



**CALIFORNIA STATE  
UNIVERSITY**  

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**E A S T B A Y**

**EDUCATION SPECIALIST TEACHING CREDENTIAL**

**Handbook for Supervisors, Cooperating Teacher and Employer Provided Mentors**

**2017-2018**

**Department of Educational Psychology**

**College of Education and Allied Studies**

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## Welcome

Thank you for your willingness to work with the Education Specialist Mild Moderate and Moderate Severe Disabilities credential candidates at California State University, East Bay (CSUEB). Your guidance and expertise are instrumental in the preparation of special education teachers (k-22) and service providers to deliver content, information and services to students with special needs, their families and communities.

Social justice and democracy, equity and access are exemplified through the content and field based experiences in the programs offered Department of Educational Psychology. These ideals permeate not only the coursework and intellectual climate of our programs, but also guide candidates' experiences through coursework, field placements, seminars, classroom interaction, written assignments, reading, lectures, and team meetings. Each program credential and master's degree program is committed to prepare individuals to successfully engage in diverse environments and be active members of their communities.. Candidates are prepared to be competent, reflective educators and practitioners who embrace the role they have in the academic, social and emotional development and education of **all** children.

Guiding our work in the goal to prepare candidates in becoming reflective, collegial professionals who embody the values of social justice, collaboration, access, and democracy in education. Over time we hope each candidate will:

- Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design practices and research-based programs to achieve equitable learning outcomes including access to the academic core curriculum;
- Create positive learning environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness;
- Work collaboratively with students, parents, service providers, and professional colleagues to achieve equitable learning outcomes and equitable, positive learning environments;
- Work collaboratively to develop practices that meet the needs of students with a range of abilities;
- Provide experiences, instruction and environments that support students with disabilities to participate in a range of experiences that result in students reaching their potential
- Know and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills, as defined by the California Commission on Teacher Credentialing [CTC] Standards for the Preliminary Education Specialist Credential with the authorization in Mild/Moderate or Moderate/Severe Disabilities.

In doing so each candidate becomes a leader in her/his educational community and develops the skills to create dynamic learning environments, assess student learning, organize subject matter and content for multilevel delivery, and plan and deliver effective lessons. Education Specialist candidates create, monitor and implement data based Individual Education Plans, design instructional and behavioral/social supports, collaborate with parents, caregivers, teachers and other service providers to support students.

This handbook is intended to provide you in your role as University Supervisors, Cooperating Teachers and Employer Provided Mentors with an overview of the Education Specialist Mild Moderate and Moderate Severe Disabilities credential programs and as a resource for your responsibilities and CEAS policies. You will also find important forms and placement information. We know that individual do not develop the knowledge, skills and dispositions for becoming Education Specialists in a vacuum. The guidance that you provide to candidates is invaluable and appreciated. You are an integral part of the development and success of future Education

Specialists.

Should you have any questions, or require additional information, please feel free to contact us.

We look forward to working with you,

Dr. Linda Smetana

Dr. Meaghan McCollow

Dr. Jack Davis, Chair, Department of Educational Psychology

## Overview of Candidate Support

**Education Specialist Candidates are prepared for their positions through a combination of coursework, fieldwork and professional activities. Program faculty, University Supervisors, Cooperating Teachers and Employer Provided Mentors each have a role in the candidate's development. This handbook provides an orientation to the candidate support process and information regarding respective roles in the mentoring and candidate support and assessment/evaluation. Supporting teacher candidates is a team process that includes those at the University, district, and school site.**

### Program Coordinators

Each Education Specialist credential program has a faculty member identified as the Program Coordinator. Coordinators are responsible for the overall management of the program including organization and schedule of courses, recruitment of adjunct faculty and fieldwork supervisors, and communication with school district and county education personnel and Commission on Teacher Credentialing personnel.

Program Coordinators advise teacher candidates, communicate on behalf of teacher candidates with other campus based services including Accessibility Services and the Credential Student Service Center. In addition Program Coordinators serve as representatives of their programs to the Department of Educational Psychology, the College of Education and Allied Studies and the University and complete requested program materials. Often Program Coordinators analyze program data and work with faculty, supervisors and advisory committee members to improve program effectiveness.

Program Coordinators may become involved in supporting teacher candidates in the field at the request of the University Supervisor, the Cooperating Teacher or the Employer Provided Mentor. This support may be in the form of an observation, conference with faculty, teacher candidates by themselves, or teacher candidates and support personnel. Program Coordinators serve as the course and program advisor to teacher candidates and participation in the teacher candidate and support or the declassification process. University Supervisors, Cooperating teacher and Employer Provided Mentors should consult the Program Coordinators with issues of concern.

### University Supervisors

University Supervisors are critical personnel in the development of the Education Specialist candidate. They provide coaching, mentoring and meaningful, including candidate assessment and evaluative feedback through observation, discussion, conferences and other forms of communication to candidates and interns. In addition they provide support through feedback, focusing the candidate on reflecting on their practice and establish goals for professional development. University Supervisors are members of a triad of current and future professionals consisting of the candidate, university supervisor, and cooperating teacher or intern mentor. The University supervisor with the cooperating teacher or employer provided mentor highlights the teacher preparation program responsibilities, requirements, and class assignments to be accomplished over the course of the fieldwork/student teaching or internship experience.

University Supervisors represent the university in the schools and play a key role in the credentialing process. All supervisors hold advanced degrees and/or credentials in the disciplines/areas in which they supervise. They act as a liaison from the University to the school, district or agency in which the candidate or intern is working. As the eyes and ears in the field University Supervisors provide valuable feedback to the program, identify areas of need and make recommendations for program change or improvement. University Supervisors may represent the university at meeting, professional development or other district based activities.

University Supervisors develop rapport with the cooperating teacher and or intern employer mentor, and works collaboratively with them in the development of the candidate. University Supervisors share with cooperating teacher information of importance and solicit information about the performance of the candidate. They may confer with the cooperating teacher or Employer Provided Mentors on a regular basis about the progress, areas of needed growth, and recognizing the areas of talents of the teacher candidate. The focus on the supervision process is to provide the candidate with a constructive and beneficial a student/intern teaching experience. They also explain and reconcile any differences between the philosophy or methods employed by the cooperating teacher or site partner and those presented in the credential program.

University Supervisors observe and evaluate the teacher candidate or intern teacher's performance in the classroom placement or teaching position. They help the candidate to relate his/her teaching experiences to previous academic training and current professional preparation and practice. The focus of the University Supervisors efforts is to support the candidate's teaching towards the development of content and strategies that positively impact learning. When student learning does not take place in the expected manner or does not take place, the University supervisor serves as critical professional in the evaluation of the student's learning process. Thus, the supervisor may suggest another method, set of materials or lesson organization.

University Supervisors schedule at least 4 visits per placement with teacher candidates, approximately 1 visit every 10 days of student teaching and 8 visits or the equivalent per placement with interns. Observations should occur at different times, content areas and models of service delivery. At least one observation will occur during the teacher candidate's solo teaching experience. Before the first visit, University Supervisors meet with their candidates and if possible the cooperating teacher or the employer provided mentor to learn about the candidate, the context of instruction (classroom, cooperating teacher), and the candidates goals for themselves during he experience. At this time supervisors present the expectations for candidate performance over the course of the experience.

University Supervisors assess the context of the instruction and collaborate with the candidates to develop a plan for the supervision and feedback process. When appropriate candidates are reminded to submit lesson plans 24-48 hours prior to the observation in order for the University supervisor to provide feedback in a pre-conference email or phone call. After each lesson is observed, the University supervisor and candidate participate in a post observation conference of 30 minutes. At this time university supervisor provides feedback to the candidate with ideas for future instruction. Questions prompting analysis reflection and are often presented to the candidate. Additionally, the candidate has the opportunity to share ideas for curriculum, instruction and behavioral support or seek assistance, clarifications in specific areas. The cooperating teacher or employer provided mentor may be invited to participate in the post observation conferences. The University supervisor may meet with the intern's employer provided mentor as a part of the candidate's support process.

Regardless of the model of service delivery, candidates are expected to have a prepared lesson, instruction sequence, case management activity for the University supervisor to observe. Supporting students without a defined lesson plan is not considered appropriate material for the University supervisor to observe. The University supervisor should request those candidates supporting students in inclusive settings to provide an outline of their goals for the support at the time of observation and the practices that will be observed. (Optional carbonless duplicate forms available for supervisors to use. They are available in the Teacher Education Office, Room AE 250.) If the carbonless forms are used, a copy of the notes is provided to the candidate.

The role of an Education Specialist extends beyond teaching and direct services to students. The University supervisor also provides guidance to the teacher candidate or intern teacher in the areas of case management, collaboration, instructional design, positive behavior support and assessment. This support may come in the form of onsite visits, phone and e-mail and other communications with candidates. Candidates and interns may request that one of the visits take place during a non-instructional activity such as the observation of an IEP meeting or the review of an assessment report.

University Supervisors evaluate the teacher candidate or intern teacher on an on-going basis and provide objective documentation to support his/her assessment of specific areas of the teacher candidate's knowledge, dispositions and performances. Feedback to candidates is directly tied to the Teaching Performance Expectations for Education Specialists. At the end of the placement, the University supervisor leads a 3 way conference with the candidate, the cooperating teacher or in the case of interns - site administrator and the candidate. (The employer provided mentor is not involved in the evaluation process and thus is not in attendance at the final evaluation meeting.) At this time the formal Fieldwork Evaluation form is completed.

University Supervisors are often assigned by area of service and may or may not remain with the candidate over the course of the internship or fieldwork teaching experiences.

## **Cooperating Teachers**

Cooperating Teachers are one of the most important influences in stimulating professional growth of the teacher candidate. Often it is the fieldwork experiences that form the teacher candidate's perception of their role, responsibilities and practices as a teacher. Since student teaching is a cooperative venture, both teacher candidate and cooperating teacher have much to share with each other.

Cooperating Teachers provide a teaching environment in which teacher candidates plan appropriate lessons, analyze student behavior, develop positive student behaviors and adapt teaching styles to optimize learning by all students. Student teaching provides candidates with opportunities to link theory from university courses to practice in the field. The integration of theory and practice should encourage student teachers to own ideas, apply them in an educational setting, and be reflective in evaluating their lessons with a focus on student learning. Thus the cooperating teacher's role is one of modeling, support and evaluation. Cooperating Teachers and the identified University Supervisors work with the individual candidate to set expectations for candidate's work in the placement in addition to those expectations set forth in the fieldwork course syllabus. Candidates should share their course syllabus with their Cooperating teacher at the beginning of the fieldwork experience.

Cooperating teacher's roles begin prior to the arrival of the student teacher. Cooperating Teachers meet with the candidate or the candidate and the University supervisor prior to the beginning of the placement. It is at this time that the Cooperating teacher learns about the candidate's interests and talents, background and experiences and then shares information about the students and school community.

Cooperating teacher prepare the school community, students and parents for the arrival of the student teacher. Activities may include informing faculty and staff about the teacher candidate's arrival and introduction at a faculty meeting or other event. Often the teacher candidate is presented to the classroom and school community as a resident teacher, participating or collaborating teacher as opposed to a student teacher. (The term student often conveys one who is not really a teacher and may lead to difficulties during the solo teaching experience.) Cooperating Teachers share the benefits of having a teacher candidate in the classroom and in the school community. They explain to the students that a University supervisor will be visiting in order to observe teaching techniques and class responses to the work of the teacher candidate. Emphasize to the students that when the teacher candidate is in charge of the class that questions, requests, and comments should be addressed to the teacher candidate.

Cooperating Teachers may develop specific plans for welcoming the teacher candidate as well as opportunities for the candidate to visit other classes. Learning the policies and procedures of the school is an important part of the teacher candidate's orientation to the experience. Thus a link to a website or Google group, folder or handbook with materials such as copies of the school calendar, master schedule, time schedule, fire drill and other emergency instructions schedule of teachers' meetings and parent-teacher meetings. Other materials may include copy of short and long-range plans, curriculum guide and websites, faculty handbook and list of faculty members. Additional forms or links to forms may include administrative forms, such as attendance register, textbook slips, hall pass, field trip form, transfer slip, student handbook or school guidelines and procedures.

A part of making the classroom welcoming, Cooperating Teachers create a space where the teacher candidate can work, store their belongings and keep materials and their lesson plans. I appropriate Cooperating Teachers also have copies to texts, teachers' manuals/guides and course outlines and a classroom seating chart for the teacher candidate's use.

In an early conference with the teacher prior to the beginning of the placement candidates, Cooperating Teachers share classroom rules, policies and procedures. They may also share policies and procedures for communicating with instructional support staff, aides and other school personnel. Cooperating Teachers and teacher candidates review University course syllabi as well as expectations for the placement. Invite the teacher candidate to discuss his or her expectations of the Cooperating teacher. Cooperating Teachers share that the student teaching experience will involve more than just classroom teaching (working with the principal, counselor, parents, other faculty and staff members, for instance).

In addition to teaching small groups of students to whole class lessons, Cooperating Teachers involve the teacher candidate in the school community. Teacher candidates may observe classes and other teacher activities, assist a student who has missed classes or who has special needs. Candidates may administer a text , take attendance, bring students in from recess or tutor a student and/or help students individually during guided practice time in class.



Cooperating Teachers and their teacher candidates create a schedule for the assumption of responsibilities over the course of the placement. Though tentative, the schedule presents a visible plan for the teacher candidate to become more visible as the instructional leader.

Communication among the Cooperating teacher, the teacher candidate and the University supervisor is key to the successful student teaching placement. Communication options may include a journal, e-mails, a set time for meeting as well as on the spot conversations. Chronicles of important content may serve as a record of the salient elements of the teacher candidate's experience.

## **Employer Provided Mentors**

Employer Provided Mentors for intern teachers are required by the MOU between CSU East Bay and partner districts. Each intern candidate must be assigned an employer provided mentor during the first three weeks of the internship. This mentor holds the same credential as the candidate and is available to consult with the candidate on a regular basis. The mentor orients the intern to the school and share policies and procedures. In addition the mentor often serves as a liaison from the intern to the site or the district. Support may include a review of specific curriculum, student data or IEPs, Mentors assist the intern with the development of classroom environments, structures, routines and implementation of positive behavior intervention supports.

Mentors are an integral part of the 144 hours of general support/mentoring and supervision provided to each intern teacher per school year, including coaching, modeling, and demonstrating within the classroom; assistance with course planning; and problem-solving regarding students, curriculum, and development of effective teaching methodologies. This 144 hours is divided evenly between the University and the district. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days. Mentors ensure that interns receive two hours of support per week. This support may be in the form of a face-face meeting, grade level/department meeting, staff or district meeting, district/SELPA professional development, visits to other classrooms and programs. Mentors may meet with the intern candidate for approximately an hour a week to provide support, guidance and information that facilitate the intern's development of effective practice.

Mentors are the on site or near site professional support for the candidate. In this role the mentor should develop a sustaining and thoughtful relationship with the intern, which may be characterized by trust, sharing and reflections while serving as a professional positive role model. Mentors are support for the intern and may share information with the intern's University supervisor. Any information gathered through observation or discussion is for formative assessment purposes and may not be used for evaluation purposes by the intern's site administrator.

Mentors model interactions that may take place during IEP meetings or interactions with parents and other service providers. The mentor provides a minimum of an hour a week of direct support to the intern teacher. This support is based on the needs of the candidate and may include evaluation of student files, scheduling, collaboration with general education teachers, curriculum adaptations or modifications. Employer Provided Mentors also approve candidate's participation in site, district and regional professional development, as well as site and district meetings with service personnel.

## Fieldwork Experiences

Candidates complete the fieldwork experiences (placements) under the guidance of a Cooperating Teacher (as a student teacher) or an Intern teacher, the teacher of record and responsible for the day to day operation of the class. Candidates must meet specific requirements in order to complete the fieldwork experience as an intern teacher.

### Fieldwork Experience Placements

All Education Specialist Credential candidates participate in four supervised fieldwork experiences over the course of the two year program. These experiences take place spring quarter of the first year of the program, and fall, winter and spring quarters of the second year of the program. These placements provide candidates to experience the many roles of the education specialist and the various models of service delivery from kindergarten through age 22. Each placement increases in time in the classroom and responsibilities. The solo teaching experience is not limited to direct instruction or support services to students. It includes scheduling of IEPs, collaboration with general education teachers and other service providers, classroom management and with the Cooperating Teacher, communication with parents. During the solo teaching experience teacher candidates are to participate in all site meetings.

The first experience is identified as EPSY 6860 (4 units).

The second experience is identified as EPSY 6862 (4 units)

The third experience is identified as EPSY 6880 (4 units)

The final experience is identified as EPSY 6880 (8 units)

Candidates share the specific course syllabus with their University Supervisor and Cooperating Teacher or Employer Provided Mentor and the course syllabi for courses being taken at the beginning of the quarter.

### Lesson Plans

The Education Specialist program does not have a standardized lesson plan that candidates are required to use. This is due, in part,, to the large number of districts and schools with which we partner that have their own required formats. Since Education Specialists have a range of responsibilities, they may be observed delivering instruction assessing or supporting students in a number of contexts and configurations. Candidates may use a variety of lesson formats including those required by the district, suggested by cooperating teacher, obtained through university coursework, useful for PACT, and/or a lesson plan structure/format supplied by the supervisor. However, we know that candidates learn to plan and organize instruction, monitor student progress, and assess student learning during the teacher preparation program. In any case, it the University Supervisors, Cooperating Teachers or Employer Provided Mentors role to help the candidate understand that format of the plan is less important than the delivery of the and the resulting students' learning. Over the course of the program, candidates' lesson plans should represent a variety of content areas and instructional formats with appropriate scaffolds and supports.

If the observation is of a meeting or a collaborative session, an agenda or outline of the event should be provided to the University supervisor. These materials will focus the University supervisor's observation of the event.

## Internships

Candidates may become interns in the first year of the program if they enter the program holding a valid multiple or single subject credential. Candidates who are completing the dual credential TED/SPED program may become interns the second year of the program.

Interns develop and practice their teaching skills by working as the teacher of record in the classroom. Cal State University East Bay and the District share responsibility for providing each Intern with 189 minimum hours of annual support, mentoring and supervision. The 189 hours will include 144 hours of support, mentoring, and supervision in general education and an additional 45 hours of annual support, mentoring, and supervision related to teaching English learners. A minimum of two hours of support, mentoring, and supervision shall be provided to an intern teacher every five instructional days.

Consistent with CTC policy, Interns who begin their assignment after the beginning of the school year shall receive a minimum level of support, mentoring, and supervision equal to four hours times the number of instructional weeks remaining in the school year.

University Supervisor provides support, mentoring, and supervision to the Intern. This will consist of on-site observations and conferences, email and phone support. The University Supervisor conducts a minimum of 12 visits general education / special education observations and post observation conferences over the course of the school year. An additional 6 observation visits and 6 conferences (2 hours each) are made by the University Supervisor to observe the Intern teaching English Learners who need to meet the ELD requirement. A total of 16 observations and conferences will take place between the University Supervisor and the Intern totaling 32 hours. The University Supervisor provides 30 hours of email and phone support during the school year.

The University Supervisor meets in person with the Employer Provided Mentor at least three times per quarter (once every 3-4 weeks) to discuss the Intern's progress. Additionally the Employer Provided Mentor and University Supervisor exchange emails or communicate by phone or text at least once every two weeks.

### Individualized Intern Plan

The University Supervisor, Employer Provided Mentor, and the Intern develop the Individualized Intern Plan (IIP) during the first three weeks of school year or within the first three weeks of the acquisition of the internship. The IIP specifies the support, mentoring, and supervision the Intern will receive so that the total hours of annual Support/Mentoring and Supervision equal to 144 hours **plus** if appropriate 45 additional hours specific to the needs of English Learners. Interns upload the IIP to the EPSY 6770 course Blackboard for approval by the CSU East Bay Education Specialist Intern Coordinator.

Any of the following may be included in the plan, to provide more specificity for the time allocated above:

1. Observation of others teaching
2. Intern Supervision by Mentor or University Supervisor
3. Conferences, in person on or off site
4. Email or telephone conferences
5. Grade level/department/site based meetings

6. Instructional planning
7. Logistical help before or after school (bulletin boards, seating arrangements)
8. Participation in district, local, regional or statewide conferences
9. Review and discussion of assessment results
10. Editing work-related writing (letters to parents, announcement, etc.)
11. Completion of interactive journal (Intern and either US or EPM)
12. Mentoring activities specific to Education Specialist interns such as assessment reports, development of IEPs and conferences with parents and/or general education teachers
13. Site based intervention teams and meetings with service delivery
14. Other activities as deemed appropriate by the University Supervisor and the Employer Provided Mentor.

## **My Internship Journal**

Interns log their hours through the application My Internship Journal, [www.myinternshipjournal.com](http://www.myinternshipjournal.com) created by the company Time 2 Track. The University Supervisor verifies university support including site visits and other communications and the Employer Provided Mentor verifies district support using this program. Both the University Supervisor and District Mentor will receive an invitation to use My Internship Journal. Candidates cannot request approval for support hours until both parties have an active account.

The link below includes further direction in setting up an account and approving hours.  
<https://support.time2track.com/article/106-time2track-basics-for-supervisors>

## **Teaching Performance Expectations (TPEs)**

The Teaching Performance Expectations for Education Specialists and core content and fieldwork experiences structure the work of the Education specialist regardless of whether the candidate is completing the credential program fieldwork experiences as a student teacher or an intern teacher. Cooperating Teachers and University Supervisors provide evidence for the TPEs in observation notes. These notes are shared with the candidate and may anchor conversations about curriculum, instructional strategies, classroom management, student engagement as well as other topics. Candidates may choose to share artifacts such as student work samples, lesson and behavior support plans and reflections as evidence of their performance with respect to the Teacher Performance Expectations. The Summative Fieldwork Evaluation for each quarter is based on the content of the teaching Performance Expectations. Over the course of the program teacher candidates are expected to move from demonstration of competency at a 2 level (on a scale of 1-4) to competency at the 3 and 4 levels. Candidates who are not demonstrating progress will be supported through the development of an intervention plan developed with the consultation of the Cooperating Teacher or the Employer Provided Mentor and the University Supervisor.

If a candidate is not making sufficient progress towards the TPEs, the University Supervisor is responsible for developing an improvement plan with the help of the Coordinator and presents it in writing to the candidate. Problems should be addressed early so candidates have the opportunity to make positive changes. Early notice to candidates is essential if a candidate is not given fair warning of sub-par performance it is difficult to issue a grade of "NC" for the field work. Program faculty strive to have candidates succeed within the framework of the program.

University Supervisors should check in with the Cooperating Teacher or District Employed Mentor

regarding candidate's progress on a regular basis. Both parties should share observation notes and work as a team to help the candidate improve. University Supervisor should also check in with the Education Specialist Credential Coordinator on a periodic basis. This is particularly important if the candidate is struggling. Communicate problems early, do not wait for them to improve on their own.

## **Summative Evaluation**

University Supervisors should take the lead in scheduling and running the summative evaluation conference at the end of the placement. For Interns, a summative evaluation with the site administrator is conducted each quarter. After a candidate's solo-teaching period concludes, all three parties (candidate, supervisor, and cooperating teacher or site administrator) meet to discuss the growth attained by the candidate over the course of the placement.

Prior to the conference, the university supervisor and either the cooperating teacher or site administrator each completes a Summative Field Experience Evaluation form that validates the candidate's performance in the field. Thus, every candidate is expected to have two sets of evaluation forms per field practicum. It is beneficial to have the candidate or intern complete the same evaluation form as a self-evaluation experience. The Summative Field Experience Evaluation form serves to structure the candidate's reflection on their performance using the experience.

All parties must sign and date each of the forms. They must also retain a signed copy of each set of forms for their records. For the first placement period, the combined scores of the supervisor and the cooperating teacher or administrator should total no less than 60. For the second placement the total must be no less than 78 points with no more than three "2"s given by any single evaluator. An Improvement Plan is required for a candidate who will receive less than a passing score. (In case the administrator or cooperating teacher is unable to complete the scoring, the totals should be 30 and 39 respectively.)

## **TPE 7 English Language Development**

Since candidates must already hold a general education credential with ELD authorization or be enrolled in the dual credential TED/SPED program, the University Supervisor is not responsible for verification of candidate's completion of this requirement. However, should the candidate require completion of the ELD requirements the information in this section is applicable. The University Supervisor and Cooperating Teacher must observe at least one ELD lesson in each placement. This observation will assist the candidate in meeting the Standard 13 requirements. The University Supervisor must sign the Standard 13 form and remind the candidate to submit the form to the Credential Student Services Center. The binder must include 9 English Learner (EL) lessons that are verified by the University Supervisor. For Multiple Subject candidates, the binder will include 3 ELD literacy lessons, 3 ELD listening and speaking lessons and 3 SDAIE (Specially Designed Academic Instruction in English) lessons. The University Supervisor will review 9 SDAIE lessons. Education Specialist candidates teaching specific content subject classes.

Interns in either public or private schools must meet the state mandated requirements of working with English Learners. If the internship site cannot supply sufficient English Learners the intern must fulfill this requirement at another site. For interns at private schools, this must be fulfilled in a public school. During the year and on their own time, these interns must arrange 45 hours of documented work in classrooms with English Learners. The University Supervisor must approve all

arrangements in advance of the candidate's participation.

## **Substitute Teaching**

Student teachers are often asked to substitute for their cooperating teacher. Under no circumstances should a candidate substitute for their cooperating teacher without receiving compensation from the district. If this happens, contact the credential coordinator immediately. Candidates MAY NOT take jobs in other classrooms during their student teaching hours. They may, however, substitute outside of their scheduled field work hours. Teacher candidates are responsible for completing the district requirements for substitute teaching.

## **Additional Support for Candidates**

### **Office of Equity and Diversity**

**If you believe a student teacher is facing an issue of inequity please do the following:**

1. Listen carefully for key words and nuances
2. Document the conversation and keep emails
3. Immediately email Chair, Dr. Jack Davis
4. Chair contacts the Office of Equity and Diversity
5. DO NOT FIX THE PROBLEM OR ASK LEADING QUESTIONS

### **Office of Accessibility Services**

Some candidates may require accommodations during their fieldwork placements or intern teaching experiences. Accommodations can only be offered these accommodations if the candidate has a letter from the Office of Accessibility Services. Candidates who express a need for accommodations should be directed to the Office of Accessibility Services.

If the candidate does have a letter of accommodation please follow it. Do not make any inquiries regarding the reasons for the accommodations. Interns will need to share their accommodations with their site administrator. Regardless of the accommodations, the intern candidate is responsible for completing the responsibilities as the teacher of record.

A conference with the teacher candidate may be beneficial in order to determine the most effective method for implementing the accommodations.

### **Student Health and Counseling Services**

This information is taken directly from the office website. Student Health & Counseling Services is a fully accredited outpatient clinic staffed by Board Certified Physicians, and licensed Nurse Practitioners, Nurses, and Counselors. Student Health & Counseling Services offers basic medical care for most illnesses and injuries and various elective services. To provide the highest quality of care, Student Health and Counseling Services utilizes an integrated approach to your care. This means Student Health and Counseling Services staff (primary care physicians, psychiatrists, nurse practitioners, nurses, counselors, and Health Promotion staff) may consult with one another on an as needed basis to coordinate your care. The medical information exchanged may include, but is not limited to, diagnosis, medications, laboratory results and sharing of medical/mental health notes. In

addition, counselors may discuss your case with one another or videotape sessions (with your permission) for supervision purposes. Counseling Services help students deal with life issues, which impact their academic or personal lives. Counselors are trained to address any personal issue that students might be facing.

## Declassification

### Dismissal (Declassification)

If a candidate breaks any laws, school policies or behaves in a highly inappropriate manner please contact the Program Coordinator immediately. If you observe a candidate behave in a manner that requires you to report as a Mandated Reporter, please do so. If a Cooperating Teacher or a Principal, or Site/District Administrator contacts you and asks for a candidate to be removed contact the Program Coordinator immediately. Ask the candidate to leave the site upon notification and not to speak to other faculty. Arrangements for retrieval of the teacher candidate's materials and belongings will be made by the Program Coordinator or University Supervisor.

## Contact Information

### Educational Psychology Department

Arts & Education Building, Room 250  
California State University East Bay  
25800 Carlos Bee Boulevard  
Hayward, California 94542-3007  
Tel: (510) 885-3027  
Fax: (510) 885-4632  
[www.csueastbay.edu/teach](http://www.csueastbay.edu/teach)

### Chair

Dr. Jack Davis  
[Jack.davis@csueastbay.edu](mailto:Jack.davis@csueastbay.edu)

### Faculty

Dr. Linda Smetana  
[Linda.smetana@csueastbay.edu](mailto:Linda.smetana@csueastbay.edu)

Dr. Meaghan McCollow  
[Meaghan.mccollow@csueastbay.edu](mailto:Meaghan.mccollow@csueastbay.edu)

### Administrative Coordinator

Lisa Gonzales  
[Lisa.gonzales@csueastbay.edu](mailto:Lisa.gonzales@csueastbay.edu)

### Administrative Assistant

Justin Woo  
[Justin.woo@csueastbay.edu](mailto:Justin.woo@csueastbay.edu)

### CSUEB Faculty & Staff E-Mail

If you would like a CSUEastBay email please contact Lisa or Justin.  
[First.Last@csueastbay.edu](mailto:First.Last@csueastbay.edu)

## Supervisor Checklist

### Prior to the first observation

- \_Call/Email introduction
- \_Meet with candidates and Cooperating Teachers before your first observation
- \_Set expectations and tentative dates for 4 visits (8 visits for interns)
- \_Remind candidates that their binder must be available for viewing at each observation AND that their lesson plan must be provided 24-48 hours prior to your visit

### During the observation

- \_Arrive early to determine where you should sit in the classroom and introduce yourself to the Cooperating teacher or Employer Provided Mentor
- \_Take notes that correspond to how the candidate is making progress towards the TPEs
- \_Check candidate binder for TPE evidence (lesson plans, unit plans, reflections)

### After the observation

- \_Hold post-observation conference
- \_Provide written and verbal feedback to candidate that corresponds to the TPEs

### Concerns

- \_Document concerns clearly and make sure that any issues directly tie to the TPEs
- \_Share concerns with candidate and with coordinator if necessary

\*Problems should be addressed early so candidates have the opportunity to remediate. A candidate may not receive a failing grade if the supervisor does not follow this protocol.

### Solo Week/s

- \_Observe one lesson during the solo days/week/s

### Summative Evaluation

- \_Remind Cooperating teacher or principal/site administrator (Interns) to complete the summative evaluation form prior to the 3-way conference
- \_Lead 3-way Summative Evaluation Conference at the end of the placement
- \_Collect 3-way Summative Evaluation forms and enter scores for both yourself and Cooperating Teacher/Principal in TaskStream

### English Language Development TPE 7

- \_Ask the candidate to bring evidence of completion of the ELD requirement to the CSSC.

### Intern specific requirements

- \_Accept invitation to My Internship Journal
- \_Develop IIP with Intern and Mentor teacher
- \_Approve intern hours for university support only



## Sample Improvement Plan

Date:

TO:

FROM:

RE: Improvement Plan

CC: Linda Smetana

### **PART 1: Instructional Planning**

TPE 9: Instructional Planning: The candidate writes both long-term and short-term instructional plans that teach state- adopted academic content standards and are based on students' current level of achievement.

- 1) Candidate X will prepare a typed lesson plan with applicable state standards and clear objectives for student outcomes for each day of teaching.
- 2) Candidate X will email the lesson plans to both master teachers and the university supervisor the day prior to the lesson being taught.
- 3) Candidate X will keep a unit grid to show the long-term plan for each unit from now until the end of the placement.
- 4) Candidate X will keep the unit grid and lesson plans in chronological order in his binder.
- 5) The binder will be up to date and ready for perusal by the university field supervisor during all observations.

### **PART 2: Assessment**

TPE 3: Interpretation and Use of Assessments: The candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.

1. Candidate X will design assessments related to the state content standards.
2. Candidate X will note the informal and formal assessment(s) used on each written lesson plan.
3. Candidate X will explain how he uses assessment results in planning and adapts assessments for student needs.

### **PART 3: Professional Growth**

TPE 13: The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.

1. Candidate X will solicit feedback and engage in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies with his master teachers.
2. Candidate X will use reflection and feedback to formulate and prioritize goals for increasing his subject matter knowledge and teaching effectiveness.

**Failure to comply with this Improvement Plan may result in a range of consequences from receiving a "No Credit" for your current field placement to declassification from the credential program.**

