

# **Department of Special Education Handbook**

# TABLE OF CONTENTS

<b>CHAPTERS</b>	<b>PAGE NO.</b>
<b>CHAPTER 1</b> Introduction to the Education Specialist Credential Programs	3
<b>CHAPTER 2</b> Program Preparation and the Admissions Process	8
<b>CHAPTER 3</b> Clinical Practice in the K-8 General Education Setting (SPED 488)	14
<b>CHAPTER 4</b> Clinical Practice for Mild/Moderate Support Needs and Extensive Support Needs (SPED 489A and 489B)	16
<b>CHAPTER 5</b> Early Childhood Special Education Clinical Practice (SPED 489C/D)	18
<b>CHAPTER 6</b> Intern Teaching	20
<b>CHAPTER 7</b> California Teaching Performance Assessment (CalTPA)	
<b>CHAPTER 8</b> Mentor Teacher Qualifications, Roles, and Responsibilities	23
<b>CHAPTER 9</b> Clinical Coach Roles and Responsibilities	28
<b>CHAPTER 10</b> The Clear/Induction Education Specialist Credential	31

## **CHAPTER 1**

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

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

The chapter is organized as follows:

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

#### **The College of Education**

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

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

## **EDUCATION UNIT CONCEPTUAL FRAMEWORK**



#### **Our Mission**

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

#### **Our Vision**

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

#### **Our Core Values**

1. We value learning as a lifelong journey that transforms us.
2. We value theory, research and the professional literature as guiding the learning process and informing professional practice.
3. We value responsibility to self and to the group.

4. We value diversity because it enriches the whole.
5. We value multiple pathways to learning that includes the use of technology.
6. We value critical inquiry and seeking necessary change.
7. We value authentic and reflective assessment.

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

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

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

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

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

### **College of Education Candidate Dispositions**

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

### **COVID Statement**

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

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

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

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

## Conceptual Framework Outcomes

After successful completion of a program of study, our credential recipients and program graduates are just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

1. **REACH** the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.
2. **TEACH** through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.
3. **IMPACT** schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

## Characteristics of Cal State Fullerton Credential Programs

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

### PROGRAM QUALITY

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

### RELEVANT CURRICULUM AND FIELDWORK

- Field based program allows students to apply theory to practice in classroom settings. Cohorts of students study and work together under the direction and supervision of a team of university and school faculty.
- Intern program allows qualified candidates to earn their credential while employed as classroom teachers.

### FACULTY AND LOCAL PARTNERSHIPS

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

## Department of Special Education

The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We offer credential programs for Teacher Candidates specializing in Mild/Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education. We believe in

collaborations with general education, special education, all service providers, parents, and the community. We train Teacher Candidates in pedagogy that is multi-paradigmatic and provide a variety of theoretical perspectives related to teaching.

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

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

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

#### *Education Specialist Credential Programs*

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

#### *Authorizations*

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

#### *Graduate Programs*

- MSE Concentration in Special Education

### **Career Options in Special Education**

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

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

## CHAPTER 2

### Program Preparation and the Admissions Process

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

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

Once you decide to earn an Education Specialist Credential, there are important decisions you need to make regarding the area within special education in which you would like to be credentialed, the grade level of students you wish to work with, how you will establish your subject matter competency, what pre-requisite courses to 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.

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

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

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

unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This credential authorizes the teaching of individuals with autism, intellectual disability, deaf-blindness, serious emotional disturbance, and multiple disabilities.

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

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

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

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

The California Commission on Teacher Credentialing requires that Teacher Candidates establish subject matter competency. This is in addition to the documentation of basic skills,

which is accomplished through passage of the California Basic Educational Skills Test (CBEST). For teachers planning to teach in secondary settings (grades 7-12), It is difficult to advise students the appropriate type of subject matter competence because so much depends on the specific environment in which the teacher works and the policy of the employing district. However, the following generalities may be a guide:

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

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

- Early Childhood Special Education: Subject matter competence for Early Childhood is established through undergraduate coursework in child development. Students pursuing this credential should major or minor in a discipline that will allow them to complete early childhood and child development coursework, such as Child and Adolescent Studies.
- Mild to Moderate Support Needs: The type of subject matter competence that should be earned for Teacher Candidates pursuing an Education Specialist, Mild to Moderate Support Needs depends on the employment setting.



- K-6 Setting: Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
- 7-12 Setting (Self-Contained Classroom): Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
- 7-12 Setting (Subject Matter Specific Classroom): Successful completion of a Subject Matter Preparation Program or passage of all required Subtests for the CSET in a specific content area. See the [Single Subject Credential Program Handbook](#) for more information.
- Extensive Support Needs: The type of subject matter competence that should be earned for Teacher Candidates pursuing an Education Specialist, Extensive Support Needs depends on the employment setting.
- K-6 Setting: Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
- 7-12 Setting (Self-Contained Classroom): Successful passage of the three parts of the CSET-MS: Part 1, Language Arts/Social Studies; Part II Math/Science; and Part III Combination of Health, Physical Education, Visual performing Arts, and Development
- 7-12 Setting (Subject Matter Specific Classroom): Successful completion of a Subject Matter Preparation Program or passage of all required Subtests for the CSET in a specific content area. See the [Single Subject Credential Program Handbook](#) for more information.

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

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

If you are in Early Childhood Special Education, this decision is made for you, as all Teacher Candidates complete two fieldwork experiences. One is at the infant/toddler level and the other is at the preschool level.

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

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

Teacher Candidates who are working in a segregated setting may be required to complete additional fieldwork hours outside that setting.

### **Prerequisite Coursework for All Programs**

- SPED 371 (3) Exceptional Individual
- SPED 322 (3) Introduction to Positive Behavior Support
- SPED 425 (3) Language and Culture for Special Populations: Foundations of Culture and Language and the IEP

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

Because of the high demand for Special Education Teachers, many are hired before they have completed their credential program. The Cal State Fullerton Education Specialist Internship Program is designed for students who wish to complete credential requirements while currently teaching in their credential preparation area/s in the public schools. These Intern Teacher Candidates should be highly motivated, organized, and capable students who have a schedule that will allow them to assume full-time teaching responsibilities while completing rigorous university coursework.

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

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

For further information, see Chapter 6 of this handbook.

### **Admission Requirements and Process**

Before you start the admissions process, you should attend a [Program Overview](#) and review the [Admissions Page](#).

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

University Admission requirements include:

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

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

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

- Mild/Moderate Support Needs (K-12) - code # 468
- Extensive Support Needs (K-12) - code # 469

- Early Childhood Special Education (ECSE) (0-5 year olds) – code # 435

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

- A. Initial Application: The following items are due February 15<sup>th</sup>, March 15<sup>th</sup>, or April 15<sup>th</sup> (for fall applicants) or September 15<sup>th</sup>, October 15<sup>th</sup>, or November 15<sup>th</sup> (for spring applicants). Applicants should save copies of all documents before they submit their application. Delay in submission of these documents may compromise program admission. An application is not considered complete until all of the following are submitted:
  - CSUF Application Verification
  - Special Education Credential Application
  - \$50 processing fee receipt
  - Letter of intent
  - Certificate of Clearance
  - CBEST (copy of official results)
  - CSET (copy of official results)
  - Unofficial (unsealed) transcripts of all colleges attended
  - Four Letters of Recommendation (2 Faculty and 2 Child/Youth Experiences)
  - TB Test Results (recent—within the past 4 years)
  - CPR (It must be infant, child, and adult. It also must be a hands-on course; we do not accept online classes)
  - Documentation of having met the U.S. Constitution/Government requirement
  - Verification of successful completion of all prerequisites
- B. Admission Interview: Your admission interview will be scheduled once all materials above have been received and reviewed. The interview is conducted by a panel of TWO Faculty Members, and each Teacher Candidate participates in a group discussion responding to a prompt and one-on-one time with the program coordinator.
- C. Pre-orientation: The last step in the admissions process is to view the online presentation of the program pre-orientation. Failure to view the presentation may result in the deferment of admission to the Education Specialist Credential Programs.

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

## **Planning Your Clinical Practice Placements**

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

## **Scholarships and Financial Aid**

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

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

- [Office of Financial Aid](#)

## **Other Important Details**

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

- Teacher Candidates are expected to follow the district/agency calendar. Thus, if the Cal State Fullerton spring break falls during your Clinical Practice, you will be required to student teach during your Cal State Fullerton spring break.
- Attendance is critical. You are required to be in your fieldwork setting for every required hour. You are also required to be prompt and attend all classes. Poor attendance may result in your program removal.
- You may not enroll in classes for which you have not met the prerequisites. Therefore, you need to plan your courses carefully and consult with your Program Coordinator.
- You may not be an Intern unless you have completed all prerequisite and preservice requirements.
- You may be removed from the credential program at any time if you
  - Exhibit academic dishonesty as defined by the University Catalog
  - Exhibit inappropriate student conduct as defined by the University Catalog
  - Exhibit unacceptable academic, field, pedagogical, and/or Clinical performance behaviors
  - Fail to meet the standards set by the Commission on Teacher Credentialing, including GPA, and teaching performance expectations.
  - Fail to behave according to the standards of the profession, public schools, university, department and/or program
  - Fail to demonstrate credentialing requirements
  - Fail to pass fieldwork dispositions.

**CHAPTER 3: SPED 488**  
**Clinical Practice in the K-8 General Education Setting**  
**(for Mild/Moderate and Extensive Support Needs Credentials)**

Prerequisites: SPED 322, 371, 425; Co-requisites: SPED 432, 433, 522

The Mild to Moderate Additional Support Needs and the Extensive Support Needs Credential Programs are professional education programs that have been designed to help Teacher Candidates acquire the competencies necessary for the successful teaching of students with disabilities in TK-12.

SPED 488, the first of two required Clinical Practices, is completed in a K-8 general education classroom, as assigned by the Department. The Education Specialist Teacher Candidate in this experience focuses on co-teaching, differentiated standards-based instruction, accommodations/modifications, class-wide positive behavior support, pre-referral, remediation, push-in supports, and inclusion.

**Description of SPED 488**

SPED 488 is a 6-unit course aimed at preparing Education Specialist Candidates to work within the General Education environment. This course is not designed to teach our Teacher Candidates how to become a General Education Teacher, 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 more.

**SPED 488 Requirements**

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

Candidates must verify a minimum of 225 hours in the classroom. Candidates will receive mentorship from their Mentor Teachers and Clinical Coaches. It is expected that all candidates maintain a professional disposition, receive feedback with grace, and incorporate feedback to show growth in their teaching. Candidates are responsible for completing all assignments and requirements as detailed in the SPED 488 syllabus and online learning platform.

**Formal Evaluations**

Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the Teacher Performance Expectations (TPEs) across the length of the Clinical Practice.

Should a Mentor Teacher, Clinical Coach, or Program/Fieldwork Coordinator have dispositional or competency-related concerns, a Teacher Candidate Improvement Plan may be developed. Improvement Plans are generally written by the Clinical Coach in collaboration with the Mentor Teacher and Department Program/Fieldwork Coordinator(s). Improvement Plans consist of specific

objectives that the Teacher Candidate will focus on and be required to meet in order to remain in the course/program.

Initial Dispositions are formally evaluated online between weeks 3 and 5 of Clinical Practice by the Mentor Teacher and the Clinical Coach. For interns, only the Clinical Coach will complete the Dispositions Assessment. The Initial Dispositions Evaluation is conducted early in the semester to ensure students are demonstrating the basic readiness skills and professionalism needed for successful Clinical Practice. A minimum total score of 2.0, without any “unacceptable” ratings, are required to continue in Clinical Practice.

At the end of the Clinical Practice, the same raters complete the TPE evaluation. A minimum score of 2.75 is required for passing the course. Should a Teacher Candidate receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the Clinical Coach, the Department (e.g., Fieldwork Coordinator, Department Chair) will collect information from relevant individuals (e.g., Teacher Candidate, Mentor Teacher, Clinical Coach, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a Candidate Improvement Plan (CIP), or (c) re-place the Teacher Candidate and develop a CIP. Two NCs in Clinical Practice will result in the Teacher Candidate being removed from the program.

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

## **CHAPTER 4**

### **Clinical Practice for Mild/Moderate Additional Support Needs and Extensive Support Needs (SPED 489A and 489B)**

SPED 489A fulfills the Clinical Practice necessary to achieve a specialist credential in Mild to Moderate Support Needs, and SPED 489B fulfills the Clinical Practice necessary to achieve a specialist credential in Extensive Support Needs. The experiences are designed to provide hands-on teaching experience with supervision from both the Clinical Coach and the Mentor Teacher.

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

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

#### **Definition of the Credential for Education Specialist, Extensive Support Needs**

This credential authorizes the provision of services to individuals in grades TK through 12 as well as adults, who have extensive support needs. The Clinical Practice 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.

#### **Course Descriptions**

SPED 489a and SPED 489b are 6-unit course aimed at preparing Education Specialist Candidates to develop the competencies and skills necessary for working effectively with individuals in grades TK-adulthood who have Mild/Moderate Additional Support Needs and Extensive Support Needs, respectively. Fieldwork activities are aligned with the [California Commission on Teacher Credentialing Teaching Performance Expectations](#) (TPEs) specific Mild to Moderate Support Needs or Extensive Support Needs.

#### **Course Requirements**

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

Candidates must verify a minimum of 225 hours in the classroom. Candidates will receive mentorship from their Mentor Teacher and Clinical Coach. It is expected that all candidates maintain a professional disposition, receive feedback with grace, and incorporate feedback to show growth in their teaching. Candidates are responsible for completing all assignments and requirements as detailed in the SPED 489a syllabus and online learning platform.

## Formal Evaluations

Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to demonstrate the TPEs across the length of the Clinical Practice.

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

Initial Dispositions are formally evaluated online between weeks 3 and 5 of Clinical Practice by the Mentor Teacher and the Clinical Coach. For interns, only the Clinical Coach will complete the Dispositions Assessment. The Initial Dispositions Evaluation is conducted early in the semester to ensure students are demonstrating the basic readiness skills and professionalism needed for successful Clinical Practice. A minimum total score of 2.0, without any “unacceptable” ratings, are required to continue in Clinical Practice.

At the end of the Clinical Practice, a more advanced Final Dispositions Evaluation is conducted by the Candidate’s Mentor Teacher and Clinical Coach (for Interns, the Clinical Coach only completes the evaluation). The Final Dispositions Evaluation documents the Candidate’s ability to demonstrate advanced professional dispositions related to the College of Education’s Conceptual Framework.

Also at the end of the Clinical Practice, the same raters complete the TPE evaluation. A minimum score of 2.75 is required for passing the course.

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

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



## **CHAPTER 5**

### **Early Childhood Special Education Clinical Practice (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.

#### **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.

#### **Course Description**

Special Education 489C/D fulfills the Clinical Practice s 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 Clinical Coach and the Mentor Teacher. Fieldwork activities are aligned with the [California Commission on Teacher Credentialing Teaching Performance Expectations](#) (TPEs) specific Early Childhood Education.

#### **Formal Evaluations**

Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the TPEs across the length of the Clinical Practice.

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

In both semesters of Clinical Practice, Initial Dispositions are formally evaluated online between weeks 3 and 5 of Clinical Practice by the Mentor Teacher and the Clinical Coach. For interns, only the Clinical Coach will complete the Dispositions Assessment. The Initial Dispositions Evaluation is conducted early in the semester to ensure students are demonstrating the basic readiness skills and professionalism needed for successful Clinical Practice. A minimum total score of 2.0, without any “unacceptable” ratings, are required to continue in Clinical Practice.

At the end of the second semester of Clinical Practice, a more advanced Final Dispositions Evaluation is conducted by the Candidate's Mentor Teacher and Clinical Coach (for Interns, the Clinical Coach only completes the evaluation). The Final Dispositions Evaluation documents the Candidate's ability to demonstrate advanced professional dispositions related to the College of Education's Conceptual Framework.

Also at the end of the Clinical Practice, the same raters complete the TPE evaluation. A minimum score of 2.75 is required for passing the course.

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

At the end of the Clinical Practice, the same raters complete the TPE evaluation. A minimum score of 2.75 is required for passing the course.

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

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

## **CHAPTER 6**

### **Intern Teaching**

The Cal State Fullerton Education Specialist Intern 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.

**California Commission on Teacher Credentialing Definition of Internship Program** Internship programs provide opportunities for intern teachers to engage in systematic study and supervised practice of teaching while they serve as instructors-of-record with compensation.

These programs provide an alternate route into teaching for individuals who have met certain entry requirements and have demonstrated strong potential to succeed as teachers while completing their professional studies.

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

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

Intern Program applicants must first be admitted to the Education Specialist Credential Programs. Once all requirements are completed, the candidate should submit an Intern Readiness Form to the Department Admissions Assistant. Once these requirements are met, the candidate is considered "Intern Ready" and can begin applying for teaching jobs.

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

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

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

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

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

In addition, the Teacher Candidate will be issued a University C-19 Internship Credential. This credential authorizes the holder to serve, under the supervision of a Commission-accredited college or university and the holder's employer, in the area 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.

## **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 Fieldwork Coordinator to determine if a district is within our service area.

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

Unlike traditional Teacher Candidates who have the luxury of a gradual induction into their Clinical Practice, 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 Teacher Candidate counterparts, Intern Candidates are observed in the classroom setting and supported by both a district/agency staff member (instead of a Mentor Teacher, Intern Candidates have a Support Provider) and a Clinical Coach. Observations and communications will

be weekly, and candidates will be monitored closely to ensure that they are effective in the classroom setting.

Intern Candidates will be evaluated by both their Support Provider and Clinical Coach. These evaluations are based on Teacher Candidate dispositions towards the teaching

Profession and the Teaching Performance Expectations. Interns who are not proficient in all competences and expectations will be given a NC (No Credit) for their Clinical Practice and are subject to program removal.

### **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 7**

### **California Teaching Performance Assessment (CalTPA)**

As of the fall of 2022, the CTC requires all Education Specialist candidates working towards a credential in Mild/Moderate or Extensive Support Needs, to successfully complete the Teaching Performance Assessment (TPA) to earn a preliminary credential.

The TPAs for Mild/Moderate or Extensive Support Needs require candidates to complete a series of defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and culminating teaching experiences or events.

At CSUF, all our credential programs use the California Teaching Performance Assessment (CalTPA), comprised of two instructional cycles. To be recommended for a teaching credential, teacher candidates must pass the CalTPA. Currently, the CTC is in the planning stages for candidates seeking an Early Childhood Special Education credential.

- Cycles 1 and 2 of the CalTPA will be completed during the second fieldwork experience (SPED 489).
- Candidates will simultaneously enroll in a 3-unit support course (SPED 420).
- Candidates will register for the CalTPA at the CTC's CalTPA website.
- The cost is \$300 total, \$150 for each cycle.
- If a candidate does not pass a CalTPA cycle, that particular cycle can be resubmitted. Information regarding next steps for re-takers will be provided in SPED 420.

## **CHAPTER 8**

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

#### **Qualifications of Mentor Teachers**

To ensure our Teacher Candidates receive a quality experience, we seek to place them with highly qualified Teachers. Mentor 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. Mentor Teachers have completed the Mentor Teacher Professional Development Survey.

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

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

#### **General Information for Mentor Teachers**

Teacher Candidates are required to complete two semesters of Clinical Practice s. When Teacher Candidates begin their first Clinical Practice, 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 Clinical Practice 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.

Mild to Moderate Support Needs and Extensive Support Needs Candidates complete a Clinical Practice (SPED 488) in the General Education Setting during their first semester. During their second semester Clinical Practice (SPED 489), Teacher Candidates directly teach and case manage for a population of students in the disability area of their credential program. Teacher Candidates arrive at the school's designated "teacher start time" and leave at the school's designated "teacher release time." On the days Teacher 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. Teacher Candidates are to align their vacation with their assigned school, taking fall and spring breaks when the school/district has scheduled them.

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

Teacher Candidates are assigned a Clinical Coach for each Clinical Practice. The Clinical Coach's role is to (a) support the Teacher Candidate as well as the Mentor Teacher, (b) facilitate the Clinical Practice learning experience, (c) evaluate Teacher Candidate progress, and (d) help communicate and address any concerns between the Teacher Candidate and Mentor Teacher.

## **Responsibilities of Mentor Teachers**

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

- Know and carry out District policies regarding the presence and Clinical Practice of the Teacher Candidate in the classroom.
- Keep the Principal informed of the progress of the Teacher 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 Teacher Candidate, report the incident to the site administrator and the Clinical Coach 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:**

- Help the Teacher Candidate to feel "at home" in the school by creating an atmosphere of acceptance and respect, introducing them as a fellow teacher, inviting them to faculty affairs/meetings, and extending other such courtesies.
- Help the Teacher Candidate become acquainted with the school mission, goals/plans, policies, and important documents (e.g., school handbook, school calendar).
- Help the Teacher 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 TPE Evaluation forms and help the Teacher 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 Teacher Candidate current best practices as well as professional and ethical behavior.
- Include the Teacher Candidate in your planning, instructing, assessing, and reflecting processes.
- Help provide the Teacher 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 teaching potential.
- Help pace the Teacher Candidate along to ensure the completion of the requirements in a timely and prioritized manner, without the Teacher Candidate becoming overwhelmed.
- Ensure the Teacher Candidate has adequate time to prepare when they are asked to lead a lesson/activity/assessment and try to avoid abrupt change of plans. Require lesson plans before their implementation so that desired changes can be made.
- Have the Teacher Candidate participate in evaluating student progress, reporting to parents, parent conferences, and SST/IEP meetings.
- 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 Teacher Candidate to consider. The Clinical Coach should also view these “progress reports”.

#### Clinical Coach-Related Responsibilities

- Provide the Clinical Coach with feedback on Teacher Candidate dispositions, performance, and progress. If feasible, allot time to meet with the Clinical Coach and/or include them in Teacher Candidate conferences.
- If problems arise, inform the Clinical Coach of the concerns/issues immediately and work together to develop a solution.
- In the event that a Teacher Candidate is not making adequate progress on expectations related to dispositions or TPEs, work with the Clinical Coach to help devise and monitor a Candidate Improvement Plan

### Recommendations for Providing Support to Teacher Candidates

#### Before the Teacher Candidate arrives:

- Prepare the students for the Teacher Candidate; you may want to introduce the Teacher Candidate as a co-teacher joining the class from Cal State Fullerton.
- Appropriately inform parents in writing of the coming Teacher Candidate, perhaps noting the advantages of having a Teacher Candidate in the classroom (e.g., reducing student-teacher ratio, more opportunities for team teaching).
- Gather introductory material to share (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.

#### During the first week:

- Provide the Teacher Candidate with space to help them stay organized, allow room for prepping, and for the dignity of this adult functioning in the classroom.
- Help the Teacher Candidate actively participate from the first day onward! The students need to see the Teacher Candidate as a teacher, not an observer.
- Provide the Teacher Candidate with information on the curriculum, standards, classroom schedules/routines, individualized plans, and grading procedures. Give them the textbooks s/he will need along with other materials including sample unit/lesson plans.
- Give the Teacher Candidate a tour of the school and introduce them to various staff members and administrators.
- Schedule a weekly conference time for planning, questions, and feedback.
- Communicate all expectations clearly. Make sure the Teacher Candidate understands when and how they are supposed to assist you and carry out tasks independently.
- Demonstrate your planning process, including your long-range goals as well as your daily plans and objectives.
- Share your record keeping/data collection procedures and explain how you want the Teacher Candidate to participate in this.

- Explain your style/expectations regarding student behavior and your specific classroom support/management techniques. Explain your expectations for Teacher Candidate participation.
- Discuss your style/approach to providing feedback to the Teacher Candidate.

Remember to:

- Be sensitive to the need for effective communication and a professional relationship.
- Maintain open, truthful, and direct communication.
- Listen effectively and actively.
- Provide frequent and positive feedback along with suggestions for improvements.

## **Teacher 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 TPEs. Conferences should occur at least weekly.

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!

Schedule more regular observations of teaching as well. Below are suggestions for conducting formal observations and evaluations:

- Observe the Teacher Candidate's planning, preparing, writing out, delivery, and reflection processes to the extent possible.
- 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 success!
- Remember, although writing detailed lesson plans may seem like unnecessary work to a veteran teacher, 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 Teacher Candidate performance, not personality.
- Remember that Teacher Candidates are often brand new to teaching. Expect some beginner mistakes, nervousness, and lack of experience. Cheer them on while providing constructive feedback to help them grow.
- Help the Teacher Candidate learn the skills of reflection and self-evaluation; help them identify their own strengths and weaknesses.
- You are encouraged to check in with Clinical Coaches during their visit to discuss Teacher Candidate progress. If the time does not permit this discussion while the Clinical Coach is in the classroom, they welcome additional communication via phone or email.

## **Responsibilities of School and District Administrators**

### **School Administrator Responsibilities**

- Endeavor to make Teacher Candidates feel welcome and supported as future teachers.
- Provide Teacher 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.
- Notify Teacher Candidates of staff, professional, and committee meetings to which they are welcome.
- Keep informed about the strengths and needs of the Teacher 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 Teacher Candidate. The report to the Clinical Coach must be within one business day of the incident.
- Assist in the continuous search for new and returning Mentor Teachers by encouraging superior teachers to participate in the training of the “next generation” and making sure they understand the criteria involved:
  - Being willing and enthusiastic about mentoring a Teacher Candidate.
  - Being well prepared for and skilled in the field or grade level taught.
  - Being recognized not only as an effective classroom teacher, but also able to help another person learn to teach.
  - Being emotionally mature, objective and not defensive.
  - Being able to work comfortably with an observer in the room.
  - Being able to approach difficult situations with professionalism and honesty.
    - Being able to keep organized, give clear directions regarding the responsibility of various tasks, and clearly communicate expectations.
    - Being willing to dedicate the time to provide regular feedback and complete formal evaluations for the Teacher Candidate.

### **District Administrator Responsibilities**

- Collaborate with the University in the selection of schools and in the screening of potential Mentor 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 Clinical Practice 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 Teacher Candidates are not used as substitute teachers, specifying the authority of the Teacher 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 Teacher 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 Teacher Candidate. Evaluate the program, recommend to University officials modifications and changes, and communicate problems that may arise.

## **CHAPTER 9**

### **Clinical Coach Roles and Responsibilities**

#### **Functions of the Clinical Coach**

The CSUF Clinical Coach 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 Clinical Coach, 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 Mentor Teacher, Support Provider, or Teacher Candidate.
- Assist Clinical Practice 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 Clinical Coaches**

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 Clinical Practice protocols and expectations.
- Complete the required formal evaluations for each Teacher Candidate by the deadline.
- Submit the requested documentation for each Teacher Candidate at the end of the Clinical Practice, in accordance with the End-of-the-Semester Checklist
- Provide feedback on Teacher Candidate placements and screen prospective Mentor 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 Mentor 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 Mentor Teachers in accessing important Clinical Practice documents and online sites
- Encourage co-teaching and the use of the Co-Teaching Training & Resources site.
- Confer, as frequently as needs indicate, with the Mentor Teacher, at his/her convenience, regarding the Candidate's progress.
- Assist the Mentor Teacher in preparing and evaluating the Candidate, and addressing areas of concern.
- Inform the Mentor Teacher of the required evaluations and due dates

### Candidate-Related Responsibilities

- Attend first and final Clinical Practice seminars.
- Coordinate first day of Clinical Practice between Teacher Candidates and school sites.
- Help orient Teacher Candidates to the school site.
- Encourage the Teacher Candidate and their Mentor Teacher to access the Co-Teaching Training & Resources site for the Pairing Up Activities, and more.
- Help provide opportunities for Teacher Candidates to complete their requirements and participate in varied activities in the school program.
- Assist the Teacher 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 Teacher Candidates.
- Pre-conference, observe, and post-conference with Teacher Candidates on a regular basis.
- Maintain records of Teacher Candidate observations.
- Whenever possible, videotape Teacher Candidate for the purpose of self-evaluation and help them develop self-evaluation skills.
- Counsel Teacher Candidates as concerns arise.
- Serve as a mediator between Teacher Candidates and school personnel should problems arise.
- Work with the Mentor Teacher to develop a Candidate Improvement Plan when necessary.
- Complete the required formal evaluations.
- Immediately report to the Fieldwork Coordinator and Program Advisor any incident that may potentially jeopardize the safety of the Teacher Candidate.
- Communicate frequently with the Fieldwork Coordinator and Program Advisor if there are any concerns regarding the Teacher Candidate.

### Recommendations for Providing Support to Teacher Candidates

- For traditional Teacher Candidates, make your first on-site visit during the first week of Clinical Practice, preferably the first or second day. For Interns, schedule your first visit during the first or second week of Clinical Practice.
- Conduct a minimum of 6 formal and documented observations during the Clinical Practice (3 formal observations for 489c Candidates).
- Each of the 6 visits should last 45-60 minutes and include observation, documentation, and feedback of the Teacher Candidates' teaching, as well as pre- and post-conferencing.
- Require the Teacher Candidates to submit to you a comprehensive teaching plan and reflection for each of the 6 formal observations.
- Ask the Mentor Teacher and the Teacher 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.

- Communicate with the Mentor Teacher during or after each visit.
  - Make 4 additional contacts (via email, phone, or in person) with each Teacher Candidate (6 total contacts for 489c Candidates). Depending on the needs of your Teacher Candidates more may be required.
  - The final contact with the Teacher Candidate should include a conference with the Mentor Teacher to review TPEs, requirements, etc.
  - Maintain all required documentation in accordance with the Clinical Coach End-of-the-Semester Checklist. Check-off and submit this material by the due date.
  - Keep in mind that many of our student and intern teachers are brand new. Expect and accept beginner mistakes, nervousness, and lack of experience. Cheer them on and provide support as well as constructive, useful feedback to help them grow.
  - Be aware of the following potential warning signs, which might be demonstrated by the Teacher 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 Mentor Teacher
    - Failure to respond to Mentor Teacher suggestions
    - Inappropriate grooming/dressing
    - Failure to get along with other school staff
    - Inability to communicate ideas
    - Excessive, confrontational behavior
    - Working too hard (over-anxiety)
- These likely warrant a Candidate Improvement Plan

## CHAPTER 10

### The Clear/Induction Education Specialist Credential

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

#### Definition of the Clear Education Specialist Credential Program

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

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

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

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

#### Early Completion Option

The Early Completion Option (ECO) allows candidates the opportunity to complete the Induction program in one year. This option is available to exceptional candidates who meet the eligibility criteria listed below and demonstrate extraordinary knowledge, skills, abilities, and competencies required of all participating teachers who complete the full-length program. All candidates are notified of the ECO option during the first week in the program. ECO is equally rigorous as the full-length program, although shorter in length (1-Year).

##### ***ECO Eligibility***

Each ECO candidate must meet all of the following criteria:

- Hold a current California Education Specialist preliminary credential
- Be employed as the teacher of record in an Education Specialist teaching assignment that aligns with their credential

- Have 2 or more years of successful credentialed teaching experience (substitute teaching and working as an instructional aide do not count)
- Be approved for consideration as an ECO candidate by the employing district (indicated by the signature on the application by the Site Administrator)
- Provide two formal evaluations as evidence of previous successful teaching experience which supports the experienced and exceptional status
- Complete the required application (provided in the first week of the program)

## Admissions Process

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

Please note that you must have filed for your preliminary credential prior to starting classes in the clear program. Additionally, you must be employed as a teacher when you begin the clear program. Accommodations will be provided only for students in the Mentor's program who are not yet employed. Otherwise, you will need to hold off on starting clear/induction until you have a teaching position.

## Program Requirement Plan for Clear Education Specialist Credential

The CSUF Clear/Induction Education Specialist Credential Program for Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education includes 12 units, 9 of which applies to the MSE Concentration in Special Education. Two courses support the development and review of the ILP, while others address use of educational technologies to support teaching and learning, methodologies for research, and current issues and trends in special education.

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

## Program Plan Requirements

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

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



## **Student Advisement Policy**

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

## **Credential Preparation Center**

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