

PARA-ED PATHWAY

We are excited to introduce the Para-Ed Pathway Program offered by California State University, Fullerton's Department of Special Education.

Our program provides an innovative opportunity for instructional aides/assistants/paraeducators to advance their careers while pursuing a Special Education teaching credential.

PROGRAM OVERVIEW:

- **Who Can Participate:** Instructional aides/assistants/paraeducators interested in becoming fully credentialed teachers (*excludes 1 on 1 paraeducator*).
- **Credential Areas:** Mild to Moderate Support Needs (MMSN), Extensive Support Needs (ESN), and Early Childhood Special Education (ECSE), offering tailored experiences for diverse educational settings.
- **Clinical Practice:** Participants can complete clinical practice while working as instructional aides/assistants/paraeducators.
- **Placement:**
 - **ECSE:** Credential students work in preschool, TK, or K.
 - **MMSN and ESN:** First semester credential students may work in an elementary setting. Second semester credential students may work in elementary, middle, secondary, or adult education.

IMPORTANT CONSIDERATIONS:

- Changes in paraeducator positions or school sites may impact a candidate's ability to complete student teaching.
- One-on-one paraeducators are unable to complete student teaching hours during their work hours.
- Paraeducators must work in the program for which they are seeking credentialing.
- School administrator and district Human Resources must approve.



HAVE QUESTIONS?

Please email sped1@fullerton.edu to get your questions answered about Cal State Fullerton's Para-Ed Pathway. Please put Para-Ed Pathway in the subject line.

For further criteria and information, scan the QR code below:





Dear [insert name] School District,

CSUF teacher candidate [insert name] is requesting to complete clinical practice while working as an instructional assistant/paraeducator. Further, if the paraeducator is a one-on-one paraeducator, they will not be able to complete their student teaching hours/assignments during the hours they work as a paraeducator. Applicable to MMSN & ESN only: If the candidate is a first semester student, they will have to be working as a Paraeducator in an elementary school. If the candidate is a second semester student, they may work in elementary, middle, secondary, or adult education. Applicable to ECSE only: You may be working as a paraeducator in a program for children birth through kindergarten.

In order to approve this arrangement, we need several items from your district. We need:

1. The position title and job description the teaching candidate is working in. Please list the title of the position here and attach the job description to this document when returned:

2. We need to know the hours the teaching candidate is currently working in the paraeducator position. Please list the hours of the paraeducator position here:

**The teaching candidate will work before/after their paraeducator hours (mirroring the Mentor Teacher hours) to obtain their necessary student teaching hours if their Mentor Teacher agrees.*

3. A signature below (second page) that the district agrees to provide all of the items below to the candidate to meet CTC requirements:

- The school site will provide:
 - multiple opportunities for candidates to learn, apply, and reflect on the teaching performance expectations.
 - experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.
 - experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization.
 - experiences that are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers.
 - opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs.
 - opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development.
 - opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate.
 - opportunities to observe the administration of a range of assessments.
 - opportunities to engage in assessments and utilize results to lesson plan and provide instruction.
 - opportunities to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.
 - opportunities to co-plan, co-teach or in general education and special education settings.
 - opportunities to engage in IFSP/IEP preparation and attend IFSP/ IEP meetings.
 - opportunities to collaborate with designated instructional support (DIS) providers.
- A district-employed mentor teacher will be assigned to the candidate and will provide support and guidance to the candidate for at least 5 hours per week.

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- The district-employed mentor teacher must:
 - hold a Clear Education Specialist Credential for which they are providing supervision and having a minimum of three years of birth through age 22 teaching experience.
 - have demonstrated exemplary teaching practices as determined by the employer and the preparation program.
- The district-employed mentor teacher agrees to:
 - complete a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content - specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching.
 - monitor and support candidates during their progress towards meeting and mastering the TPEs.
 - provide evidence regarding that candidate progress and performance is used to guide advisement and assistance efforts.
 - assess candidates' performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

If the candidate is transferred to another paraeducator position or school site, it may result in the candidate no longer being able to complete their student teaching while they work as a paraeducator. Further, if the paraeducator is a one-on-one paraeducator, they will not be able to complete their student teaching hours/assignments during the hours they work as a paraeducator.

If the district agrees to the above and is able to verify that the student is in a position to obtain these outlined experiences, we kindly request signatures below. Please do not hesitate to reach out if you have any questions.

Thank you,
 CSUF Department of Special Education Fieldwork Coordinator

Please sign acknowledging these experiences & the hour requirement can be provided for this candidate.

_____ Date: _____
 Student Teacher/Teaching Candidate Name/Signature

_____ Date: _____
 Mentor Teacher Name/Signature

_____ Date: _____
 Site Administrator Name/Signature

_____ Date: _____
 District Human Resources Representative Name/Signature