



CALIFORNIA STATE  
UNIVERSITY  

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E A S T B A Y

**EDUCATION SPECIALIST TEACHING CREDENTIAL**

**PROGRAM HANDBOOK**

**2017-2018**

**Department of Educational Psychology**

**College of Education and Allied Studies**

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## 1.0 WELCOME

We are pleased that you have joined our community of learners: credential candidates, school site and university supervisors, school site and district administrators, and the teaching faculty at California State University, East Bay (CSUEB). Our Education Specialist programs are grounded in the practices of inclusive education, research and best practices for serving students with disabilities, their families and communities.

As a member of this community, we each have unique expertise to share and responsibilities to fulfill. We hope this handbook will help you better understand your roles and responsibilities in our professional teacher preparation program under California Senate Bill 2042 for the multiple subject credential and Education Specialist Teaching and Other Related Services Credential Program Standards Adopted by the Commission, December 2008-January 2010.

Our credential programs assist candidates in becoming reflective, collegial professionals who exercise values of social justice, collaboration, and democracy in education. Over time we hope each candidate will become a leader in her/his educational community and will develop the skills to create a dynamic learning environment and to assess student learning in order to organize subject matter by planning and delivering effective instructional sequences. Candidates are prepared to create data-based Individual Education Plans that serve as the basis for the individual's education and preparation, K-22 years of age. Content of the program is based on collaboration, building positive behavior supports and intervention, development of social and communication skills, assessment, instruction and technology.

Our credential programs are designed to encompass both the practical teaching component (field practicum) and the curriculum component (coursework). These dual experiences provide our candidates with the opportunity to immediately implement methods and strategies. As part of a team that spends the entire program together, candidates receive unparalleled support from peers and from team faculty.

Social justice and democracy are exemplified through the Department of Educational Psychology Education Specialist credential and Special Education Master's degree program. These ideals permeate not only the coursework and intellectual climate of our programs, but also guide credential candidates' experiences through classroom interaction, written assignments, reading, lectures, team meetings, and field placements.

The following standards are expected of all CSUEB education specialist credential and master's candidates:

1. A minimum grade point average of 3.0 for all program coursework;
2. Use of standard American English;
3. Basic technology literacy, including the use of the Microsoft office suite of applications
4. Use of TaskStream web-based software;
5. Use of Blackboard platform
6. Successful teaching experience in the field; and
7. Professional behavior at all times.

The department is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and who prepare new teachers in accordance with the California Teacher Performance Expectations (TPEs).

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Moreover, the credential programs are compliant with the federal Elementary and Secondary Education Act (formerly “No Child Left Behind “), with the Individuals with Disabilities Education Act (IDEA), and with California state legislation.

The College of Education and Allied Studies is fully accredited by the California Commission on Teacher Credentialing (CTC).

This handbook is intended to provide an overview of the Education Specialist credential programs, TED/SPED and SPED-only pathways and Master’s in Special Education degree program. This handbook is to serve as a resource to candidates, master teachers, university supervisors, and site administrators. Please read this handbook carefully and thoroughly.

**Candidates agree to abide by the policies described in this handbook as a condition of enrollment in the CSUEB Education Specialist Credential Programs.** We look forward to helping you to achieve your career objectives in teaching. Please note that the information in the handbook is subject to change without notice.

Dr. Jack Davis, Chair, Educational Psychology

Dr. Linda Smetana, Program Coordinator

Dr. Meaghan McCollow, Faculty

Dr. Eric Engdahl, Chair, Teacher Education

## 2.0 OVERVIEW OF THE EDUCATION SPECIALIST TEACHING CREDENTIAL PROGRAMS AND PATHWAYS

The Education Specialist Mild Moderate Credential Programs are designed to prepare candidates to teach and provide services to students from kindergarten through age 22. The programs at California State University are unique in that there is a strong collaborative relationship with general education teacher preparation. Candidates complete a range of field based activities and experiences within the public schools.

7 quarters TED/SPED (and those whose general education credentials are more than 5 years old)

6 quarters SPED only (for those who have completed their general education credentials within past 5 years)

### **TED SPED Dual Multiple Subject and Education Specialist Credentials**

Both credentials earned at the completion of the program

Completion of multiple subject and education specialist content and fieldwork experiences during the first year

Completion of education specialist advanced content and fieldwork experiences during the second year

### **SPED only Education Specialist Credential** with an authorization in Mild Moderate or Moderate Severe Disabilities

Completion of education specialist content and fieldwork experiences over the 6 quarters of study

## 2.1 EDUCATION SPECIALIST MILD-MODERATE DISABILITIES

This basic credential authorizes one to teach in the area of specialization, Mild/Moderate Disabilities and to provide services in the following settings including:

- Special day classes
- Special schools
- Home/hospital settings
- Correctional facilities
- Nonpublic schools and agencies
- Resource rooms
- Inclusive programs
- Learning centers
- Intervention programs for students with Individual Education Programs

The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of

program options available. (Retrieved from [https://www.ctc.ca.gov/docs/default-source/credentials/creds/special-ed-authorizations.pdf?sfvrsn=755cd79a\\_0](https://www.ctc.ca.gov/docs/default-source/credentials/creds/special-ed-authorizations.pdf?sfvrsn=755cd79a_0))

## 2.2 EDUCATION SPECIALIST MODERATE SEVERE DISABILITIES

This basic credential authorizes one to teach in the area of specialization, Moderate/Severe Disabilities and to provide services in the following settings:

- Inclusive programs and services
- Special classes and schools
- Home/hospital settings
- Correctional facilities
- Nonpublic schools and agencies
- Resource rooms
- Learning centers
- Intervention programs for students with Individual Education Programs

The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blind, emotional disturbance, and multiple disabilities, to students in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available. (Retrieved from [https://www.ctc.ca.gov/docs/default-source/credentials/creds/special-ed-authorizations.pdf?sfvrsn=755cd79a\\_0](https://www.ctc.ca.gov/docs/default-source/credentials/creds/special-ed-authorizations.pdf?sfvrsn=755cd79a_0))

## 2.3 DUAL CREDENTIALS: MULTIPLE SUBJECT & EDUCATION SPECIALIST (TEDSPED)

This unique, dual emphasis program leads to recommendation for the Education Specialist and the Multiple Subject credentials. Earning both credentials enables prospective standard classroom teachers to learn additional skills to meet the needs of diverse students with and without identified special needs. It also enables prospective special education teachers to learn and work collaboratively within the foundations of general classroom education. Thus TED/SPED candidates are well prepared to work in settings where they have interactions with both general education and special education students, teachers, parents and support personnel.

Candidates can earn both a Preliminary Multiple Subject Teaching and Preliminary Education Specialist Instruction (with an authorization in Mild-Moderate Disabilities or Moderate-Severe Disabilities) credential concurrently. One can participate in the TEDSPED program and earn just the Multiple Subject credential; however, written permission from a special education advisor is required to change from TED/SPED to TED only. More information is available on the Teacher Education Department website: <http://www.csueastbay.edu/sped/tedsped.html>

## 2.4 AUTISM SPECTRUM DISORDER ADDED AUTHORIZATION



This added authorization is available to individuals who hold Education Specialist Credential or Learning Handicapped Credentials that do not authorize services to students with Autism Spectrum Disorder. This added authorization consists of a specific set of courses that are a part of the Education Specialist Credential programs.

Contact program faculty for additional information and sequence of courses.

### 3.0 TYPES OF CREDENTIALS

#### 3.1 PRELIMINARY CREDENTIAL

Candidates earn their preliminary credential(s) upon completion of the Education Specialist Mild Moderate Disabilities or Moderate Severe Disabilities or TED/SPED programs. TED/SPED candidates apply for the Education Specialist and the Multiple Subject credentials at the same time.

Education Specialist candidates in the TED/SPED pathway must pass the Reading Instruction Competence Assessment (RICA) assessment prior to applying for their preliminary credential. This preliminary credential is valid only for five years. The Credentials Students Service Center (CSSC) posts information on how to apply for the preliminary credential on its webpage.

#### 3.2 CLEAR CREDENTIAL

Newly credentialed teachers have five years to complete an approved induction program. The Beginning Teacher Support & Assessment (BTSA) Induction program is facilitated through most school districts and is a component of new teacher programs in most districts. For more details on BTSA Induction, see <http://www.btsa.ca.gov>. Candidates must provide evidence of two years of employment in a position authorized by the credential in order to complete the Induction for the Clear credential.

For a diagram of *California's Learning to Teach System*, please see CTC's website, agenda item handout from the June 2, 2011 CTC Commission Meeting, <http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5B.pdf>.

### 4.0 TIMELINES & CONTACT INFORMATION FOR 2016-2017 PROGRAMS

#### 4.1 TIMELINES

	<b>Summer 2016 Entry</b>
<b>Applications Deadlines</b>	Please see Admissions Handbook <a href="http://www.csueastbay.edu/ceas/cssc/files/docs/cssc-ted-ms-and-ss-admissions-handbook-su16.pdf">http://www.csueastbay.edu/ceas/cssc/files/docs/cssc-ted-ms-and-ss-admissions-handbook-su16.pdf</a>
<b>Mandatory Orientation</b>	Wednesday, May 25 2016 7:30 pm
	<b>Year 1</b>

<b>First Day of Program for TED/SPED candidates.</b>	Monday, June 20, 2016
<b>First day of Program for SPED only candidates</b>	Wednesday, September 21, 2016
<b>TED/SPED Supervised Field Placement I (General Education)</b> <i>(Actual dates will vary)</i>	Multiple Subject approximate dates are from the beginning of Sept. to the beginning of December, but may begin as early as mid-August
<b>Supervised Field Placement II (General Education)</b> <i>(Actual dates will vary)</i>	Tuesday after Martin Luther King Day to the end of the Winter Quarter.
<b>Special Education Fieldwork Placement I, 2 days a week</b>	Beginning of Spring Quarter to the end of the public school year
	<b>Year 2</b>
<b>Special Education Fieldwork Placement 2, 3 days a week</b>	Beginning of the public school year, mid August through the first week in September through the first two weeks of December
<b>Special Education Fieldwork Placement 3, 4 days a week</b>	Beginning of Winter Quarter to the end of Winter Quarter
<b>Special Education Student Teaching, full time</b>	Beginning of Spring Quarter to the end of Spring Quarter

## 4.2 CONTACT INFORMATION

### **Credential Student Service Center**

Art & Education Building Room 235  
 California State University East Bay  
 25800 Carlos Bee Boulevard  
 Hayward, California 94542-3007  
 Tel: (510) 885-2272  
 Fax: (510) 885-3250  
[www.csueastbay.edu/cssc](http://www.csueastbay.edu/cssc)

### **Department of Educational Psychology and the Teacher Education 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)

### **CSUEB Financial Aid**

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Tel: (510) 885-2784

**CSUEB Student Health Center**

Tel: (510) 885-3735

**CSUEB Accessibility Services**

Tel: (510) 885-3868

**International Admissions Office**

Tel: (510) 885-7571

**Contra Costa Office of Education**

<http://www.ccooe.k12.ca.us/index.html>

**Alameda County Office of Education**

[www.acoe.org](http://www.acoe.org)

**Commission on Teaching Credentialing**

[www.ctc.ca.gov](http://www.ctc.ca.gov)

**CSUEB Faculty & Staff E-Mail**

[First.Last@csueastbay.edu](mailto:First.Last@csueastbay.edu)

## 5.0 2016 - 2017 PROGRAM PREREQUISITES

The following are non-curricular requirements for the Education Specialist and Multiple Subject (TED/SPED) teaching credential program. For more details about these items, please consult the admissions handbook. These items are due as part of the admissions process:

- Bachelor's Degree bearing Transcript and GPA 3.0
- Basic Skills Proficiency *CBEST* or *CSET 142 (multiple subject)*
- Subject Matter Competency *CSET 101, 102 and 103*
- U.S. Constitution
- Pre-Admission Field Experience
- Letters of Recommendation
- CTC Certificate of Clearance
- Negative TB Test Report
- Immunization Report (submitted to Student Health Center)

The candidate will receive a letter of declassification from the credential program if the pre-requisites have not been met. Upon completion of the prerequisites, a candidate may **re-apply** to the Teacher Education and Department of Educational Psychology Department for admission to the next entry program.

In addition to the requirements above the following is required for candidates who are in the SPED only track in the Education Specialist teaching credential programs.

- Multiple Subject or Single Subject Credential
- Valid at the time of admission
- Issued by State of CA with ELD authorization

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## Documentation of the following prerequisites is also required for all fieldwork in K – 12 schools

Many schools require their own photocopy of the items listed below. It is the candidate's responsibility to submit these items, if requested, to the K-12 school site. We highly suggest you keep a copy of these credentialing documents prior to submitting them for admissions.

- Certificate of Clearance
- Official Negative Tuberculosis Test Report
  - Each candidate must submit documentation of a Negative Tuberculosis Test. The test results are only valid for three years. An official, signed TB test report from a physician can be submitted as verification of one's TB clearance
- Verification of Up-To-Date Immunizations
- Other Criteria for Full Admission and retention In the program

The candidate must demonstrate:

1. professional and ethical behavior;
2. sound mental health;
3. attention to physical health;
4. GPA of 3.0 in the program (No grades of D, F, or No Credit);
5. prompt arrival for all courses, meetings, and scheduled events;
6. openness to feedback; and
7. ability to meet all TPEs, PACT (TED/SPED only) requirements.

See the TPE & PACT sections at the end of this handbook for additional information.

## 6.0 PROGRAM OVERVIEW

### 6.1 COHORT FORMAT

Candidates join a cohort and progress through the credential program with 25 – 35 fellow team members who are earning a Mild Moderate Disabilities or a Moderate Severe Disabilities authorization with whom they network and build professional contacts. Both TED/SPED and SPED only candidates take the same set of Special Education courses.

### 6.2 CONCURRENT FIELDWORK & COURSEWORK

The TED/SPED program follows a structure in which candidates work in an elementary classroom in the morning and/or early afternoon each day. Candidates take courses in the late afternoon and/or early evening. Saturday and online courses may be options, as well.

SPED-only candidates may work as substitute or intern teachers during the school day during the first and second years of the program. TED/SPED candidates may work as substitute intern teachers during the second year of the program. Part-time teaching/job sharing an internship is recommended over full time for all, (and part time maximum 80% is required for candidates in moderate-severe disabilities), in part to assure that candidates have opportunities to demonstrate their competence across the diverse range of students within each authorization, and across school/age levels of the credentials. Candidates will take SPED courses with their TED/SPED colleagues in the late afternoon and/or early evening. Saturday and online courses may be options, as well.

### 6.3 PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS (PACT), TED/SPED CANDIDATES ONLY

Senate Bill 1209 requires all multiple subject candidates to pass a Teacher Performance Assessment prior to being recommended for a California Teaching Credential. California State University, East Bay administers the Performance Assessment for California Teachers (PACT) to meet this mandate. CSUEB candidates submit the PACT Teaching Event during their final quarter in the program. The CSUEB PACT Manual can be found at: <http://www.csueastbay.edu/ted/files/docs/students/pact-handbook.pdf>

Multiple subject teaching credential candidates are required to successfully complete Content Area Tests (CATs) in Math, Science, and Social Studies in addition to the Elementary Literacy version of PACT.

For PACT related questions contact:

Dania Massey [daniamassey@csueb.edu](mailto:daniamassey@csueb.edu).

### 6.4 UNIVERSITY POLICIES

Candidates are subject to all CSUEB policies, including those relating to Academic Dishonesty. See the section on Academic Dishonesty herein. For information about specific policies, check the CSU East Bay catalog: [www.csueastbay.edu/ecat](http://www.csueastbay.edu/ecat).

### 6.5 MASTER'S DEGREE OPTION

During the Spring quarter of the first year of the Education Specialist teaching credential program candidates may apply to add the Masters in Special Education program to their course of study. This process enables candidates to apply up to 13 units of their first year SPED credential coursework (6000 level courses) toward their degree pending the units are no older than 7 years when they graduate with this degree. Candidates then complete the second year of the program as Master's degree candidates. Most of the 6000 level courses in the second year of the program are then applied to the Master's Degree [http://catalog.csueastbay.edu/preview\\_program.php?catoid=4&poid=1614&returnto=1123](http://catalog.csueastbay.edu/preview_program.php?catoid=4&poid=1614&returnto=1123) or [http://catalog.csueastbay.edu/preview\\_program.php?catoid=4&poid=1615&returnto=1123](http://catalog.csueastbay.edu/preview_program.php?catoid=4&poid=1615&returnto=1123)

After completion of the Education Specialist Credential, candidates complete three courses: one in research and two quarters of thesis work, over the course of the following year. The degree is awarded once the candidate completes the thesis requirements. Some candidates require more than two quarters to complete the thesis work.

For more information about the Master's in Education programs, contact the specific authorization program coordinator.

### 6.6 TUITION & FEES

Graduate tuition fees are discounted for credential candidates and can be found online at: <http://www20.csueastbay.edu/prospective/cost-and-financial-aid/>. **(This is subject to change without notice.)**

### 6.7 GPA REQUIREMENT

All candidates must maintain a cumulative average of 3.0 with no grade lower than a B- in required courses to remain in the program. A candidate may never have more than 2 incompletes (I) or **any** grades of "D", "F", or "No Credit" (NC). Failure to meet this requirement may result in declassification from the program.

### 6.8 PERSONAL CONTACT & RESIDENCE INFORMATION

It is imperative that candidates maintain current contact information. Be sure to inform CSUEB's enrollment office of any changes to their name, address, contact telephone, etc. Specific steps and forms related to student records can be found online at: <http://www20.csueastbay.edu/students/student-services/forms/index.html>. Failure to do so may impact one's field placement and delay one's credential.

## 6.9 FINANCIAL AID OPPORTUNITIES

All candidates may apply for financial aid. Start by completing the FAFSA (Free Application for Federal Student Aid) at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

If you have any questions or need an appointment with a CSUEB Financial Aid Officer, you may call the Student Financial Services at (510) 885-2784 or visit our webpage: <http://www.csueastbay.edu/prospective/cost-and-financial-aid/financial-aid>

More information regarding federal aid programs please visit their webpage at: <http://StudentAid.ed.gov>

## 6.10 DEPARTMENT FINANCIAL AID OPPORTUNITIES

The Teacher Education Department has several opportunities to candidates in order to help finance their career goals.

- Scholarships: The department offers several scholarships throughout the year. Check out the current opportunities at: [www.csueastbay.edu/ted/index.html](http://www.csueastbay.edu/ted/index.html)
- TEACH Grant: For candidates enrolled in the Multiple Subject, Single Subject and Educational Specialist programs: \$4,000 Award. For more information on this grant contact (510) 885-2784 or [finaid@csueastbay.edu](mailto:finaid@csueastbay.edu).

## 6.11 ACADEMIC ACCOMMODATIONS FOR DOCUMENTED DISABILITIES

Candidates who have a documented disability or who would need assistance in the event of an emergency or evacuation should make an appointment both with the credential coordinator, university supervisor, and with CSUEB Accessibility Services to discuss their approved plan.

If you have a documented disability and wish to discuss accommodations please contact the program coordinator as soon as possible. You must be registered with Accessibility Services in order to receive any accommodations. More information on Accessibility Services can be found at: <http://www20.csueastbay.edu/af/departments/as/>.

## 7.0 NETID, E-MAIL & COURSE ENROLLMENT: MYCSUEASTBAY.EDU

Candidates must ensure that they are registered CSUEB students AND must activate their NetIDs and student e-mail accounts prior to course enrollment via the MyCSUEB website: <https://my.csueastbay.edu>. ALL candidates enroll in the courses that are specifically designated for their teams, including Fieldwork and Student Teaching. **NO** candidate may enroll in a course designated for another team. Candidates are expected to enroll prior to the close of the *Open Enrollment Period* each quarter. **It is also crucial that candidates maintain and check their CSUEB e-mail accounts daily for all credential program and university correspondences. Candidates may be asked to retake courses for which they failed to register.**

## 8.0 2016 – 2017 MULTIPLE SUBJECT CREDENTIAL PROGRAM COURSEWORK FOR TED/SPED CANDIDATES

### 8.1 TED COURSES

#### **Foundation & Pedagogy Courses**

5110 Computer Technology in the Classroom (3 units)

\*5311 Classroom Environment (2 units)

\*5351 Psychological Foundations of Education and Planning for Instruction (4 units)

\*5355 Equity and Diversity/Teaching English Learners A (4 units)

5366 Equity and Diversity/Teaching English Learners B (3 units)

#### **Curriculum & Instruction Courses**

5350 Curriculum and Instruction: Mathematics in the Elementary School (3 units)

5357 Curriculum and Instruction: Teaching Science, Health, and Safety in the Elementary School (3 units)

5376 Curriculum and Instruction: Physical Education Methods (1 unit)

5377 Curriculum and Instruction: Visual and Performing Arts Methods (2 units)

\*5352 Curriculum and Instruction: Reading/Language Arts in the Elementary School A (3 units)

5356 Curriculum and Instruction: Reading/Language Arts in the Elementary School B (3 units)

5360 Curriculum and Instruction: Reading/Language Arts and Social Studies in the Elementary School (4 units)

\*These four courses are needed in the Summer quarter before a candidate may apply for an internship teaching credential.

#### **Field Practicum**

5354 Student Teaching I (5 units)

5359 Student Teaching II (6 units)

5361 Student Teaching III (6 units) – NOT TAKEN BY TED/SPED CANDIDATES

#### **PACT Orientation**

5372 Orientation to TPA Subject-Specific Pedagogy Task I and Reflection on Field Practice (1 unit)

5373 Orientation to TPA Designing Instruction Task II and Reflection on Field Practice (1 unit)

5374 Orientation to TPA Assessing Learning Task and Reflection on Field Practice (1 unit)

5375 Orientation to TPA Culminating Teaching Experience Task and Reflection on Field Practice (1 unit)

#### **PACT Submission**

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5211 TPA Subject-Specific Pedagogy Task I Assessment (1 unit)

5212 TPA Designing Instruction Task II Assessment (1 unit)

5213 TPA Assessing Learning Task III Assessment (1 unit)

5214 TPA Culminating Teaching Experience Task IV Assessment (1 unit)

**Total: 64 units; 47 instructional, 17 field**

**For candidates who do not pass a TPA Task:**

5061 TPA Subject-Specific Pedagogy Task I Tutorial (2 units)

5062 TPA Designing Instruction Task II Tutorial (2 units)

5063 TPA Assessing Learning Task III Tutorial (2 units)

5064 TPA Culminating Teaching Experience Task IV Tutorial (2 units)

**For candidates who do not pass two TPA Tasks:**

5065 TPA Intensive Instruction (2 units)

The TPA Intensive Instruction course is designed to provide additional support to candidates who are experiencing difficulty in passing the TPA. Candidates who have failed the same TPA task twice or who have failed two or more separate TPA tasks will be required to enroll in this two-unit course.

## 8.2 EPSY COURSES FOR TED/SPED AND SPED ONLY PROGRAM

**Mild-Moderate Disabilities or Moderate-Severe Disabilities – For course sequence and advising, contact the designated special education faculty advisor.**

### **EPSY Core Courses**

6999 Issues in Educational Psychology (2 units each, topics vary, quarterly)

5021 Introduction to Educating all Students in Diverse Classrooms (4 units) – SUBSTITUTES FOR TED 5378 (multiple subject program)

5126 Special Education Law and Program Design (4 units)

6120 Communication: Collaborative Teaming & Management (4 units)

6124 Augmentative & Assistive Communication (4 units)

6129 Advanced Study in Collaborative Service Delivery, Education and Transition (4 units)

6141 Social Networks & Communication for Students w/Autism Spectrum Disorders & Other Disabilities (4 units)

6143 Positive Behavior Supports (4 units)

Fieldwork and Student Teaching (Mild-Moderate and Moderate-Severe Disabilities)

6860 (Year 1 Spring) Advanced Fieldwork: Mild-Moderate Disabilities / Moderate-Severe Disabilities (4 units)

6862 (Year 2 Fall) Advanced Fieldwork: Mild-Moderate Disabilities / Moderate-Severe Disabilities (4 units)

6880 (Year 2 Winter) Fieldwork: Mild-Moderate Disabilities / Moderate-Severe Disabilities (4 units)



### **Mild Moderate Disabilities Additional Authorization Courses**

5125 Educational Practices: Mild-Moderate Disabilities

6127 Instructional and Behavioral Support: Mild-Moderate Disabilities

6131 Assessments: Mild-Moderate Disabilities

6133 Curriculum: Mild-Moderate Disabilities

6134 Advanced Curriculum and Instruction: Mild-Moderate Disabilities (4 units)

6206 Professional Practices: Mild-Moderate Disabilities

6670 Graduate Seminar: Mild-Moderate Disabilities

### **Moderate Severe Disabilities Authorization Courses**

5136 Educational Practices: Moderate-Severe Disabilities (4 units)

6137 Instructional and Behavioral Support: Moderate-Severe Disabilities (4 units)

6142 Advanced Assessment & Instruction : Moderate-Severe Disabilities (4 units)

6140 Advanced Curriculum: Moderate-Severe Disabilities (4 units)

6207 Professional Practices Moderate-Severe Disabilities (4 units)

6671 Graduate Seminar: Moderate-Severe Disabilities (3 units)

## **8.3 LIBERAL STUDIES SPECIAL EDUCATION (SPED) OPTION**

The Special Education Option in the Liberal Studies major consists of four courses: EPSY 5021, 5125, 5126 and 5136. Undergraduate students who are interested in becoming special educators should contact Dr. Jiansheng Guo, Director of the Liberal Studies Department at (510) 885-3852 or [jsh.guo@csueastbay.edu](mailto:jsh.guo@csueastbay.edu). Students should plan on completing the Option courses during their junior and senior years. Three of the four required SPED option classes are transferred to the credential program.

## **8.4 TEAM SCHEDULES AND COURSE ENROLLMENT**

TED/SPED candidates must follow the team 40 schedules for the TED courses and enroll in the courses and student teaching for the team. Candidates are notified of enrollment windows and well as the add and drop deadlines. It is the candidate's responsibility for completing the enrollment process. Courses cannot be taken retroactively. Failure to enroll in the proper courses may extend the time required to complete the credential program. It is illegal for an un-enrolled person to participate in coursework or fieldwork. Failure to enroll in any course or fieldwork will result in No Credit and may cause one to be dropped from the Program. Re-admission is **not** guaranteed. Candidates must arrive **on time** for each class meeting such that they remain on the course rosters.

## 9.0 SUPERVISED FIELD PRACTICUMS

### **Traditional Student Teaching and Student Teaching Under Contract (Intern Teaching)**

Fieldwork is core to the philosophy of the Teacher Education and Educational Psychology Departments and is threaded throughout the program. Field practicum provides candidates with an opportunity to apply what they have learned in their courses and to learn from exemplary K – 12 classroom teachers and special educators. Field practicum also provides the setting for the site and university supervisor to certify that the candidate is on an appropriate growth path toward becoming an effective teacher. Each candidate’s field placements must specifically match his/her credential objective.

### **TED/SPED Candidates- General Education Student Teaching**

TED/SPED candidates are required to complete a total of two (2) or more quarters of general education fieldwork (fall and winter quarters ) in two (2) different placements at two (2) different grade levels (K – 2 and 3 – 5).. Both placements must be in classrooms that include at least three (3) students who are English Learners. If this is not possible, the candidate must work with the principal to identify a group of students (e.g., in a resource room, other class) with whom s/he will work over time to meet this requirement. There are two types of supervised field practicum: traditional student teaching and student teaching under contract. At least one (1) of the placements must be in an Alameda County or a Contra Costa County public school (K – 12).

### **TED/SPED and SPED only Candidates- Delivery of Special Education Services**

Candidates earning the Education Specialist Mild Moderate Disabilities or Moderate Severe Disabilities Credential complete four (4) quarters of fieldwork and student teaching placements in special education models of delivery of services. Candidates may deliver services in general education classrooms, resource rooms or self-contained classrooms. Field placements are arranged by the Mild Moderate Disabilities or Moderate Severe Disabilities program coordinators .

Some districts may require additional or duplicate possession of the Certificate of Clearance, TB Clearance and/or assess processing fees for their site. The Teacher Education Department and Department of Educational Psychology has no control over individual school districts’ policies and is often not informed of such costs, which may arise at any time. It is not always possible for the placement coordinators to avoid placing candidates in such districts. Candidates are responsible for any such fees to districts.

## 9.1 SUPERVISED TRADITIONAL STUDENT TEACHING

Traditional student teachers develop and practice their teaching skills by “apprenticing” in the classrooms of experienced cooperating or master teachers. They gain experience through a gradual introduction to classroom teaching. They observe, team-teach, design and deliver select lessons, and work with individual students and small groups, as well as the entire class. They also participate in weekly lesson planning, daily classroom preparation, and meetings with their cooperating teachers. Traditional student teachers complete a “solo teaching” experience at the end of each placement.

The specific program placement coordinator arranges each of the traditional student teaching placements in accordance with state and university requirements. Thus, candidates are not permitted to arrange their own placements. The placement coordinator makes every effort to locate candidates’ field placements that model the best practices for teaching students with disabilities. When possible, program coordinators may place candidates close to their residential addresses and to accommodate documented considerations. Living in an urban region, however, traditional student teachers need to be prepared to commute up to one hour to their field sites.

In some instances a student teacher may be asked to substitute for their cooperating teacher, who may be at training, ill,

or away. This is permissible only if the candidate possesses a valid substitute credential and is properly registered with their district. Every district has their own policy about this – some districts prefer it while others forbid it. 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.

## 9.2 UNIVERSITY INTERNSHIPS

A limited number of internships in partner districts are available to Education Specialist Credential candidates who demonstrate a high level of maturity, time management, organizational skills, and potential teaching effectiveness and who have sufficient experience in educational settings to serve as a teacher of record.

SPED only candidates may apply to work as intern teachers during the first and second years of the program. Internships in Mild-Moderate disabilities may be accepted up to full time with coordinator approval. Internships in Moderate-Severe disabilities may be accepted up to 80% (4 days/week) with coordinator approval. TED/SPED candidates may work as intern teachers the second year of the program. Each quarter Interns enroll for an extra supervision class EPSY 6770. This class provides for additional supervision from the university supervisor and supervision/support from a district provided mentor. Interns log their hours related to support and professional development through the online “My Internship Journal”. Candidates are responsible for the additional costs associated with an internship position.

While candidates working as teachers under an intern credential are paid and are employees of the district, internships are not for everyone. There is much more work involved in being an intern than in being a student teacher. Course instructors will demand the same high quality work from all candidates, student teacher or intern. Internships are limited to districts that have a signed Memorandum of Understanding with CSU East Bay. If you believe that you are qualified for an internship, please follow these steps:

- 1) Complete the **Intern Screening Form**. It is a good idea to meet with Program Coordinator to discuss internships.
- 2) You will be informed whether your internship is approved. Please note that only approved internships fulfill credential field experience requirements.
- 3) Once your Intern Screening Form and Intern Applications have been approved you are free to seek a teaching position. Please understand that CSU East Bay can sponsor a limited number of interns, so all requests may not be granted.

Candidates who seek university internship credentials must teach in a district or school that has a formal memorandum of understanding with CSUEB-TED and SPED. Candidates under university internship credentials are mentored by site partners, have a university supervisor, and are also evaluated by a school or a district administrator (as any contracted teacher would be). **Candidates must meet the requirements listed below before they can obtain a university internship credential. Candidates must confirm any job offers before a placement is confirmed each quarter.** Enrolled candidates who desire university internship positions find their own jobs with CSUEB partner districts and must obtain university authorization from their credential program coordinator before they are eligible to accept any job offers. University approval is not given automatically. Each internship job offer is carefully evaluated to ensure that the pupils at the school site will receive a quality education and that the candidate will engage in a fruitful teaching experience. Once a candidate accepts an approved position, he/she may **not** leave or change jobs. Candidates may not leave an assigned student teaching position to take an internship.

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The Credential Student Service Center will require:

1. Departmental screening form
2. Documentation of 120 hours of appropriate coursework with a grade of "B" or higher in each class;  
For SPED only candidates the documentation of the 120 hours of appropriate coursework is the submission of the valid CA general education credential.  
For TED/SPED candidates the documentation of the 120 hours of appropriate coursework is the successful completion of the first year of the TED/SPED program.
3. A copy of one's District contract (or letter of Intent);
4. The credential coordinator's expressed written authorization of the job offer;
5. Appropriate application and fees; and
6. 100% completion of all pre and post admission requirements.

Candidates are expected to communicate to the school district the criteria for obtaining a university internship credential through CSUEB.

Candidates must have a cumulative GPA of 3.0 inclusive of: Incompletes, No Credits, or grades lower than "B."

The job assignment must:

1. Match candidate's credential objective;
2. Allow time for experience at an alternate age level and/or disability representation;
3. Include or allow for an experience teaching in a classroom with at least three English Learners; and
4. Have district support as required by CTC regulations.

The credential coordinator must review the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a university internship credential. The credential coordinator must also approve the job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential. For example, an intern enrolled in the final EPSY 6880 (8 units) must teach for at least eight weeks, be at the school all day, five days a week, and take full responsibility for the caseload for at least ten consecutive days, even if they are job-sharing or employed at a lower percentage of time.

Since most student teachers on intern credentials teach full-time, these requirements typically are not an issue.

Candidates with 50% job assignments, however, need to work with the credential coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements.

Some candidates may find employment at parochial or private schools where an intern credential is not required.

(Charters are public and have requirements; some have MOUS with CSUEB). In these cases the candidate does not need to apply for the intern credential but all other requirements remain in effect, including that the employing school have an appropriately credentialed teacher who can supervise and provide assistance as needed. Candidates who take positions at these schools must complete their *Alternate Grade Level Experience* in a California public school. Candidates in Moderate-Severe Disabilities may be employed in these situations up to 80% and will complete one day a week with a university selected cooperating master teacher in public school.

The Department reserves the right to terminate any internship if the District fails to uphold all conditions of the MOU with the university.

### 9.3 ALTERNATIVE GRADE LEVEL/SERVICE DELIVERY EXPERIENCE

Candidates who are interns within a single program must document fifteen (15) hours of observation in a model of service delivery other than the one in which they are employed, to be arranged at their convenience. These do not have to be contiguous hours; however, all of these hours must be completed in a single classroom or model of service delivery.

“Alternate” grade level means that a high school special education intern will conduct their alternate placement in a middle or elementary school, or vice versa. An elementary intern teaching in lower elementary will conduct their placement in upper elementary, middle or high school or district-provided transition age services or vice versa. “Model of service delivery” means that a candidate in a self-contained class will conduct their observation in a resource, inclusive or learning center type program.

Candidates will document their observations as a part of their intern support. Additional information will be provided during the EPSY 6999 and ESY 6770 course sessions.

Candidates whose intern position crosses models of service delivery, grade levels and federal categories of disabilities will document how they have met the alternative grade level/service delivery experience. This documentation must be approved by the program coordinator prior to recommendation for the Education Specialist Credential.

### 9.4 TPE 7/STANDARD 13 REQUIREMENTS

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 implementation. Candidates in the TED/SPED program will complete this requirement as a part of their general education student teaching experiences. SPED only candidates should have the CLAD or ELD certification as a part of their general education teaching credential. If the SPED only candidate does not hold a CLAD or ELD certification, he/she must complete the requirements for the certification (CTEL exam or program of study) prior to the recommendation for the Education Specialist credential. These candidates must log 45 hours of documented work with English Learners.

### 10.0 TED/SPED SUMMER ENTRY TEAM

**Exact dates for the placements may change due to the needs of the individual districts in which the candidates are placed.**

**Placement I** Timeline is announced by the credential coordinator usually begins approximately at the start of the K-12 district school year and ends prior to winter break. Candidates will be in the schools **one full day and four additional mornings each week**. The full day is determined by the cooperating teacher and candidate.

Candidates are required to **“solo” teach one week** (one full day and four additional mornings, for five consecutive days including Friday). Solo teaching is to be finished by the Friday before Fall Quarter finals week. (*Note: Interns follow their district or school calendar*).

**Placement II, Part A**

This placement begins the Tuesday after Martin Luther King Jr. Holiday. Student teachers will be in their placements during CSUEB finals week and CSUEB spring break. Candidates are in the classrooms **two full days and three additional mornings each week**. The full days are determined in a discussion between the cooperating teacher and candidate.

**Placement II, TED/SPED**

This placement begins the Tuesday after Martin Luther King Jr. Holiday and ends the week before CSUEB Winter finals. Candidates are in the classroom **two full days and three additional mornings each week and solo teach for one week**. The placement ends the week before CSUEB Winter finals. The candidates will be placed in a special education placement during Spring Quarter.

The exact sequence of student teaching is determined by the cooperating teacher, university supervisor, school district calendar, and the candidate.

**10.1 A DAY IN THE LIFE OF A TED/SPED CREDENTIAL CANDIDATE**

**A Day in the Life of A Multiple Subject Credential Candidate**

Dates are approximate.

time	SUMMER Entry: Sample Multiple Subject Schedule											
	Summer: Jun. – Early Aug.			Fall: Mid-Aug- Dec.			Winter: Jan. – Mar.			Spring: Mar. – Jun.		
7 – 8				• Placement A •			• Placement B •			• SPED Fieldwork•		
8 – 9				<i>Field Practicum I</i> Focus: Reading & Math Solo-Teach in Nov/Dec: one full day and four additional mornings each week			<i>Field Practicum II</i> two full days and three additional mornings			<i>SPED Fieldwork</i> 2 full days or the equivalent Solo-Teach in May 10 consecutive full days		
9 – 10												
10 – 11												
11 – 12												
12 – 1												
1 – 2	TEAM 40 Summer Intensive Coursework											
2 – 3												
3 – 4												
4 – 5				TED and			TED and			TED and		

5-6						EPSY (SPED) Coursework			EPSY (SPED) Coursework			EPSY Course work		
6-7														
7-8														

## 11.0 SUPERVISION AND EVALUATION OF FIELDWORK

### 11.1 UNIVERSITY SUPERVISORS

University supervisors represent the university in the schools and play a key role in the SB 2042 and CTC approved Education Specialist credentialing process. They serve as liaisons to cooperating schools and to the university. Supervisors observe and evaluate the student teacher in the classroom placement. They help the candidate to relate his/her teaching, case management, and supported learning experiences to previous academic training and current professional preparation and practice. 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 for SPED fieldwork and student teaching should make plans to make the first visit the candidate during the second week of the placement and then at least once every two weeks thereafter. The Three-Party Summative Evaluation Conference is not included as a part of the four observations.

**Protocol**

At the start of each field placement, university supervisors visit the school site to introduce themselves and to give a brief orientation about their supervisory practices to the candidate, cooperating teacher or site partner, and the school site administrator. Then, supervisors observe the candidate facilitate four (4) or more observations and teaching of lessons that are evenly spaced over the course of the placement. For TED/SPED candidates in the TED placement: One (1) lesson of EL instruction will be observed as well as least one (1) lesson during the candidate’s culminating solo-teaching period. After the solo-teaching period concludes at the end of the field placement, supervisors return to the school site for a final Three-Party Summative Evaluation Conference. They meet with the candidate and either the cooperating teacher (traditional student teachers) or site administrator (interns, student teachers under contract). At the conference, the supervisors and either the cooperating teacher or site administrator evaluate the performance of the candidate. (See below.)

**SPED (Special Education Fieldwork and Student Teaching) Placement**

The supervisor, candidate, and cooperating master teacher, work together to develop the content of the fieldwork and student teaching placement in Mild Moderate Disabilities, For candidates in Moderate-Severe disabilities, the fieldwork requirements are aligned week by week to the syllabus of the corresponding coursework e.g. 6137 Spring; 6142 Fall, and the Master Teachers are updated each quarter by the candidate and supervisor. The content of the placement is based on the expectations for the authorization of the credential and includes teaching, assessment, collaborative work with teachers, parents/families, instructional personnel and service providers. Candidate’s progress towards meeting the expectations for candidate performance is documented in the Three-Party Summative Evaluation Conference (see above).

**University Supervisors**

1. Prepare a document that outlines their supervision and scheduling practices, encourages open

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communication among the four parties, and provides their contact information. (This document is provided to the candidate, cooperating teacher or site partner, and the school site administrator.);

2. Observe the candidate deliver lessons (TED), and engage in other duties of the Education Specialist and review the candidate's documentation of their work such as the fieldwork/student teaching binder, lessons plans, plan book, and reflections every school visit;
3. Conduct a 15-minute private post-observation conference with the candidate after each lesson or observation session. If this is not possible supervisors will arrange for a conference at a later time. (Site administrators are urged to provide coverage for the classroom of the student teacher under contract when necessary to allow for a private post-observation conference between the candidate and supervisor.);
4. Provide the candidate written feedback that aligns with the TPEs and program expectations ( e.g. See 6860, 6862 6880 performance evaluation forms for Moderate-Severe Disabilities), highlights commendable practices, and identifies areas in which improvement is needed and offers suggestions for improvement;
5. Use TaskStream or other platform to report both their and the Master Teacher's Summative Evaluation of the candidate's progress toward meeting the TPEs (TED);
6. Notify the credential coordinator immediately of concerns;
7. Consult with cooperative teacher or site partner;
8. Evaluate the performance of the candidate in a Three-Party Summative Evaluation conference which includes the cooperating teacher or site administrator, the candidate, and the university supervisor; and
9. When appropriate write letters of evaluation/recommendation for the candidate's employment dossier.

### 11.2 THREE-PARTY SUMMATIVE EVALUATION CONFERENCE

At the end of the placement, 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.

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. Supervisors make certain that all required signatures are on both sets of Summative Evaluation forms before sending the forms to the CSSC. Supervisors submit both sets of the forms immediately after the conference. Supervisors place information on TaskStream or other designated platform.

As an approximate guide for TED (general education student teaching), in the first placement candidates are expected to earn 3 or 4s in 7-10 TPEs on the summative evaluations from the university supervisor and the master teacher. In the second placement, candidates are expected to earn 3 or 4s in 10-13 TPEs on the summative evaluations from the university supervisor and the master teacher. Between the two placements, and the combined four evaluations from the two university supervisors and two master teachers, the candidate needs to earn at least a 3 or 4 on each TPE.

During the SPED (special education) fieldwork and student teaching, Mild/Moderate candidates are expected to demonstrate progress towards earning scores of 3 or 4 on the TPEs for Education Specialists. During the first placement, candidates are expected to earn scored of 2 and 3 across the TPEs, with a minimum of three scores of 3. As the field experiences increase in time and responsibility, candidates are expected to move from scores of 2 and 3 to scores of 3 and 4. At the final student teaching experience candidates are expected to earn a minimum score of 3 on each TPE.

Candidates in the Moderate-Severe Disabilities, program must meet the requirements identified on the fieldwork observation/evaluation protocols and course syllabi for EPSY 6137 and EPSY 6880.



### 11.3 PROCEDURES REGARDING UNSATISFACTORY FIELD EXPERIENCE

It is imperative that the SPED university supervisor notifies the candidate that his/her performance is not satisfactory no later than the 5<sup>th</sup> week of the placement. Should the TED or SPED university supervisor determine that the candidate's performance may **not** warrant credit, **early** in the process, the university supervisor will:

1. Discuss the situation with the candidate and inform the candidate of the possibility that no credit may be awarded;
2. Discuss the situation with the credential coordinator and arrange for a formal observation of the candidate by the credential coordinator or her/his designee;
3. Conduct a three-party conference with the candidate, the cooperating teacher (traditional student teacher) or employer provided mentor (intern), and the university supervisor. If the candidate is under contract, the three-way conference may also include the site administrator/designee. If appropriate, the credential coordinator and/or site administrator may also participate in this conference.

During the conference, the university supervisor and cooperating teacher / site administrator should:

1. Specify the areas in which the candidate is making unsatisfactory progress;
2. Describe, as specifically as possible, the changes that the candidate must make to earn credit;
3. Clarify what the university supervisor and cooperating teacher/ site administrator will do to help the candidate succeed and describe other resources that the candidate may need to draw upon;
4. Share with the candidate models or samples of instructional plans, behavior support plans, assessment protocols and case management practices (SPED);
5. Model practices when requested by the candidate (SPED);
6. Answer all questions posed by the candidate.

If such a conference occurs, the university supervisor will also

1. Prepare a letter to the candidate that outlines #2 above and summarizes the conference. Copies are to be sent to the cooperating teacher, site administrator, credential coordinator, the candidate's credential file, and the department chairperson, as appropriate, and
2. Ask the cooperating teacher to prepare letters that document the candidate's performance to date. Copies of this letter should be sent to the candidate and all others mentioned in #1 above.
3. With the cooperating teacher identify the method and criteria for the evaluation of candidate performance (SPED).
4. Set a date for the next conference to determine progress (SPED).

The university supervisor and cooperating teacher or site partner should continue to observe the candidate regularly and document the candidate's performance. The site administrator may also be asked to provide additional observation/documentation.

The credential coordinator, after consultation with the university supervisor, should select from the following options:

1. Counsel the candidate to repeat the field experience in a future quarter;
2. Counsel the candidate to investigate other career choices and formally withdraw from the credential program;
3. Seek declassification the candidate from the program/university.

**A student may be disqualified for cause at any time by the Chair of the Department, with the concurrence of the Dean of the College of Education and Allied Studies.**

## 12.0 UNIVERSITY AND SCHOOL SITE PERSONNEL

### 12.1 CREDENTIAL PROGRAM COORDINATORS

The Credential Specific Coordinator:

1. Coordinates TED/SPED and SPED only Education Specialist candidates from the initial admission interview period through the final evaluation, to the recommendation of individual candidates for California teaching credentials;
2. Communicates with the placement coordinator to establish field placements for each candidate (TED);
3. Identifies sites with personnel to serve as cooperating or master teachers; makes fieldwork and student teaching assignments (SPED)
4. Serves as advisor and counselor to candidates. (The credential coordinator facilitates or arranges for appropriate faculty to assist candidates who may experience difficulty with a university supervisor, instructor, cooperating teacher, or site partner and guides them through the situation in a professional manner);
5. Counsels or arranges for appropriate faculty to counsel candidates who are having personal/health problems that may jeopardize their performance as student teachers or as post-baccalaureate students, to make prudent choices about continuing in the program;
6. Collaborates or arranges for appropriate faculty to collaborate with the university supervisor in evaluating the student teaching performance of candidates who do not show sufficient progress in meeting the TPEs. They or appropriate faculty assist in establishing an action plan and bringing about a resolution. (The credential coordinator or appropriate faculty may serve as an additional supervisor in the classroom in such cases.);
7. Arranges guest speakers, workshops, and other activities to support candidates through the program;
8. Tracks each candidate's progress and communicates this information to the candidate. This includes, but is not limited to:
  - Candidate's completion of prerequisites;
  - Maintenance of acceptable grades/GPA;
  - Student petitions;
  - Alternate grade level and disability diversity experiences;
  - English Learner experience;
  - Verification of candidate's demonstration of competence to enter the teaching profession;
9. Confers with university supervisors to assign credit for each quarter of candidate's fieldwork; and
10. Notifies the Credential Student Service Center in writing of situations that may affect a credential candidate's progress towards the credential completion.

### 12.2 PLACEMENT COORDINATORS

The Teacher Education placement coordinator works with district office personnel, principals, vice-principals, department heads and teachers in arranging field placements in general education classrooms each school semester. This requires individual contacts, school visitations, telephone calls, record keeping, and endless hours of coordination between the university and local school sites. Placement considerations are only given to geographic location, and documented special needs of candidates.

The program coordinators for the Education Specialist Mild Moderate and Moderate Severe Disabilities programs complete the fieldwork and student teaching placement process. Placements are made in consultation with the cooperating teacher and the University supervisor. Since the Education Specialist Credentials are K-22 credentials, candidates will have experiences across the grades and models of service delivery.

### 12.3 SCHOOL SITE ADMINISTRATOR

The school site administrator assists the placement coordinator in making appropriate placements for candidates that meet state requirement. Important considerations in this regard include:

1. Content areas taught during the time the candidate is in the placement. Multiple Subject candidates (TED), for example, are required to teach Reading and Math during their first placement. Ideally, the site administrator will work with teachers if a schedule modification is required to accommodate the candidate's field experience requirements.
2. The candidate must have the opportunity to teach using a variety of teaching techniques regardless of the district-adopted curriculum. If the district uses a "scripted" curriculum, the candidate must have the opportunity to teach the content using a variety of other instructional techniques.

#### **Site administrators:**

1. Know district policies and know or are informed of current university policies regarding the CSUEB Program;
2. Encourage successful teachers to serve as cooperating teachers;
3. Help orient the candidates to the school;
4. Work with university personnel in resolving problems and in evaluating the program;
5. Ensure that student teachers are not removed from their master teachers' classrooms to cover other classes;
6. Provide a private space for student teacher conferences; and
7. Provide coverage for in the classroom for student teachers who are under contract to step away and privately confer after observations, if necessary.

### 12.4 COOPERATING OR MASTER TEACHERS

**Cooperating teachers** acquaint candidates with the classroom and/or the students they support and teach by:

1. Providing a class list and seating chart (when appropriate) to the candidate;
2. Involving the candidate in class activities; and
3. Welcoming the candidate to attend school and district professional development programs and meetings.
4. Introduce the candidate to the instructional and service delivery personnel (SPED)

Cooperating teachers engage the fieldwork student/student teacher in planning the instructional program for the class/student caseload. They also:

1. Conference with the candidate at least once per week and give daily guidance and feedback;
2. Require the candidate to submit lesson plans at least one full day in advance of teaching;
3. Review lesson/instructional plans with the candidate prior to teaching;
4. Provide opportunities for the candidate to complete course assignments that may include teaching lessons that do not correspond to the textbook program or curriculum.

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5. Demonstrate effective use of data-based decision making and reflective practice, use evidence-based practices in assessment and teaching;
  6. Provide multiple opportunities for candidates to learn and demonstrate how they are meeting the Teaching Performance Expectations;
  7. Utilize structures and processes with site personnel that demonstrate school-wide commitment to the success of ALL students;
  8. Model inclusive practices and supports for students including multi-tiered systems of support (MTSS), positive behavior intervention and support (PBIS) collaborative general and special education instructional planning and implementation and
  9. Support the social, behavioral, emotional and academic needs of students.

Cooperating/master teachers evaluate candidates and complete a Summative Field Experience Evaluation Form or program specific evaluation after the candidate completes his/her solo-teaching period.

At the end of the placement, cooperating/master teachers participate with the university supervisor and the candidate in a three-party evaluation conference at which time they share their impressions of the candidate's growth as a student teacher and potential as a professional educator using the mild moderate or moderate severe disabilities area program's observational tool for evaluating progress on expected competencies.

Cooperating teachers are expected to immediately request a three-party evaluation conference **early** in the CSUEB quarter, if they are concerned about the candidate's competence or commitment to teaching. They may recommend that a candidate be suspended from student teaching if the candidate does not satisfactorily demonstrate progress in meeting the TPEs, and/or in demonstrating expected appropriate professional behavior in the school..

## 13.0 CANDIDATE'S ROLE AND RESPONSIBILITIES

Candidates are the most important people in our program. As such, they are expected to give 100% participation to their professional preparation program wherein they develop the knowledge, skills, and guidance to become excellent teachers of California's elementary, middle, and secondary school students regardless of the model of delivery of instructional, behavioral and other support services.

### 13.1 PROFESSIONAL OBLIGATIONS

At all times, **candidates** must:

1. Adhere to the Teaching Code of Ethics (see Appendix B);
2. Exercise professional, respectful, and positive behavior;
3. Show interest in both their field and coursework;
4. Demonstrate cooperation, collegiality, and flexibility;
5. Receive feedback and suggestions graciously and employ recommended strategies for improvement, and
6. Exhibit the ability to successfully meet the TPEs for the appropriate credential.

Failure to meet one's professional obligations may result in disqualification from the program.

## 13.2 RESPONSIBILITIES AS A STUDENT TEACHER

Candidates must provide their field site administrators, cooperating teachers, support providers and/or district administrators :

1. A copy of their current Certificate of Clearance;
2. A copy of their valid negative TB report;
3. A copy of their immunization report;
4. Their current telephone number and e-mail address;
5. The name and contact information of their University Supervisor;

In addition to adhering to school rules, policies and professional obligations, each candidate is also expected to:

1. Report for student teaching and fieldwork as scheduled;
2. Arrive at the field site at least one half hour before school begins and to stay at least one half hour after school ends on full days;
3. Become acquainted with school personnel and facilities;
4. Be prepared to teach and carry out other responsibilities of the profession
5. Have all lesson plans and other materials ready for the day, and
6. Share information and any candidate needs (e.g. for observation) related to specific field assignments that are coordinated with coursework, well in advance of due dates;
7. Assist in emergency situations as the school site (e.g., step in for a short-time to supervise students);
8. Attend faculty meetings, *Back to School Night*, *Open House*, and other school functions provided that the events do not conflict with courses, or if the events do conflict, that the course instructor has excused the absence in advance.
9. Participate in weekly instructional scheduling and lesson planning with cooperating/master teacher and/or site partner;
10. Schedule lesson evaluations and conferences with university supervisor, cooperating teacher, and /or site partner;
11. Present to cooperating teacher, site partner, and/or university supervisor at least 24 hours in advance of teaching: a) courses of study; b) unit outlines; c) instructional plans; and/or d) other materials that demonstrate satisfactory evidence of lesson/instructional or service delivery preparation;
12. Maintain and have accessible at all times a field site binder, file of instructional schedules, lesson plans, lesson reflections, and/or materials germane to daily activity in the classroom or delivery of services. (Binder requirements for TED student teaching are laid out in the Appendix E.) and those for SPED are contained in fieldwork syllabi;
13. Maintain a TaskStream account (TED/SPED) and upload all necessary documents for fieldwork evaluations.

*Failure to meet one's fieldwork or student teaching responsibilities may result in disqualification from the program.*

## 13.3 ATTENDANCE

Each candidate is expected to **be on time** and attend every class session, team meeting, workshop, conference, or event

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that is scheduled for his/her cohort or credential authorization. Each candidate is also expected to stay until he/she is dismissed.

Candidates must also notify school site personnel and university supervisor in advance of any absence from their field assignment. They must provide all instructional plans and materials to the school as required for the day.

Candidates are expected to schedule personal and professional appointments and activities on their own time. Those who must miss a session of coursework or other scheduled event need to:

1. Notify their professor(s) before the scheduled session and
2. Accept that their grade may be impacted as a result of their absence(s).

Candidates are responsible for all work covered including course content, announcements and additional communications and are advised to connect with teammates to share notes and information. They should not ask their professors for individualized make-up instruction.

Candidates are responsible for submitting all assignments on or prior to the date and time in which the assignment is due. Being absent from a class session does not absolve the candidate of such responsibility.

***Failure to comply with any portion of this attendance policy may result in disqualification from the program.***

#### 13.4 GUIDELINES FOR SUCCESS IN THE CSUEB CREDENTIAL PROGRAMS

1. About the Programs: The TED/SPED and SPED only program includes all coursework and student teaching required for recommendation for licensure to teach students authorized by the credentials including English Learners. This is a full time program. Candidates will be very busy with student/intern teaching, fieldwork and coursework. Candidates in TED/SPED may not work at an outside job during the school day and evenings where classes are scheduled. It is best for candidates not to work at an outside job while you are in the program at least in the first year. Financial aid is available for eligible candidates. Contact the Financial Aid Office to determine eligibility for grants or loans.
2. Interns and others not following the usual pattern of student teaching may require additional student teaching in the summer or during the breaks of the district of employment. Thus interns may need to make arrangements for their alternate placement in a district that has a different break pattern than the district of employment. Thus candidate could be student teaching during their spring break.
3. When in doubt about anything consult this handbook first! Be sure to read and refer to the Handbook. Most answers to questions may be found there.
4. Communicate, communicate, communicate!!! Candidates often experience difficulties because they did not communicate with their professors, cooperating teacher or university supervisor. Once candidates find themselves in difficult situations, remedying such situations requires an extraordinary amount of time and energy and may lead to lasting negative impressions.
5. Candidates should check their horizon email daily. Important information from the University, Teacher Education Department, the Department of Educational Psychology, Credential Student Service Center and your professors is transmitted via email. Be responsible. Candidates are responsible for meeting deadlines and responding to all e-mails.
6. Candidates are required to properly register for all classes including student teaching (whether or not you have an intern teaching position). Check the schedule online at [www.csueastbay.edu](http://www.csueastbay.edu) for course dates and times. Candidates must take all classes and field experience with your designated team (TED/SPED) and credential authorization

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Candidates may not take any other section of any class. Candidates' spot on Team courses is reserved until the first day of class. It is the candidate's responsibility to pay all fees and to register on time. Contact the specific credential coordinator or the Teacher Education Department (510 -885-3027 – TED courses) if blocked from registering.

7. Candidates who miss the first day of class without notifying the professor, will be dropped from that class and will have to take it at another time on at their expense. This will usually delay the recommendation for the credential. Since student teaching requirements and class requirements are intermingled, this could also have other serious consequences. Everyone, including every intern, is required to register for student teaching/fieldwork. It is the candidate's responsibility to register for the correct section and check back to confirm that registration was successfully completed.
8. This is NOT an individualized program. Candidates are expected to take courses as scheduled. This means that candidates are expected to take all courses with their Team and or credential authorization cohort and meet all CSUEB requirements. The placement coordinators do all of the student teaching placements for general education portion of the program. There are too many requirements involved to have student teachers do their own placements. Candidates will not be placed at a school where you have relatives. This may be convenient but it is usually not in the candidate's best interest. INTERNSHIPS: You may only accept an internship position with the approval of the credential coordinator. See above for detailed information on this.
9. All internship requirements must be met before such authorization will be considered. Candidates interested in being an intern, thus completing their SPED fieldwork and student teaching requirements in their place of employment must complete the application form and obtain the specific coordinator's signature. The internship cannot count for student teaching unless your placement has been approved and all papers are signed and on file. Be sure to follow specific intern requirements for each credential.
10. Class and fieldwork/student teaching attendance is essential. This means that interns and student teachers alike are expected to attend all class sessions on time and not leave early. They are to report for student teaching according to the schedule given to them by the credential coordinator and follow the CSUEB schedule. Student teachers and interns may not deviate from these schedules without the permission of the credential coordinator and others that will be impacted by their absence. Failure to comply may result in disqualification from the program. Candidates are also expected to attend all team meetings, conferences, workshops and other team/credential cohort events. This applies to both student teachers and interns. Candidates are expected to arrive at the school where assigned for student teaching/fieldwork at least one half hour before school begins and stay at least one half hour after school, or until noon on half days.
11. Candidates should take care of personal business on their own time. Please be sure to schedule personal (including childcare, non-emergency medical) and professional appointments accordingly. If a candidate must miss a class or other event, we assume that there is a pressing and unavoidable reason. Usually there is a consequence to your grade if a candidate misses or is late for a class. The procedure for communication from the candidate to the course instructor is as follows: A) notify the professor about why you will not be (or were not) present, do not make a lot of excuses or go into undue detail, B) accept the grade consequence graciously. Do not embarrass yourself or the professor by arguing about why you should receive full credit even though you were not there. We understand that pressing needs do occur, however, it is not fair to those who do attend every class for one who is absent to expect the same grade as those in attendance. Whether in class or not, candidates are responsible for all work/content covered and assignment due. Find a buddy or two in class to share notes and information. Do not ask your professor to individually cover this work with you.
12. These are graduate level courses. Candidates are expected to read the text, participate in class, write graduate level

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quality papers, and take all tests and examinations on time. All papers must be typed and look professional. Papers for SPED courses must follow APA 6<sup>th</sup> edition format. Candidates should not expect to receive a grade of A, unless the work is of outstanding quality and they have attended all classes. The CSUEB Academic Honesty policy is strictly enforced. Among other things this means no plagiarism, falsifying data, cheating, copyright infringement or other misrepresentation,

13. Professionalism is essential. No whining or complaining. No gossiping. Keep an open mind and do not judge others, including cooperating and master teachers, professors and each other! Act like a professional. Be friendly and helpful to others. Dress in a professional manner. Do not ever take a child or other unauthorized person to class, meetings or to student teaching. Part of your professional responsibility is to take care of personal issues, such as daycare, and to make advance arrangements in the event of illness or other situations that may call you away from Silence your phones during your CSUEB class sessions.
14. Candidates' behavior in public spaces and online is subject to scrutiny by students, master teachers, school site leaders, university instructors, parents, and potential employers. As an educator, credential candidates will be held to a higher standard. Separate the personal from the professional. Use privacy controls. Do not "friend" students or their parents/guardians in your placements. Remove or limit access to inappropriate photos and posts. Candidates should not publicly comment on placements, students, instructors or colleagues. If a master teacher uses the internet to communicate with students and wants the candidate to do likewise, the individual should obtain a separate email account, preferably through the school district. If a candidate uses a website to communicate with students it should be separated from any personal websites. Check with school district/site policies on internet communication and follow them explicitly. Most schools have strict policies against posting student names or student photos on the internet.
15. Refrain from texting in **communication threads** or responding to e-mails with **reply to all**. Often individuals who should not be privy to a response are included. Begin correspondence with a new notification.
16. Respect professors' office hours and privacy. Never call a professor or supervisor at home/on cell unless specifically instructed to do so. Follow guidelines for office visits or other appointments. Do not text professors unless requested to do so. Email or take care of individual business during office hours. Do not "corner" professors at the beginning or end of class and let the professor have a break during break time. Never take up office hour time giving excuses about why you were not in class or could not do your work. Follow the professor's guidelines for use of email and/or texts.
17. Be flexible and understand that changes are inevitable. The credential coordinators for TED and SPED programs will try to keep candidates informed about upcoming events and scheduling, however, these are always subject to change. Candidates should plan for the "worst case scenario" regarding time and do not create a schedule that is too tight. Candidates should be sure to make advance arrangements for personal responsibilities, such as childcare and driving, so that these do not infringe upon the program requirements and other work. Have contingency plans for the unexpected, such as illness (of yourself or your child.) Leave room in the daily schedule to account for traffic and unexpected delays. This will be a more realistic approach and will relieve much stress. Candidates should understand that this is not the time to take on extra activities. Try to cut down on "extra-curricular activities" this year.
18. TED/SPED candidates should complete and submit PACT according to published guidelines. They should take responsibility for their own professional growth. Work with others at the school site to schedule the supervisor's time. Be sure to schedule both observation time and conference time. Schedule a regular time to meet with the cooperating /mentor teacher each week. Candidates should consult the instructor immediately about concerns regarding a class.



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19. Do not gossip or discuss concerns with teammates or others at the school site. Be an adult, pleasant, and professional. Candidates are encouraged to attend professional conferences and to participate in PTA meetings, carnivals, shows, etc., as well as in-service training at the school site; however the coursework for CSUEB must be the candidate's first priority.
  20. TED/SPED candidates in the TED student teaching placement should have lesson plans completed at least a day (preferably several days) ahead of time and shared with the cooperating teacher at least one day in advance of teaching. Candidates must maintain a binder and have a lesson plan grid for the weekly lessons that they teach. In addition to the grid, each TED/SPED candidate will need to have complete lessons plans as follows:
    - A. All lessons that your university supervisor, cooperating teacher, or site provider observes
    - B. At least one lesson per subject area per week (e.g., one math, one language arts, one science)
    - C. Keep a separate section for EL lessons
  21. Be sure that the supervisor sees the binder each time he or she visits. This way your supervisor will know what the candidate has been teaching on a daily basis. If there are concerns about student teaching, the candidate should consult their supervisor immediately.
  22. Disqualification from the Program: (It rarely happens but) If a candidate is removed from a student teaching/ intern placement for cause at the request of the school district, he/she will be immediately disqualified from the program. Disqualification from the program for cause may take place at any time up until the application for the credential has been approved. If a candidate believes that difficulties will arise, he/she could contact the specific program coordinator as early as possible.
  23. Candidates should budget their time and your money: This is a rigorous, full time program. It is best not to work at an outside job while in the program. Some candidates may have the opportunity to substitute teach for the cooperating teacher if it does not interfere with attendance in CSUEB classes. Needing to get to work at an outside job is not considered a legitimate excuse for missing classes, teaching assignments, or meetings. Candidates will have class assignments to complete when not participating in these activities.

We promise to keep you busy! Candidates should contact the Financial Aid office to determine eligibility for qualify for a grant or a loan. Budget an additional \$300.00 for the year for participation in professional conferences and activities.

24. Strive for excellence, not perfection! Perfection is not attainable and often leads to frustration Excellence means doing one's very best under the given circumstances. We know that you will be very successful!

## 14.0 SUBSTITUTE TEACHING AND STRIKE POLICIES

### 14.1 SUBSTITUTE TEACHING POLICY

#### **Possible Situation**

The district wants to employ a candidate as a substitute teacher. The candidate wants to be employed. The most "normal" instance is when the master/cooperating teacher is absent and the candidate serves as substitute teacher in the classes in which s/he is a student teacher *and* the rest of the absent master/cooperating teacher's classes. If a student teacher is doing a field placement in classes with more than one master/cooperating teacher, there is a problem. The candidate cannot teach two classes at the same time; that is, to be a student teacher in a class for one master/cooperating teacher

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and a substitute teacher for another (absent) master/cooperating teacher simultaneously. The candidate should check with the district as to the requirements for and policies regarding substitute teaching.

The candidate's primary responsibilities are to the classes/caseloads of students to whom she/he is assigned as a student teacher. Full-day substituting is only possible when all master/cooperating teachers approve, and when the candidate has *no university class attendance responsibilities*.

### **Substitute Teaching Procedures**

1. Substitute teaching requires that approval of **each** of the following parties: site administrator; university supervisor, and district personnel office. If that approval has been given, then the candidate must register as a student teacher with the specific school district.
2. The candidate must complete: a district teaching position application; a 30-Day Emergency Substitute Teaching Permit application through the school district; and other requirements as specified by the district. It is the responsibility of the candidate to make sure that such substitute teaching does not interfere with university coursework/fieldwork/student teaching.
3. The credential application covering the particular school assignment must be filed with the county office of education through the school district accompanied by a *Declaration of Need Certificate* provided by the school district. A fee paid by the candidate must accompany the application. Once the teaching permit is received, the candidate must register with the county office of education, and is limited to the number of authorized teaching days.

## **14.2 STRIKE SITUATION POLICY**

### **Student Teachers**

If the teachers in a school district are involved in a strike, then the field experience and student teaching placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact the credential coordinator. If the length of the strike will make it impossible for candidates to fulfill the requirements of that field placement, they will be reassigned. In this case, field experience refers to assignments made by CSUEB. This policy does not pertain to paid or volunteer services outside the scope of the student teaching assignment.

### **Interns/Candidates Teaching under Emergency Credentials**

Candidates teaching under short term staff permits and interns are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment.

### **Status of CSUEB Supervisors**

We ask that both teachers and administrators consider the dilemma a strike poses for our program. We need positive relationships with all parties in a school district. CSUEB supervisors and faculty will not enter schools during a strike situation.

## **15.0 DECLASSIFICATION POLICY, ACADEMIC DISHONESTY & ELD REQUIREMENTS**

### **15.1 DECLASSIFICATION FROM THE PROGRAM**

1.0 A candidate shall be declassified (also known as dismissed) for failing to provide verification of all admission requirements by the appropriate deadline(s). Once all of the requirements are met, the candidate may re-apply to the

Teacher Education Department (TED/SPED) or the Department of Educational Psychology (SPED only) at the next admissions period for the program. This is the only declassification circumstances in which an individual may reapply for the program.

2.0 A candidate shall be declassified for failing to achieve the required GPA of 3.0 in required program classes.

3.0 Grades of Incomplete (I) shall not be counted in the candidate's GPA; however, three or more grades of Incomplete or Unauthorized Withdrawal (WU) may serve as grounds for declassification. Field Experience courses will not be counted in the calculation of GPA. However, a grade of NC in the candidate's SPED fieldwork evaluation that indicates substandard performance will require a plan where either the candidate repeats the fieldwork in a future quarter, delaying their credential completion, or, if their coursework GPA is also below requirements, the candidate will be declassified.

4.0 Candidates must repeat any course with a grade lower than C-. TED/SPED and SPED only candidates completing the Education Specialist courses may be asked to leave the program if they obtain a grade below a B-.

5.0 A candidate shall be declassified for repeatedly failing to enroll in program courses.

6.0 A candidate shall be declassified for failing to enroll in field placement courses concurrent with course work.

7.0 A candidate shall be declassified for failing to adhere to the attendance policy outlined in section 2.4 of this handbook.

8.0 A candidate shall be declassified for failing to achieve the required level of performance in required field experience.

9.0 A candidate shall be either suspended or declassified if the school or school district requests that the candidate be removed from his/her placement.

10.0 A candidate shall be declassified for failing to demonstrate professional conduct toward any participant in the program; including university administrators, university faculty, university staff, university students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students.

11.0 A candidate shall be declassified for academic dishonesty.

12.0 A candidate shall be declassified for their third failure in their quest to complete the PACT examination. These must be attempted and submitted on time according to the posted deadlines

13.0 A candidate may be disqualified from the program for cause **any time** up until the application for the credential has been approved.

14.0 The credential coordinator shall notify a candidate subject to declassification in writing. The notification shall

1. Cite the appropriate section of this policy,
2. Detail the specific behaviors that led to the declassification, and
3. Notify the candidate that he/she may appeal within 10 calendar days.

14.0 Candidates may appeal declassification only once during their time in the program. Declassified candidates may appeal their declassification to the department chair of TED or EPSY who will review the decision and uphold the declassification or re-instate the candidate with or without conditions. A candidate who has been declassified is not eligible to reapply for the program. Declassified candidates will receive official notification of declassification from CSUEB's Academic Programs and Graduate Studies. Dismissed students must withdraw from the university and must immediately notify the Financial Aid Office and return all funds that were disbursed directly to you and/or credited to your student

account. A full explanation of the Drop & Withdraw Policy is found at <http://www.csueastbay.edu/financialaid/financial-aid/drop-withdraw-policy.html>.

## 15.2 ACADEMIC DISHONESTY

The university, like all communities, functions best when its members treat each other with honesty, fairness, respect and trust. Deception for individual gain is an offense against the members of the entire community. The Teacher Education Department and Department of Educational Psychology adhere to all university rules regarding academic dishonesty, and feels a particular responsibility to require the utmost professional accountability and academic honesty from students in our teaching programs. Whenever dishonesty occurs, your instructor will take appropriate action and file an "Academic Dishonesty Incident Report" detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and you will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first. If the office receives two or more reports on an individual, the Student Disciplinary Officer is notified.

Depending on the circumstances, a candidate may: (a) be warned; (b) be required to resubmit work or retake an exam under specified conditions and with a possible grade penalty; (c) have the grade adjusted for the assignment; or (d) have the grade adjusted in the course, including assignment of an "F" at the discretion of the faculty. If the course grade is adjusted, it is not subject to Grade Forgiveness.

The candidate may appeal an instructor's action to the Fairness Committee. The appeal of an instructor's academic sanction is governed by the "Fairness Document." <http://www.csueastbay.edu/faculty/senate/files/docs/policies/12-13-new-policy-page/grade-appeal-and-academic-grievance.pdf>.

Depending upon the severity of the offense or the number of offenses, the instructor may directly refer the instance of academic dishonesty to the Student Disciplinary Officer to determine if further action is necessary. (In any instance of academic dishonesty, however, whereby an academic sanction is imposed, the instructor will file an "Academic Dishonesty Incident Report." See three paragraphs above.) At the discretion of the Student Disciplinary Officer, administrative sanctions such as warning, probation, suspension, or expulsion may be imposed. As prescribed in Executive Order 970, Article V. Sanctions, paragraph 5 entitled Record Discipline, "Probation is entered on a student's transcript, with its beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the student's transcript, with the beginning and end date, for the period of time that the suspension is in effect, but remains on the transcript permanently if the suspension is for longer than one academic year." Expulsion is entered on the student's transcript permanently along with the date it takes effect. (If an appeal to the Fairness Committee regarding an academic sanction imposed by the instructor is pending, action by the Student Disciplinary Officer will be postponed until after the adjudication of the appeal.)

The complete text of Title 5, section 41301 of the California Code of Regulations and of Chancellor's Executive Order 970 can be accessed on the Judicial Affairs website at <http://www.csueastbay.edu/studentconduct/>.

## 15.3 STANDARD 13 (TED/SPED ONLY)

STANDARD 13 requires a field experiences that meets the following requirements:

1. The candidate must teach at least three students in each placement who are classified as English Learners (EL). These students must have at least two different CELDT levels among them. Within four weeks of each placement, each candidate will complete and submit to his/her university supervisor the Standard 13/TPE 7 English Learner Verification Form. Candidates are to provide ELD instruction and sheltered content instruction to ELs throughout the day. The university supervisor and the cooperating teacher must observe the candidate providing this instruction and complete the required paperwork. If the candidate's classroom does not meet the requirements above, the candidate is

responsible to locate English Learners within the school. In this case the candidate will conduct the instruction during the student teaching placement experience.

2. The cooperating/master teacher or intern site support provider must have an advanced certification in teaching English Learners. The following are acceptable: a credential that meets the requirements of Standard 13 as defined by CTC, a bilingual (BCLAD) credential, the Language Development Specialist CLAD credential, or certificate, completion of a school district SB 1969 training program, or enrollment in and progress toward one of these credentials or certificates or other requirements stated by CTC.

## 16.0 PERFORMANCE ASSESSMENT FOR CALIFORNIA TEACHERS – PACT (TED/SPED)

Senate Bill 1209, effective January 1, 2007, requires all Single Subject and Multiple Subject candidates to pass a Teacher Performance Assessment prior to being recommended for a California Teaching Credential. California State University, East Bay administers the Performance Assessment for California Teachers (PACT) to meet this mandate.

CSUEB Candidates in TED/SPED submit the PACT Teaching Event during their fourth quarter in the TED/SPED program. The Teaching event entails planning a learning segment of about one week (approximately 3-5 lessons), including learning objectives for both the curriculum content and the development of academic language related to that content. Candidates submit lesson plans, copies of instructional and assessment materials, video clip/s of their teaching, a summary of whole class learning, and an analysis of student work samples. Candidates also write commentaries describing the teaching context, analyzing their teaching practices, and reflecting on what they learned about their teaching practice and student learning.

The PACT Teaching Event is comprised of five tasks, aligned to the Teaching Performance Expectations. The following are the five PACT tasks, each of which has its own set of prompts:

### PLANNING

- Establishing a Balanced Instructional Focus
- Making Content Accessible
- Designing Assessments

### INSTRUCTION

- Engaging Students in Learning
- Monitoring Student Learning During Instruction

### ASSESSMENT

- Analyzing Student Work from an Assessment
- Using Assessment to Inform Teaching

### REFLECTION

- Monitoring Student Progress
- Reflecting on Teaching

### ACADEMIC LANGUAGE

- Understanding language demands
- Supporting academic language development

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PACT is subject-specific. Single Subject candidates complete the PACT Teaching Event in their area of specialty. Multiple Subject candidates (TED/SPED) complete the PACT Elementary Literacy Teaching Event. Multiple Subject candidates also complete Content Area Tasks (CATs) in Math, Science and Social Studies as part of their Multiple Subject methods courses. Using 12 subject specific rubrics, calibrated assessors score the PACT Teaching Events.

The CSUEB Teacher Education Department provides a great deal of support to prepare candidates for success on PACT. PACT Orientation classes conducted by trained instructor/assessors are provided throughout the year. Methods classes include Embedded Signature Assignments (ESAs) designed by faculty to prepare candidates for PACT. Additionally, video cameras can be borrowed free of charge and technical assistance workshops are offered to help candidates prepare their PACT videos.

Information including subject specific rubrics, and candidate handbooks is available on the PACT website at <http://www.pacttpa.org>. More information on PACT/CATs and ESAs are provided in the CSUEB classes.

## 17.0 CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS

Candidates in the Education Specialist Mild-Moderate and Moderate-Severe Disabilities credential programs are required to meet the Teaching Performance Expectations and all aligned standards for their Education Specialist credentials.

The TPEs are core to SB 2042 Multiple and Single Subject credentials. The design of the programs reflects the thirteen TPEs. Candidates meet the TPEs via their professional behavior, coursework, field practicum, portfolio, and via the California Teaching Performance Assessment, PACT examination.

Candidates in the TED/SPED program are required to meet the TPEs for Multiple Subject licensure and the TPEs for Education Specialists for the special education licensure. There are several areas of common content, however, TED/SPED candidates are evaluated for competency by faculty and program coordinators from each credential program. These TPEs are aligned with the California Standards for the Teaching Profession (CSTP). Candidates in the SPED only program are held to the TPEs for Education Specialists. Coursework and fieldwork activities provide opportunities for candidates to demonstrate their competence.

## 18.0 CREDENTIAL STUDENT SERVICE CENTER (CSSC)

Credential Student Service Center (CSSC) supports all credential programs at CSUEB. It is important for candidates to become familiar with CSSC's main services:

- Advisement regarding credential requirements in all programs;
- Initial screening for credential program requirements;
- Housing of student records;
- Monitoring of progress towards credentials;
- Verification of credential program completion;
- Making the official credential recommendation to the Commission on Teacher Credentialing (CTC).

### 18.1 MAINTENANCE OF CANDIDATE CREDENTIAL FILES

In general, credential files that are kept in our offices are retained for up to seven years beyond the term of program completion or for one year after non-enrollment (if a candidate has not completed the program), whichever occurs first. Re-admission is subject to the prevailing requirements for entry into the program. Acceptance is not automatic. Re-admitted candidates join a new team and complete their coursework with the new team. They are also subject to all of the

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credentialing requirements of the new team. Re-admitted candidates are not permitted to deviate from their new team's schedule.

If a credential candidate moves from the teaching credential program to another credential program, the admissions documents DO NOT automatically get transferred to the new program. Please check with the prospective program to verify whether original or photocopies will be acceptable. If photocopies are acceptable, please follow the CSSC procedures regarding how to request copies of items from a credential file. The procedures along with most credential forms and documents are found on CSSC's website under the link for *Credential Forms and Documents*.

## 18.2 FINAL CREDENTIAL PROCESSING

For all credential programs and types, please review the instruction sheet found on CSSC's website to confirm the list of items required for the credential. Candidates do not need to remit any document that was previously submitted for program admissions.

The CTC has instituted a policy whereby all universities are required to submit credential applications online. In the final quarter of the program, candidates should remit documents required for the credential recommendation to CSSC. The issuance date for the credential will be the last day of the quarter or the last day that an outstanding item was met, whichever is later.

A valid email address and Visa or MasterCard debit/credit card is required to apply for a credential. Our office will submit your application online to CTC upon verification that all requirements have been completed. You will be notified via email by CTC for your payment and additional information. After receiving this information, CTC will issue you an electronic document for you to print. This is your official verification that you will be issued a credential, and you will not receive a hardcopy of your credential document. **The official credential will be posted on the CTC's website, [www.ctc.ca.gov](http://www.ctc.ca.gov).**

Candidates complete the steps below to file for their credentials.

- Please submit the required materials as a complete packet either by mail or in person to the Credential Student Service Center in AE 235. Note: It is the candidate's responsibility to make sure that all the necessary items in order to begin the application process including the check off Credential Evaluation Form from the specific Education Specialist authorization program coordinator. Keep in mind that incomplete items will create delays in the processing of the credential application. The list of required materials is found on the credential application packet. The credential application is available online at CSSC's website under the *Credential Forms and Documents* link.
- The Credential Student Service Center will check documents, verify eligibility and recommend for the credential. Requests will be processed in the order in which they are received. Depending upon volume, it may take several weeks before your application is processed. Requests submitted with coursework in progress will be partially processed, then held. Processing will be completed at the end of the quarter *when grades are posted* and all requirements have been met. If additional documentation is required, the candidate will be notified in via email or on the phone.
- Once the Credential Student Service Center has submitted the online recommendation the candidate will receive an email from CTC to complete the personal and professional fitness questionnaire and payment portions of the process. Usually within a day, CTC will forward a payment confirmation number to the candidate. Provided there are no extenuating circumstances, CTC will send an email confirming that the credential has been issued. Candidates may want to print this "issuance" email for employment purposes. The web version of your document is considered the official document. It is the candidate's responsibility to confirm accuracy. Contact our office

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immediately if there are errors.

- The candidate's credential and all information relating to it will appear on the Commission website as granted once processing by CTC is complete.

### 18.3 VERIFICATION OF CREDENTIAL ELIGIBILITY

If a prospective employer is in need of verification of a credential, a candidate may request a letter of good standing from CSSC. These letters are processed along with all credential processing, so please plan carefully to meet any necessary deadlines. More information on the required steps to obtain credential verifications, including Out-of-State Verifications, is found at: <http://www.csueastbay.edu/cssc/verifications.html>.

### 18.4 OTHER CREDENTIAL ISSUES OR CONCERNS

For any credentialing question or concern not addressed in this handbook, please contact CSSC. If it is a matter regarding your curriculum or student teaching, please contact the credential coordinator first.



## 19.0 APPENDICES

Official forms will need to be retrieved at the CSSC website, currently under Credential Forms and Documents; related to Multiple Subject Credentials and the Education Specialist Credentials, <http://www.csueastbay.edu/cssc/cred-forms-and-docs/index.html>.

The attached forms are used solely as a reference; they should not be used to remit to the program.

### 19.1 APPENDIX A: TED OBSERVATION AND CONFERENCE REPORT FORM (TED/SPED)

Student Teacher/Intern: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Period: \_\_\_\_\_ Time: from: \_\_\_\_\_ to: \_\_\_\_\_

Placement: \_\_\_ 1<sup>st</sup> \_\_\_ 2<sup>nd</sup>

**REMARKS:**

\_\_\_\_\_  
University Supervisor Printed Name

\_\_\_\_\_  
University Supervisor Signature and Date

## 19.2 APPENDIX B: TEACHING CODE OF ETHICS

### PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

### PRINCIPLE I COMMITMENT TO THE STUDENT

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator -

- Shall not reasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religion beliefs, family, social, or cultural background, or sexual orientation, unfairly –
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student.
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

### PRINCIPLE II COMMITMENT TO THE PROFESSION

The education profession is vested by the public with a trust and responsibility, requiring adherence to the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator -

- Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

- 
- Shall not misrepresent his/her professional qualifications.
  - Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
  - Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
  - Shall not assist a non-educator in the unauthorized practice of teaching.
  - Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
  - Shall not knowingly make false or malicious statements about a colleague.
  - Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

19.3 APPENDIX C: APPLICATION FOR INTERN STATUS

CSU EAST BAY INTERN SCREENING FORM

A limited number of internships are available to CSU East Bay candidates, who demonstrate a high level of maturity, time management and organizational skills, and potential teaching effectiveness. First preference will be given to internships in high demand fields including Single Subject Math, Single Subject Science, and Special Education. Internships are limited to districts that have a signed Memo of Understanding with CSU East Bay. Internships must be at least 40% FTE. The Commission on Teacher Credentialing (CTC) requires that Credential Programs and Districts provide 189 hours of mentoring and support annually to each intern. The hiring District agrees to pay CSU East Bay \$2000 per intern to cover the costs of CTC-mandated support. The District may cover its costs by withholding 10% of the intern’s salary, providing half of these funds to CSU East Bay retaining the rest to pay for district-provided intern support.

If you believe that you are qualified for an internship and have received the approval of your program coordinator, please submit this Intern Application to the Credentials Student Service Center (AE 235) by September 9, 2016.

Intern Applicant’s Name: \_\_\_\_\_ Net ID: \_\_\_\_\_

Cell phone #: \_\_\_\_\_ Email: \_\_\_\_\_

Subject:

- Multiple Subject
- Single Subject (Specify subject) \_\_\_\_\_
- Special Education Mild/Moderate Disabilities
- Special Education Moderate/Severe Disabilities

Internships require candidates to function as the teacher of record for a group of students in addition to fulfilling credential program requirements. Please answer the following questions regarding your **experience with students**:

- 1) How long have you worked with students?
- 2) In what setting did you work with students?
- 3) What age/grade students have you worked with?
- 4) How would you evaluate your ability to manage student behavior?
- 5) How would you evaluate your ability to be an effective teacher?
- 6) Internships require candidates to work long hours, meet deadlines, and fulfill responsibilities to their students and to the CSUEB Credential Program. Please evaluate your **stamina, time management** and **organizational skills** in terms of your readiness to take on this commitment:

Please sign below indicating your belief that you have the maturity, time management and teaching skills to be an effective intern and credential student. Your signature signals your acknowledgement that 10% of your salary may be retained to cover the cost of intern supervision and support.

Candidate’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

Program Coordinator’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Once approved, this form will be returned to you and you may seek an internship. If you receive a job offer complete the following (include a copy of the job offer, offer of employment):**

19.4 APPENDIX D: STANDARD 13 PROGRAM REQUIREMENT: ENGLISH LEARNER FORM (TED/SPED)

Candidate's Last Name (print) \_\_\_\_\_  
Candidate's First Name: \_\_\_\_\_  
Team Number: \_\_\_\_\_  
Placement: School/District/Grade: \_\_\_\_\_  
Date: \_\_\_\_\_

Standard 13/TPE 7 -2042 Program Requirement

In the 2042 program, Standard 13/TPE 7 (as noted in the Program Handbook) requires that you teach students who are classified as English Learners (ELs). It is important for you to know the ELs you are working with in this assignment, so that you can focus planning and instruction on their needs. In order to do this, please provide the following information for each of your ELs: the name (first name and last initial only), the first language and the CELDT level. In order to meet the Standard 13/TPE requirement, at least three of your students must be ELs, with at least two different CELDT levels among them. If you do not have three EL students, then you need to make arrangements to work with a group of at least 3. This could be done with a resource teacher, ESL teacher, or with a group of students after school. You should meet this requirement in both placements.

English Learners (list by first name and initial of last name) and the primary language:

<u>Student Name</u>	<u>First Language CELDT Level</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This form is to be submitted to CSSC prior to the end of both placements. A copy should be placed in your student teaching binder/portfolio, TPE 7.

19.5 APPENDIX E: REQUIREMENTS FOR TED/SPED CANDIDATE BINDERS FOR TED STUDENT TEACHING PLACEMENTS

All multiple and single subject candidates are required to keep binders (actual or electronic based on your supervisor's preference) during their placement. These binders must be available for supervisors during site visits.

These binders should not be considered an additional burden, but an artifact that documents each candidate's experience as a student teacher. Many candidates go on to use their binders as a valuable reference source. Writing out your

Lesson plans and instructional programs is part of being a teacher and while with experience, candidates may be able to condense them, at this point in the learning process, it is necessary to do so. With approval from the supervisor, the binder may be kept in a digital format.

Candidates do not have to use the PACT lesson format for these lessons; there are many valid lesson plan formats from which the candidate can select. Candidates should speak with their cooperating teacher and university supervisor. Some of the lesson plans may originate with the cooperative teacher or district.

The Multiple Subject binder, at minimum, must include the following:

- For first placement: 30 lesson plans total (i.e. 21 regular lessons, 9 lessons to fulfill TPE 7). This should be spread out over the entire placement. (This number can be raised at the discretion of the supervisor.)
  - For multiple subject candidates:
    - 3 SDAIE lessons
    - 3 listening/speaking lessons
    - 3 literacy lessons
- For second placement: 36 lesson plans total (i.e. 27 regular lessons, 9 lessons to fulfill TPE 7). This should be spread out over the entire placement.
  - For multiple subject candidates:
    - 3 SDAIE lessons
    - 3 listening/speaking lessons
    - 3 literacy lessons
- These must include all observed lessons.
- The lesson plans should represent a variety of content areas, i.e., for multiple subject it should include, math, language arts, science, art, etc., for single subject it might include different grade levels.
- A unit plan.
- All supervisor and master teacher observation notes.
- Summative evaluations
- For both first and second placement: nine lessons to fulfill requirements for TPE 7. (These may be the same lessons included in the above only if the candidate has added appropriate adaptations.)

It is recommended that the binder also contain:

- School information
- School directory
- School policies
- Schedule
- Campus map
- Emergency procedures
- Seating chart

19.6 APPENDIX F: TED/SPED -MULTIPLE SUBJECT SUMMATIVE FIELD EXPERIENCE EVALUATION

Candidate \_\_\_\_\_ Placement  1st  2<sup>nd</sup> Year \_\_\_\_\_ Grade \_\_\_\_\_

Team Number: \_\_\_\_\_  Student Teacher  Intern

District \_\_\_\_\_ School \_\_\_\_\_ Content Area \_\_\_\_\_

Form completed by: **Master Teacher** (student teachers) \_\_\_\_\_ **University Supervisor** (both student teachers and interns)

\_\_\_\_\_

**School or a district administrator** (interns) \_\_\_\_\_

1 = little or no evidence

2 = partial evidence

3 = clear evidence

4 = clear, consistent and convincing evidence

n/a = indicates that the candidate did not have an *opportunity* to meet the TPE, or that the University Supervisor did not have an *opportunity* to observe the TPE

The candidate needs to meet TPE- 7 in only one of the two field assignments. All other TPE-FEC's must be met during the second assignment.

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**Teaching Performance Expectations – Field Experience Components**

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\_\_\_\_\_ **1A(1) – Teaching Reading/Language Arts in a Multiple Subject Assignment**

The candidate demonstrates the ability to teach state-adopted academic content standards in English-Language Arts (K – 8).

\_\_\_\_\_ **1A(2) – Teaching Mathematics in a Multiple Subject Assignment**

The candidate demonstrates the ability to teach state-adopted academic content standards in mathematics (K – 8).

\_\_\_\_\_ **1A(3) – Teaching Science in a Multiple Subject Assignment**

The candidate demonstrates the ability to teach state-adopted academic content standards in science (K – 8).

\_\_\_\_\_ **1A(4) – Teaching History-Social Science in a Multiple Subject Assignment**

The candidate demonstrates the ability to teach state-adopted academic content standards in history-social science (K – 8).

\_\_\_\_\_ **2 – Monitoring Student Learning During Instruction**

The candidate monitors student behavior at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted content standards.

\_\_\_\_\_ **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.

#### **4 – Making Content Accessible**

The candidate selects instructional strategies and activities that proceed in a logical sequence, align with students' level of achievement, and make state academic content accessible to students.

#### **5 – Student Engagement**

The candidate clearly communicates instructional objectives to students, ensures equitable participation of all students, and implements strategies to keep all students on task.

#### **6 – Developmentally Appropriate Teaching Practices**

The candidate implements teaching practices that are appropriate for students' level of cognitive, emotional, and physical development.

#### **7 – Teaching English Learners (ELs)**

The candidate implements instructional strategies that promote: (1) the English listening and speaking abilities of ELs. (2) English literacy abilities of ELs, and (3) ELs' acquisition of grade-level academic content.

#### **8 – Learning About Students**

The candidate uses a variety of formal and informal methods to understand students' mastery of academic language, content knowledge, academic skills; to understand students' abilities, ideas, interests, and aspirations, and the candidate uses this information to identify students needing specialized instruction.

#### **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.

#### **10 – Instructional Time**

The candidate allocates instructional time to maximize student achievement.

#### **11 – Social Environment**

The candidate develops and maintains clear expectations for students' academic and social behavior and creates an equitable, positive, and productive climate for learning.

#### **12 – Professional, Legal, and Ethical Obligations**

The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

#### **13 – Professional Growth**

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



Comments:

\_\_\_\_\_  
Master Teacher or Intern Supervisor

\_\_\_\_\_  
University Supervisor Signature and Date

\_\_\_\_\_  
Candidate's Signature and Date

19.7 APPENDIX G: EDUCATION SPECIALIST MILD-MODERATE DISABILITIES  
SUMMATIVE FIELD EXPERIENCE EVALUATION

Department of Educational Psychology

Education Specialist: Mild/Moderate Disabilities Field Experience Evaluation

Candidate \_\_\_\_\_ Program for Service Delivery \_\_\_\_\_

Placement  1st (fieldwork)  2nd (fieldwork)  3rd (fieldwork)  4th (student teaching) Year \_\_\_\_\_ Grade \_\_\_\_\_

Student Teacher  Intern  General Education Teacher Content Area \_\_\_\_\_

District \_\_\_\_\_ School \_\_\_\_\_ Form completed by:

Cooperating Teacher (student teachers) \_\_\_\_\_ University Supervisor (both student teachers and interns) \_\_\_\_\_

School or a district administrator (interns) \_\_\_\_\_

1 = little or no evidence

n/a = indicates that the candidate did not have an

2 = partial evidence

*opportunity* to meet the TPE, or that the

3 = clear evidence

University Supervisor did not have an

4 = clear, consistent and convincing evidence

*opportunity* to observe the TPE

This observation form is to be completed for the EPSY 6860, 6862, 6880 (4 units), and 6880 (8 units) fieldwork/student teaching experiences. Please provide one score for each Teaching Performance Expectation 1-13. One score is provided for each TPE. Candidates develop as teachers in different ways, thus candidates are not expected achieve mastery with scores of 3 and 4 in the first and second placements. The supervisor and cooperating teacher will work with the candidate towards mastery of the Teaching Performance Expectations.

Teaching Performance Expectations – Field Experience Components

1. Specific Pedagogical Skills for Subject Matter Instruction

The candidate instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment

The candidate demonstrates knowledge of the disability and the effects of learning, skills development and behavior

The candidate implements appropriate accommodations for assessment and instruction as described in the IEP

The candidate demonstrates the ability to adapt, modify accommodate, supplement instruction when appropriate.

2. Monitoring Student Learning During Instruction

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The candidate Use progress monitoring based on each student's Individualized Educational Program to determine whether students are progressing adequately toward achieving goals.

The candidate paces instruction and re-teaches content based upon evidence gathered using assessment strategies.

\_\_\_\_\_ 3. Interpretation and Use of Assessments

The candidate utilizes a variety of formal and informal, formative and summative assessments to determine students' progress and plan instruction.

The candidate utilizes multiple measures to assess student knowledge, skills and behaviors.

The candidate demonstrates knowledge of requirements for appropriate assessment and identification of students whose cultural, linguistic, ethnic, or gender differences may be confused with manifestations of a disability.

\_\_\_\_\_ 4. Making Content Accessible

The candidate demonstrates the ability to participate in the development and implementation of IEP instructional goals aligned with CA content standards leading to the effective inclusion in the general education core curriculum with the use of appropriate materials, supports and classroom procedures.

\_\_\_\_\_ 5. Student Engagement

The candidate demonstrates the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels.

\_\_\_\_\_ 6. Developmentally Appropriate Teaching Practices

The candidate demonstrates the ability to set student expectations based on their knowledge of typical and atypical development.

The candidate develops and implements behavior support plans and accommodations that promote successful inclusion for students white disabilities within the general education setting as well as plans that are specific for age appropriateness and severity of the disability

\_\_\_\_\_ 7. Teaching English Learners\*\* (for candidates who have not met ELD requirements)

The candidate implements instructional strategies that promote English listening and speaking abilities; English literacy abilities; EL's acquisition of appropriate academic content.

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## 8. Learning About Students

The candidate uses a variety of formal and informal methods to understand students' mastery of academic language, content knowledge, academic skills and to understand students' abilities, ideas, interests, and aspirations.

The candidate uses this information to identify students needing specialized instruction.

## 9. Instructional Planning

The candidate prepares both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students' current level of achievement, and reflect IEP goals and objectives.

## 10. Instructional Time

The candidate demonstrates the ability to coordinate, direct, and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

## 11. Social Environment

The candidate demonstrates the ability to use a variety of effective strategies including methods for promoting positive behavior and social skills for building constructive relationships between students.

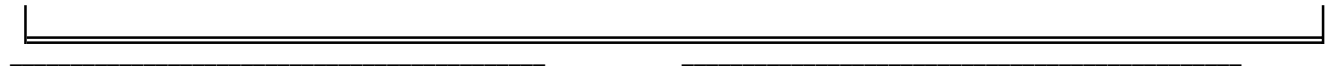
## 12. Professional, Legal, and Ethical Obligations

The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

## 13. Professional Growth

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

Comments



Master Teacher or Intern Supervisor Signature and Date

University Supervisor Signature and Date



Candidate Signature and Date

19.8 APPENDIX H: EDUCATION SPECIALIST MODERATE-SEVERE DISABILITIES  
SUMMATIVE FIELD EXPERIENCE EVALUATION

**FIELDWORK EVALUATION 6880MS-8**  
**Student Teaching MS**

Student: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_  
 Master Teacher \_\_\_\_\_  
 School: \_\_\_\_\_  
 Date \_\_\_\_\_ Midterm Score \_\_\_\_\_  
 Date \_\_\_\_\_ Final Score: \_\_\_\_\_

**Scoring Rubric**

**CA Special Education TPEs are noted on the form below by number**

6	Mastery	Outstanding mastery of skills including initiative, generalized use and appropriate action regarding independent analysis of needed changes. (No longer needs University or Master Teacher monitoring.)
5	Competent	Exceeds specific practicum requirements in this area. Demonstrates initiative and ability to analyze ongoing classroom operations.
4	Basic	Satisfactory performance within the existing structure of the program. Effectively carries out teacher directed or practicum required activities.
3	Emerging	Demonstrates a need for more information, intervention, and/or practice to effectively carry out teacher directed or practicum required activities.
2	Weak	Performance does not demonstrate an understanding of basic strategies and/or basic theoretical concepts.
1	Not met	Specific direction from teacher/supervisor does not alter unsatisfactory performance.
	NA/NO	Not applicable and/or observed. No opportunity to practice skill in this area

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Elements		
	Midterm Score	Final Score
<b>I Professionalism TPE 12</b>		
A. Demonstrates an enthusiastic and positive attitude		
B. Enjoys, respects and develops rapport with all students		
C. Communicates and interacts effectively with students, school staff and the community at large.		
D. Initiates interaction with Master Teacher/Supervisor to discuss relevant programs, schedules, requirements, performance, feedback, questions, etc.		
E. Demonstrates common sense		
<b>II. Assessment and Instruction</b>		
A. Initial Assessment TPEs 3, 8		
1. Obtains information from a variety of sources, (e.g. student records, previous educational staff, Maps, PCP meetings, parents/guardians and/or observational)		
2. Conducts discrepancy analyses (not 6860)		
3. Prioritizes goals based on an inclusive model and the priorities of all IEP team members (particularly students and parents.)		
B. Organization TPEs 6, 5, 9, 7		
1. Articulates clear rationale for instructional decisions		
2. Prepares for instruction by: <ul style="list-style-type: none"> <li>a. positioning students as necessary</li> <li>b. having materials ready and available</li> <li>c. adapting materials/curriculum (on the spot/prearranged)</li> </ul>		
3. Sets the stage for and brings sufficient closure to activities, transitioning as needed		
4. Incorporates motivating events and appropriate creative materials into instructional sessions including strategies for English Learners		
5. Incorporates individual student preferences into program design		
6. Translates goals into objectives that are: <ul style="list-style-type: none"> <li>a. chronologically age appropriate</li> <li>b. functional/infused into general ed. curricula</li> <li>c. precisely written</li> </ul>		
7. Writes instructional programs based on individual student needs matches teaching techniques to student, task and setting)		
C. Program Development and Implementation		
1. SD presentation is clear and consistently delivered		

2. Latency matches student needs \_\_\_\_\_
3. Uses appropriate instructional prompts and corrections to:
  - a. highlight natural cues
  - b. allow for correct responses
4. Reinforcement is only given for correct responses according to designated schedule
5. Pacing and support of instruction meets students' learning needs and demands of the setting \_\_\_\_\_
6. Avoids repetitive directives and excessive talk \_\_\_\_\_
7. Demonstrates effective voice control (pitch, rate, volume, intonation, enunciation, etc.) \_\_\_\_\_
8. Demonstrates effective use/response to non speech communication (eye gaze, facial expression, physical proximity, gestures, etc.) and effectively utilizes alternative/augmentative communication systems (as indicated by assessment/team decision) \_\_\_\_\_
9. Implements individual student programs and participation plans within a group learning context \_\_\_\_\_

D. Systematic Data Collection **TPEs 2, 8**

1. Baseline assessment \_\_\_\_\_
  - a. Enough to determine consistent pattern
  - b. Comparable system to intervention data
  - c. Uses baseline information to determine most appropriate instructional strategy
2. Data collection \_\_\_\_\_
  - a. Chooses appropriate methods
  - b. Collects and graphs data regularly
  - c. Utilizes a variety of data collection and graphing strategies appropriate to the environment and task
  - d. Uses data to analyze the effectiveness of teaching strategies and implements needed changes

E. Management of Instructional Sessions **TPEs 1, 4, 5**

1. Maintains participation of all students throughout the activity/lesson \_\_\_\_\_
2. Assumes facilitator role and encourages interactions between students and their peers \_\_\_\_\_
3. Scans the instructional area to anticipate needs and reacts appropriately to unexpected situations \_\_\_\_\_
4. Alter/arrange the environment to avoid problem behavior \_\_\_\_\_
5. Works flexibly within the existing schedule by:
  - a. modifying curriculum content as needed
  - b. taking advantage of ongoing activities to enhance learning
6. Works collaboratively with the general ed. teacher to maximize student participation \_\_\_\_\_



III. Behavior Management TPEs 2, 11

- A. Provides effective and consistent positive strategies
- B. Systematically implements teacher generated interventions
- C. Takes advantage of opportunities to reinforce spontaneous and/or desirable behavior
- D. Designs a positive behavioral support plan with multiple elements
- E. Implements and evaluates a positive behavioral support plan

IV. Classroom Management TPEs 9, 10

- A. Scheduling (Student Teachers Only)
  - 1. Develop and implement a weekly schedule:
    - a. has instruction across domains
    - b. is based on students' IEP goals
    - c. includes all staff assignments, breaks, Circle of Friends meetings, etc.
    - d. incorporates instruction in inclusive classrooms, general school environments and community environments as indicated by IEPs.
- B. Development of Student Support TPEs 1, 4, 8, 9
  - 1. Provides clear exceptions for paraprofessionals performance via written program design and "hands on" training, prior to expecting staff to perform independently
  - 2. Creates a vehicle for ongoing planning and feedback with paraprofessionals
  - 3. Utilizes support services/resources within the district (adaptive technology, positive behavioral support, etc.)
  - 4. Collaborates with general education teachers to support instruction of students in inclusive classrooms
  - 5. Facilitates individual student planning meetings with key team members
  - 6. Develops peer/natural supports using multiple strategies (Circles, PCP, Maps, etc.)