that Candidates must possess particular dispositions toward teaching and learning.

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

#### KNOWLEDGEABLE & COMPETENT SPECIALISTS

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

#### REFLECTIVE & RESPONSIVE PRACTITIONERS

- **Attention to Diversity:** The 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 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 candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.
- **Feedback:** The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple

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perspectives of his or her own performance.

COMMITTED & CARING PROFESSIONALS

- Professional Demeanor & Responsibility: The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school. The candidate is poised and professional in his or her demeanor and communication with others.
- Professional Growth: The 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 ed.fullerton.edu/Credential/index.html 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.