

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.