



CALIFORNIA STATE
UNIVERSITY

E A S T B A Y

**COLLEGE OF EDUCATION AND ALLIED STUDIES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**



**SUPPORTING TEACHER CANDIDATES 2020-2021
HANDBOOK FOR SUPERVISORS, COOPERATING TEACHERS, RESIDENCY TEACHERS
AND EMPLOYER PROVIDED MENTORS**

**Dr. Linda. Smetana
Dr. Meaghan McCollow
Dr. Sara McDaniel
Dr. Greg Jennings, Chair**

At this time of the Covid-19 pandemic, information presented this document is open to change including addition or deletions of requirements, change in processes or procedures. Please contact the Program Coordinator with questions, concerns or clarifications. Supervision may be completed virtually through the use of GoReact, get.goreact.com a platform for online supervision. Courses for fall 2020 will be online.

Table of

WELCOME	4
OVERVIEW OF CANDIDATE SUPPORT	5
Program Coordinator	6
University Supervisor	7
Cooperating Teacher or Residency Mentor Teacher	10
Employer Provided Mentor	13
CANDIDATE SUPPORT AND ASSESSMENT	15
Lesson Plans	15
Fieldwork Experience Binder	16
Internships	16
Individualized Intern Plan	17
My Internship Journal	18
Teaching Performance Expectations (TPEs) for Education Specialists	18
English Language Development for Education Specialists	19
Summative Evaluation	19
Lack of Progress	20
Dismissal (Declassification)	21
OVERVIEW OF FIELDWORK EXPERIENCES	21
Fieldwork Experience Placements	21
Substitute Teaching	23

CANDIDATE SUPPORT	24
Office of Equity and Diversity	24
Accommodations	24
CONTACT INFORMATION	24
ADDITIONAL INFORMATION FOR CANDIDATE SUPPORT	25
APPENDICES, CHECKLISTS, AND OTHER MATERIALS	27
Appendix A Supervisor Checklist	28
Appendix B Binder Requirements *	29
Appendix D Summative Evaluation Form	31
Appendix E Fieldwork/Student Teaching Improvement Plan*	33
Appendix F: Declassification Policy	34
Appendix G Lesson Plan Template	35
Appendix H Fall 2020 Schedule of Courses*	37
Appendix I Sample Field Based Observation Form	39

Welcome

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

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

Guiding our work in the goal to prepare candidates in becoming reflective, collegial professionals who embody the values of social justice, collaboration, access, and democracy in education.

Over time we hope each candidate will:

- Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design practices and research-based programs to achieve equitable learning outcomes including access to the academic core curriculum;
- Create positive learning environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness;
- Work collaboratively with students, parents, service providers, and professional colleagues to achieve equitable learning outcomes and equitable, positive learning environments;
- Work collaboratively to develop instructional, management and effective practices that meet the needs of students with a range of abilities;
- Provide experiences, instruction and environments that support students with disabilities to participate in a range of experiences that result in students reaching their potential

- Know and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills, as defined by the California Commission on Teacher Credentialing [CTC] Standards for the Preliminary Education Specialist Credential with the authorization in Mild/Moderate or Moderate/Severe Disabilities.

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

This handbook is intended to provide you in your role as a University Supervisor, Cooperating Teacher or Employer Provided Mentor or other type of support personnel with an overview of the Education Specialist Mild Moderate and Moderate Severe Disabilities credential programs and as a resource for your responsibilities and CEAS policies. You will also find important forms and placement information. We know that individual do not develop the knowledge, skills and dispositions for becoming Education Specialists in a vacuum. The guidance that you provide to candidates is invaluable and appreciated. You are an integral part of the development and success of future Education Specialists. Should you have any questions, or require additional information, please feel free to contact us.

We look forward to working with you,

Dr. Linda Smetana, Program Coordinator

Dr. Meaghan McCollow, Program Faculty

Dr. Sara McDaniel, Program Faculty

Dr. Greg Jennings, Chair, Department of Educational Psychology

Overview of Candidate Support

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

Program Coordinator

The Education Specialist Program has a single coordinator who oversees the management of the Mild Moderate and Moderate Severe authorizations. The Program Coordinator is responsible for the overall management of the program including organization and schedule of courses, recruitment of adjunct faculty and fieldwork supervisors, and communication with school district and county education as well as Commission on Teacher Credentialing personnel. The Program Coordinator also serves as an advisor for candidates and the contact person for part time faculty, supervisors and other personnel.

The Program Coordinator often works with program faculty to advise teacher candidates, communicate on behalf of teacher candidates with other campus based services including Accessibility Services and the Credential Student Service Center. In addition, the Program Coordinator serves as the representatives of the Special Education programs to the Department of Educational Psychology, the College of Education and Allied Studies, the University and local school districts. Often the Program Coordinator creates materials for program organization and administration, analyze program data and work with faculty, supervisors and advisory committee members to improve program effectiveness.

The Program Coordinator may become involved in supporting teacher candidates in the field at the request of the University Supervisor, the Cooperating Teacher, the Employer Provided Mentor or site administration. This support may be in the form of an observation, conference with the cooperating teacher and/or site administration. The Program Coordinator serves as the course and program advisor to teacher candidates and participate in the teacher candidate and support or the declassification process. **University Supervisors, Cooperating Teachers and Employer Provided Mentors should consult the Program Coordinator with issues of concern regarding candidates or the program. Communication is the key to supporting the candidates. Feel free to contact the Program Coordinator at any time.**

The Program Coordinator conducts outreach to schools, districts and county offices of education. The focus of such outreach is the development of sites for fieldwork and student teaching observations and placements as well as the recruitment of candidates for the credential programs.

The Program Coordinator must approve all policies and procedures. Often the Program Coordinator is responsible for the development and implementation of directives from the Commission on Teacher Credentialing, the University, school districts or county offices of education.

University Supervisor

The University Supervisor represents the university in the pk/k-12 schools and post secondary sites and plays a key role in the credentialing process. The University Supervisor serves as a liaison to cooperating schools and agencies and to the University. As the eyes and ears in the field the University Supervisor provides valuable feedback to the program, identifies areas of need and make recommendations for program change or improvement. The University Supervisor develop rapport with the cooperating teacher or intern mentor and work collaboratively with them in the development of the candidate. The relationship in the field is a triad consisting of the candidate, university supervisor, and cooperating teacher or intern mentor. The University supervisor with the cooperating teacher or employer provided mentor, highlights the teacher preparation program responsibilities, requirements, and class assignments to be accomplished over the course of the fieldwork/student teaching or internship experience.

The University Supervisor is a critical individual in the development of Education Specialist candidates. He/she provides coaching, mentoring and meaningful, including candidate assessment and evaluative feedback through observation, discussion, conferences and other forms of communication to candidates and interns. Candidate reflection on practice, the setting of goals for short term and long term performance are often a result of the supervision process.

The University Supervisor observes and evaluates the student teacher in the cooperating teacher's classroom placement or model of service delivery. The focus of the University Supervisor's effort is to support the candidate's teaching towards the development of content and strategies that positively impact learning. When student learning does not take place in the expected manner or does not take place, the University Supervisor serves as critical professional in the evaluation of the student's learning process. Thus, the University Supervisor may suggest another method, set of materials or lesson organization for candidates to try.

He/she helps the candidate to relate his/her teaching and service delivery experiences to previous academic and fieldwork and current professional preparation and practice. The University Supervisor often explains and reconciles any differences between the philosophy and methods employed by the cooperating teacher or service delivery or site partner and those presented in the credential program.

The University Supervisor shares with cooperating teachers or mentors, information of importance and solicits information about the performance of the candidate. He/she may confer with the Cooperating Teacher or Employer Provided Mentor on a regular basis about the progress, areas of needed growth, and recognizing the areas of talents of the teacher candidate. The focus on the supervision process is to provide the candidate with a constructive and beneficial a student/intern teaching experience. The University Supervisor also explains and

reconciles any differences between the philosophy or methods employed by the cooperating teacher or site partner and those presented in the credential program.

Supervision Process

The University Supervisor schedules at least 6 visits per semester long placement with teacher candidate, approximately 1 visit every 10 days of fieldwork intern or student teaching. Observations should occur at different times, content areas and when possible models of service delivery. During final student teaching, at least one observation will occur during the teacher candidate's solo teaching experience. Before the first visit, the University Supervisor will meet with their candidates and if possible, the cooperating teacher or the employer provided mentor to learn about the candidate, the context of instruction (classroom, cooperating teacher), and the candidates' goals for themselves during the experience. At this time the University Supervisor will present the expectations for candidate performance over the course of the experience.

The University Supervisor assesses the context of the instruction and collaborates with the candidates to develop a plan for the supervision and feedback process. When appropriate **candidates are reminded to submit lesson plans 24-48 hours prior to the observation** in order for the University supervisor to provide feedback in a pre-conference email or phone call. Candidates should arrange the observations so that their University Supervisor can view them, the candidates, completing a specific task or service. For example, if candidates are providing in class support during a writing lesson, the candidates should provide their University Supervisors with the focus of the lesson, the focus of the instructional support, a description of how the support will be provided and how the effectiveness of the support will be evaluated. (Sample Lesson Plans and Observation forms may be found at the end of the handbook.)

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

After each lesson is observed, the University Supervisor and candidate participate in a post observation conference of approximately 30 minutes. At this time the University Supervisor provides feedback to the candidate with ideas for future instruction. Questions prompting analysis reflection and are often presented to the candidate. Additionally, the candidate has the opportunity to share ideas for curriculum, instruction and behavioral support or seek assistance,

clarifications in specific areas. The Cooperating Teacher or Employer Provided Mentor may be invited to participate in the post observation conference. The University supervisor may meet with the intern's employer provided mentor as a part of the candidate's support process.

University Supervisor also provides guidance to the teacher candidate or intern teacher in the areas of case management, collaboration, instructional design, positive behavior support and assessment and IEP development and monitoring. **This support may come in the form of onsite visits, phone and e-mail and other communications with the candidate.** The candidate and/or intern may request that one of the visits take place during a non instructional activity such as the observation of an IEP meeting or the review of an assessment report. Over the course of the program at least one observation of an IEP meeting is required.

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

Over the course of the semester, the University Supervisor should see their candidates demonstrating the many roles of the education specialist.

When Difficulties Arise

There are times when the candidate's placement may exhibit policies or procedures that are in conflict with the philosophy or practices of the candidate or the University Supervisor. **If there is dissonance, the University Supervisor should contact the Program Coordinator. At no time should the Cooperating Teacher be publicly addressed regarding the issues of concern.** A meeting with the Cooperating Teacher should be requested. The Program Coordinator or site administrator may be invited by the University Supervisor or the Cooperating Teacher to attend the meeting. Teacher candidates may not be told to leave or not to return to the placement by the University Supervisor.

The responsibility of the University Supervisor is to provide support to the candidate and then evaluate the candidate's performance. It is not the responsibility of the University Supervisor to pass judgement on the methods, materials, policies, procedures of the classroom or model of service delivery. The Program Coordinator may move a candidate based on information obtained from the University Supervisor.

If a University Supervisor is asked to leave a school or district, the individual may not be retained by the University for the following semester.

Cooperating Teacher or Residency Mentor Teacher

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

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

The Cooperating Teacher's role begins prior to the arrival of the teacher candidate. The Cooperating Teacher meets with the candidate or the candidate and the University Supervisor prior to the beginning of the placement. It is at this time that the Cooperating Teacher learns about their candidate's interests and talents, background and experiences and then shares information about the students and school community.

The Cooperating Teacher prepares the school community, students and parents for the arrival of the teacher candidate. Activities may include informing faculty and staff about the teacher candidate's arrival and introduction at a faculty meeting or other event. Often the teacher candidate is presented to the classroom and school community as a resident teacher, participating or collaborating teacher as opposed to a student teacher. (The term 'student teacher' often conveys one who is not really a teacher and may lead to difficulties during the solo teaching experience or with parents who are concerned about someone learning to teach working with their children.) The Cooperating Teacher shares the benefits of having a teacher candidate in the classroom and in the school community. He/she explains to the students that a University Supervisor will be visiting in order to observe teaching techniques and class responses

to the work of the teacher candidate. The Cooperating Teacher emphasizes to the students that when the teacher candidate is in charge of the class, questions, requests, and comments should be addressed to the teacher candidate.

The Cooperating Teacher may develop specific plans for welcoming the teacher candidate as well as opportunities for the candidate to visit other classes. Learning the policies and procedures of the school is an important part of the teacher candidate's orientation to the experience including a link to a website or Google group, folder or handbook with materials such as copies of the school calendar, master schedule, time schedule, fire drill and other emergency instructions schedule of teachers' meetings and parent-teacher meetings. Other materials may include copy of short and long-range plans, curriculum guide and websites, faculty handbook and list of faculty members. Additional forms or links to forms may include administrative forms, such as attendance register, textbook slips, hall pass, field trip form, transfer slip, student handbook or school guidelines and procedures. A part of making the classroom welcoming, the Cooperating Teacher creates a space where the teacher candidate can work, store their belongings and keep materials and their lesson plans. If appropriate, the Cooperating Teacher also has copies of texts, teachers' manuals/guides and course outlines and a classroom seating chart for the teacher candidate's use.

The Cooperating Teacher shares that the student teaching experience will involve more than just classroom, small group instruction, or student support, as the specific model of service delivery may involve more than direct instruction. Teacher candidates may also be involved in assessment of student's work and behaviors, positive intervention development and support, IEP, 504 plan development and implementation and student study team meetings.

The Temple University website provides information regarding the role and responsibilities of the Cooperating Teacher and strategies to actively include the teacher candidate in the placement <https://sites.temple.edu/edresources/ofp/student-teaching/cooperating-teachers/ct-roles-responsibilities/>.

Including the Teacher Candidate in the Fieldwork/Student Teaching Experience

The Cooperating Teacher incorporates strategies to move the teacher candidate into an active role in the classroom as soon as possible. The Cooperating Teacher shares information about the curriculum available and instructional materials. The Cooperating Teacher shares that the student teaching experience will involve more than just classroom, small group instruction, or student support, as the specific model of service delivery may involve more than direct instruction. Teacher candidates may also be involved in assessment of student's work and behaviors, positive intervention development and support, IEP, 504 plan development and implementation and student study team meetings.

One way for the teacher candidates to make connections with students is to learn about them. In this way the teacher candidate is able to differentiate instruction or the learning environment to meet student needs. Cooperating teachers can set up opportunities for the teacher candidates to learn about the interests, needs, backgrounds of the students in the classroom.

Sharing with the Teacher Candidate

The Cooperating Teacher teaches the teacher candidates through modeling of the plan, teach, reflect, apply cycle. Within the cycle, Cooperating Teachers demonstrate teaching practices that represent contemporary research and best practices. When possible, the Cooperating Teachers make explicit their thinking and the process that they employed in decision made including the assessment of student knowledge and planning and implementing of instruction. Through share planning the teacher candidate learns about the complexity of planning and the many factors that influence an instructional or curriculum decision. After lessons are taught, the Cooperating Teacher may debrief with the teacher candidate, determining why or why not the lessons were effective. Teachers candidates should be encouraged to participate the problem solving/debriefing process.

It is anticipated that over the course of the placement the teacher candidate will become more involved in the planning and the instructional process. Teacher candidates may begin working with a single student or small groups of student and then progress to working with more students, the whole class or expanding the content of the instruction to incorporate many facets of the curriculum. The teacher candidate may begin with a single classroom or center or routine and teach more each week of the placement. The Cooperating Teacher may explain the use of assessments and the data collected from the assessment. In addition, the Cooperating teacher may share the process for establishing present levels of performance and the goal generation process based on the student performance.

The Cooperating Teacher is expected to view the teacher candidate teaching and interacting with students. The teacher candidate is expected to professionally receive and respond to feedback provided, in a confidential manner, by the Cooperating Teacher. The time and content learned in fieldwork or student teaching is critical to the development of the teacher candidate and information such as alternative strategies for teaching and assessment enhance the teacher candidate's knowledge and skills. The Cooperating Teacher should communicate on a regular basis about the teacher candidate's development in terms of planning, teaching, assessing and carrying out interactions with students. The Cooperating Teacher should encourage the teacher candidate to share questions, thoughts and soliciting advice.

Other way of participating in the classroom and the school include observing classes and other teacher activities, assist a student who has missed classes or who has special needs. Candidates may administer a test, take attendance, bring students in from recess or tutor a student and/or help students individually during guided practice time in class. As candidate skills develop, they may assist in the development of the IEP and run/participate in an IEP Meeting.

The Cooperating Teacher and their teacher candidate create a schedule for the assumption of responsibilities over the course of the placement. Though tentative, the schedule presents a plan for the teacher candidate to become more visible as the instructional leader. Communication among the Cooperating Teacher, the teacher candidate and the University Supervisor is key to the successful student teaching placement. Communication options may include a journal, e-mails, a set time for meeting as well as on the spot conversations. Chronicles of important content may serve as a record of the salient elements of the teacher candidate's growth.

The University Supervisor should check in with the Cooperating Teacher or Mentor regarding candidate's progress on a regular basis. Both parties should share observation notes and work as a team to support the candidates in developing effective practices.

When Difficulties Arise

Communication with the teacher candidate and the University Supervisor is essential in the teacher candidates support process. However sometimes misunderstandings or problems arise. The Cooperating Teacher should share any concerns with the teacher candidate first and then with the University Supervisor. The University Supervisor will work with all parties to bring about a resolution.

Employer Provided Mentor

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

The Mentors is an integral part of the 144 hours of general support/mentoring and supervision provided to each intern teacher per school year, including coaching, modeling, and demonstrating within the classroom; assistance with course planning; and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The 144 hours are divided evenly between the University and the district. Candidates earning the ELD authorization require an additional 45 hours of support for teaching English Learners.

A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days by the employer and the university. The Mentor ensures that interns receive two hours of support per week. This support may be in the form of a face-face meeting, grade level/department meeting, staff or district meeting, district/SELPA professional development, visits to other classrooms and programs. Mentors may meet with the intern candidate for approximately an hour a week to provide support, guidance and information that facilitate the intern's development of effective practice.

The Mentor is the onsite or near site professional support for the candidate. In this role the mentor develops a sustaining and thoughtful relationship with the intern, which may be characterized by trust, sharing and reflections while serving as a professional positive role model. The Mentor serves as support for the intern and may share information with the intern's University Supervisor. Any information gathered through observation or discussion is for formative assessment purposes and may not be used for evaluation purposes by the intern's site administrator. The Mentor may take an active role in the intern's class or program and may model strategies for developing routines, creating curriculum or instructing and assessing students. As support, the mentor is often the closest to the candidate and have the greatest understanding of the candidate, the service delivery context and the school. The Mentor should contact the University Supervisor or the Program Coordinator if situations arise that may require their attention. The University Supervisor or Program Coordinator may intervene through communications to the site administrator if needed.

Mentors provide a minimum of an hour a week of direct support to the intern teacher. This support is based on the needs of the candidate and may include evaluation of student files, scheduling, collaborating with general education teachers, curriculum adaptations or modifications. For example, mentors may model for the intern while carrying out the responsibilities of their position as a employee of the school district. Areas for modeling may include, but are not limited to planning and implementation of instruction and assessment, interactions that may take place during IEP meetings or interactions with parents and other service providers. As Interns watch the mentor in action, they view effective practices to emulate. Mentors also approve candidate's participation in site, district and regional professional

development, as well as site and district meetings with service personnel. Education Specialists must meet additional content specific for the roles of the profession.

Candidate Support and Assessment

All teacher candidate must meet CTC Standards for performance in the areas of planning and instruction, assessment, practices for meeting the social, emotional, behavioral and academic needs of diverse learners. Differentiated levels of support are required for candidates as student teachers, teachers teaching on permits and intern teachers. Interns receive University support throughout the program. Candidates teaching on permits and candidates completing the fieldwork as student teachers, receive the same level of supervision each semester of the program.

Lesson Plans

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

Co teaching, in class instructional support, small group instruction should be accompanied by a lesson plan or outline. For example, if a candidate is supporting writing instruction in the general education classroom, the outline should include the purpose of the writing lesson, the targeted purposes of the instructional support, the strategies that the candidate will employ, the assessment to determine instructional support effectiveness.

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

Lessons plans that are linked to content standards, student's IEP goals and the TPEs for Education

Specialists support candidates understanding of the instructional planning and implementation, and assessment process. When lesson plans are linked to student's IEP goals the teacher, or candidates has evidence of attending to student's abilities and needs in the instructional and assessment process. A sample template for the lesson plan is found in Appendix G.

[Fieldwork Experience Binder](#)

Candidates maintain a binder that serves as evidence towards meeting the Teaching Performance Expectations for Education Specialists. Much of the content will be incorporated into the candidate's Professional Portfolio completed during the full time student teaching experience and presented in SPED 697. The fieldwork experience binder

[Internships](#)

Candidates teaching as Intern teachers are teachers of record and are responsible of the day to day operation of the classroom. Candidates may become interns in the first year of the program if they enter the program holding a valid multiple or single subject credential. Another pathway for internships during the first year of the program includes candidate completion of the Summer Session of courses that meet the 120 hours of content and candidate completion of the CSET and CBEST requirements.

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

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

University Supervisors provide support, mentoring, and supervision to Interns. The support consists of on-site observations and conferences, email and phone support. University Supervisors conduct a minimum of 16 visits general education / special education observations and post observation conferences over the course of the school year. An additional 4 observation visits and 4 conferences are made by the University Supervisor to observe the Intern teaching English Learners who need to meet the ELD requirement. A total of 20 observations and conferences will take place between the University Supervisor and the Intern totaling 32 hours.

The University Supervisor provides 30 hours of email and phone support during the school year.

University Supervisors meet in person with the Employer Provided Mentor at least twice times per semester (once every 8 weeks) to discuss the Intern's progress. Additionally, the Employer Provided Mentor and University Supervisor exchange emails or communicate by phone or text at least once every two weeks.

Individualized Intern Plan

The list below highlights activities that may be included as candidates support and logged to document support hours from the site and the University. The list is not exhaustive. Any activity that will lead to develop of teaching and assessment practices, case management, positive behavior support and professional development may be included in the IIP.

1. Observation of others teaching, delivering services
2. Intern Supervision by Mentor or University Supervisor
3. Conferences, in person on or off site
4. Email or telephone conferences
5. Grade level/department/site based meetings
6. Instructional planning and implementation
7. Logistical help before or after school (setting up case files, schedules, IEP dates)
8. Participation in district, local, regional or statewide conferences
9. Assessment of student learning including review and discussion of assessment results
10. Editing work-related writing (letters to parents, teachers, announcements, schedules, etc.)
11. Completion of interactive journal (Intern and either US or EPM)
12. Mentoring activities specific to Education Specialist interns such as assessment reports, development of IEPs and conferences with parents, service providers and/or general education teachers
13. Site based intervention teams and meetings with service delivery
14. Other activities as deemed appropriate by the University Supervisor and the Employer Provided Mentor.

[My Internship Journal](#)

Interns log their hours through the application My Internship Journal, www.myinternshipjournal.com created by the company Time 2 Track. University Supervisors verify university support including site visits and other communications and the Employer Provided Mentor verifies district support using this program. Both University Supervisors and Employer Provided Mentors receive an invitation to use My Internship Journal. Candidates cannot request approval for support hours until both parties have an active account. (The link below includes further direction in setting up an account and approving hours. Interns attend a session on the use of the hour management software. See <https://support.time2track.com/article/106-time2track-basics-for-supervisors> for information on setting up their account and verifying candidate support.) The account will be set up for you by the Program Coordinator.

[Teaching Performance Expectations \(TPEs\) for Education Specialists](#)

The Teaching Performance Expectations for Education Specialists and core content and fieldwork experiences structure the work of the Education specialist regardless of whether the candidate is completing the credential program fieldwork experiences as a student teacher or an intern teacher. Cooperating Teachers and University Supervisors provide evidence for the TPEs in observation notes. These notes are shared with the candidate and may anchor conversations about curriculum, instructional strategies and practices, classroom management, student engagement, case management as well as other topics. Candidates may choose to share artifacts such as student work samples, lesson and behavior support plans, data and reflections as evidence of their performance with respect to the Teacher Performance Expectations. The Summative Fieldwork Evaluation for each semester is based on the content of the Teaching Performance Expectations. Over the course of the program teacher candidates are expected to move from demonstration of competency at a 2 level (on a scale of 1-4) to competency at the 3 and 4 levels.

University Supervisors may choose to include evidence for candidates' movement towards mastery of the Teaching Performance Expectations for Education Specialists in observation notes. Copies of notes in handwritten or electronic form should be provided to the candidate. The notes should be comprehensive enough so that another professional could envision the elements of the instructional or service delivery. [A sample Fieldwork Summative Evaluation form may be found as Appendix D.](#)

Candidates who are not demonstrating progress will be supported through the development of an intervention plan developed with the consultation of the Cooperating Teacher or the

Employer Provided Mentor and the University Supervisor. If a candidate is not making sufficient progress towards the TPEs,

When candidates are not making sufficient progress towards the TPEs, University Supervisors should contact the Program Coordinator. Together the Program Coordinator and University Supervisor develop an improvement plan and present it in writing to the candidate. Prior to this time the University Supervisor should have had communication with the cooperating teacher/site service provider and the candidate regarding the candidate's performance. (Please follow the sample improvement plan included as Appendix D.) Problems should be addressed early so candidates have the opportunity to develop appropriate knowledge and skills.

Communication among candidates, University Supervisors and Cooperating Teachers, Employer Provided Mentors or service providers is essential. If a candidate is not given fair warning of sub-par performance it is difficult to issue a grade of "NC" for the field experience. Our goal is to have our candidates succeed within the framework of the program and provide them with the support needed to do so.

English Language Development for Education Specialists

Education Specialist candidates who enter the program without a general education credential must meet the requirements for the English Language Development (CLAD) authorization. In addition to coursework, candidates must demonstrate their ability to teach English Learners as a part of intern teaching or fieldwork/student teaching placements. The University Supervisor and Cooperating Teacher must observe at least one English Language Development (ELD) lesson in each placement. This observation will assist the candidate in meeting the ELD requirements.

Candidates must demonstrate that they have included 3 lessons for English Learners over the course of the program in their service delivery.

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 Supervisors will work with candidates to complete the ELD requirements.

Summative Evaluation

University Supervisors should take the lead in scheduling and running the summative evaluation conference at the end of the placement. For Interns, a summative evaluation with the site

administrator is conducted each quarter. After a candidate's solo-teaching period concludes, all three parties (candidate, supervisor, and cooperating teacher or site administrator) meet to discuss the growth attained by the candidate over the course of the placement. Prior to the conferences, University Supervisors and either Cooperating Teachers or site administrators each complete a Summative Field Experience Evaluation form that validates the candidate's performance in the field. Thus, every candidate is expected to have two sets of evaluation forms per field practicum. It is beneficial to have the candidate or intern complete the same evaluation form as a self-evaluation experience. The Summative Field Experience Evaluation form serves to structure the candidate's reflection on their performance during the experience.

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

Lack of Progress

Candidates must have completed and received a grade of B or better in appropriate coursework prior to beginning fieldwork experiences. Candidates who have incomplete grades will not be able to enroll in coursework until the work to remove the incomplete grade has been completed. Faculty are encouraged to set firm timelines for the completion of work to remove the incomplete grade. Generally, no more than 4 weeks are provided to complete course assignments after the completion of the course.

University Supervisors take the lead in candidate support and improvement. With the input from the Program Coordinator and Cooperating Teacher on Mentor, University Supervisors have the major responsibility for developing an improvement plan and presents it in writing to the candidate. Problems or areas of concern should be addressed early so candidates have the opportunity to learn effective practices and make positive changes.

Early notice to candidates is essential if a candidate is not given fair warning of sub-par performance it is difficult to issue a grade of "NC" for the field work. Program faculty strives to have candidates succeed within the framework of the program. University Supervisors should check in with the Cooperating Teacher or District Employed Mentor regarding candidate's progress on a regular basis. Both parties should share observation notes and work as a team to help the candidate improve.

University Supervisor should also check in with the Education Specialist Credential Coordinator on a periodic basis. This is particularly important if the candidate is struggling. Communicate problems early; do not wait for them to improve on their own.

Dismissal (Declassification)

If a candidate breaks any laws or behaves in a highly inappropriate manner the University Supervisor, Cooperating Teacher or Mentor should please contact the Education Specialist Program Coordinator immediately. If the University Supervisor, Cooperating Teacher or Mentor observes a candidate behave in a manner that requires reporting as a Mandated Reporter, please do so. If a Cooperating Teacher or a site administrator, principal contacts you and asks for a candidate to be removed please contact the Program Coordinator immediately. Ask the candidate to leave the site immediately and not to return to the classroom to retrieve belongings. Arrangements will be made to retrieve candidate's possessions.

Specific procedures for declassification may be found as Appendix E.

Overview of Fieldwork Experiences

Candidates complete the fieldwork experiences (placements) under the guidance of a Cooperating Teacher (as a student teacher), as the teacher of record teaching on a Commission on Teacher Credentialing permit, or an Intern teacher, the teacher of record teaching on the Intern Teaching Credential. Candidates teaching on a permit or an Intern Credentials are responsible for the day to day operation of the class. Candidates must meet specific requirements in order to complete the fieldwork experience as an Intern teacher. Candidates teaching as the teacher of record teaching on a permit receive the same support as student teachers. Over the course of the program candidates completing the fieldwork and student teaching experiences as student teachers will have experiences in multiple models of service delivery across age levels. The cooperating teacher, university supervisor, school district calendar and candidate determine the exact sequence of student teaching activities.

Fieldwork Experience Placements

All Education Specialist Credential candidates participate in three supervised fieldwork experiences over the course of the two-year program. These experiences take place spring semester of the first year of the program, and fall and spring semesters of the second year of the program. These placements provide candidates to experience the many roles of the education specialist and the various models of service delivery from kindergarten through age 22. Each placement increases in time in the classroom and responsibilities. The solo teaching experience

is not limited to direct instruction or support services to students. It includes scheduling of IEPs, collaboration with general education teachers and other service providers, classroom management and with the Cooperating Teacher, communication with parents. During the solo teaching experience teacher candidates are to participate in all site meetings. The Solo teaching experience takes place in the Final Student Teaching Experience

The Program Coordinator makes all of the placement arrangements. Candidates may request a specific placement, however, the request may or may not be granted. Efforts are made to keep candidates within 30 minutes of their home; however the placement may be 60 minute away.

Candidates who are interns will complete the Fieldwork and Student Teaching Experiences as the teacher of record and will follow their district's schedule.

The **first experience** is identified as SPED 611 Fieldwork I Mild Moderate Disabilities or SPED 615 Fieldwork I Moderate Severe Disabilities (3 units each). Candidates are in the placement 3 days a week or the equivalent.

This experience begins spring semester of the first year of the program, generally the Tuesday after the Martin Luther King holiday and ends at the time of University commencement. In this placement candidates learn about their students, plan and deliver instruction. In addition, candidates should be learning about the other service providers at the site, the process for identification of students to receive special education services, and the strategies and methods to support academic learning and positive behavioral supports. Participation in site based meetings and conferences is highly recommended. Additional content is found in the SPED 611 and SPED 615 course syllabi.

The **second experience** is identified as SPED 612 Fieldwork II Mild Moderate Disabilities or SPED 616 Fieldwork II Moderate Severe Disabilities (3 units each). Candidates are in the placement 4 days a week or the equivalent.

This experience begins at the beginning of the fall semester of the second year of the program and ends mid December. At this time many candidates are interns, teachers of record, for their class or program. Candidates who are not teachers of record should move quickly into the role of assisting the cooperating teacher in the planning and delivery of instruction, assessment and positive behavioral supports. Candidates should be able to carry out informal assessments of student learning and begin to carry out some formal assessments. Candidates may participate in fall teacher-parent conferences, IEP, 504 or Student Study Team meetings.

Candidates should have time working with students in a variety of instructional formats including general education. Co-teaching with general education teachers is recommended as a part of this fieldwork experience. Additional content is found in the SPED 612 and SPED 616 course

syllabi.

The **third experience** is identified as SPED 613 Final Full Time Student Teaching Mild Moderate Disabilities or SPED 617 Final Full Time Student Teaching Moderate Severe Disabilities (6 units each). Candidates are in the placement 5 days a week of the equivalent. The solo teaching experience should be a minimum of 10 days.

This experience begins spring semester of the second year of the program, generally the Tuesday after the Martin Luther King holiday and ends at the time of University commencement. At this time candidates have had two semesters of guided instruction and support within schools and across models of service delivery. Candidates should be assuming responsibilities for instruction, assessment and positive behavior support quickly so that the experience become one of collaborative teaching and service delivery. Candidates should be participating in the case management activities of the site based program.

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

Supervisors should always check binders for candidates (including Interns) at EVERY visit. The checklist with all binder requirements should be at the front of the binder. The checklists include what is expected for each placement. The link to the checklists is included in the appendix. Bonders provide a place for candidates to document their work and progress towards meeting the Teaching Performance Expectations, TPEs.

Substitute Teaching

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

Candidates should not be responsible for the management of the classroom if there is a substitute teacher hired by the district.

Candidate Support

Office of Equity and Diversity

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

1. Listen carefully for key words and nuances
2. Document the conversation and keep emails
3. Immediately email the Department Chair, Dr. Jack Davis with a CC to the Program Coordinator
4. Chair contacts the Office of Equity and Diversity
5. Do not try to fix the problem or ask leading questions.

Accommodations

Some candidates may require accommodations during their placement. Accommodations can only be offered if the candidate has a letter from the Office of Accessibility Services. We cannot make accommodations if the candidate is lacking such a letter. Candidates should be directed to the Education Specialist Program Coordinator who will tell them how to get in touch with the office. Questions from the candidate should be directed to the Program Coordinator.

If the candidate does have a letter of accommodation, we must follow it. Do not make any inquiries regarding the reasons for the accommodations.

Contact Information

Department of Educational Psychology

Arts & Education Building, Room 250
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-3027

Credential Student Service Center

Arts & Education Building, Room 250
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-2227

Program Faculty

Dr. Linda Smetana, Program Coordinator
Linda.smetana@csueastbay.edu

Dr. Meaghan McCollow, Program Faculty
Meaghan.mccollow@csueastbay.edu

Dr. Sara McDaniel, Program Faculty
Sara.mcdaniel@csueastbay.edu

Dr. Greg Jennings Chair Department of Educational Psychology
greg.jennings@csueastbay.edu

Administrative Support

Lisa Gonzales, Administrative Coordinator
Lisa.gonzales@csueastbay.edu
510-885-3027

Justin Woo, Administrative Assistant
Justin.woo@csueastbay.edu
510-885-3027

CSUEB Faculty & Staff E-Mail

If you would like a CSU East Bay email please contact Lisa or Justin.

First.Last@csueastbay.edu

The information below is intended to support the health and well being of all students within the University community and is posted on all course syllabi.

Additional Information for Candidate Support

Accommodations

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with Accessibility Services: Library Complex 2400, (510) 885-3868, as@csueastbay.edu, <http://www.csueastbay.edu/accessibility/>

East Bay Cares

If you are experiencing personal or academic challenges, including, but not limited to food or housing issues, family needs, or other stressors, please visit the East Bay Cares team page to learn about resources that can help: <http://www.csueastbay.edu/care/students.html> If you feel comfortable doing so, please also let the instructor know you are experiencing challenges as they may be able to assist you in connecting with campus or community supports. The Pioneers for H.O.P.E program offers immediate access to on-campus resources of free food, career clothing and CalFresh (free application or food aid renewal for the CalFresh program). Call 510-885-H.O.P.E.(4673), Email hope@csueastbay.edu or make a H.O.P.E. appointment on BaySync.

Academic Integrity/ Plagiarism

By enrolling in this class, the student agrees to uphold the standards of academic integrity described at: <http://www.csueastbay.edu/academic/academic-policies/academic-dishonesty.html>

Classroom and Online Civility

Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. The Standards for Student Conduct are the standard within which

classroom civility is expected. These standards can be found here: <http://www.csueastbay.edu/studentconduct/student-conduct.html>

Emergency Information

California State University, East Bay is committed to being a safe and caring community. Your appropriate response in the event of an emergency can help save lives. Information on what to do in an emergency situation (earthquake, electrical outage, fire, extreme heat, severe storm, hazardous materials, terrorist attack) may be found at: <http://www.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html> Please be familiar with these procedures. Information on this page is updated as required. Please review the information on a regular basis.

Audio/ Video Recording

To protect the intellectual property interests of the instructor, the privacy of student members of the class, and to encourage an open and fair exposition of all student views in the classroom without fear that student views expressed will be recorded and possibly posted in another forum, recording of classroom lectures and conversations is not permissible without the prior written consent of the instructor.

Blackboard

To facilitate learning in the class, Blackboard will be utilized to provide course-related materials and to convey grades. Please familiarize yourself with Blackboard support on your Blackboard page, accessible through “Tools” and “Blackboard Support”. Contact information for support as well as student tutorials are available to you. If you encounter technical difficulties with using Blackboard, please contact Blackboard Support (before contacting the instructor):

Phone: (510) 885-4152

Email: stsc@csueastbay.edu

In person: Library Learning Commons

Online: <https://bb.csueastbay.edu/ultra/stream>

Overflow calls, after-hours, weekend, and holiday Phone: 1-855-414-9911

Sexual Misconduct Policy and My Reporting Obligations

The University and its faculty are committed to assuring a safe and productive educational environment for all students. You can find information regarding the reporting of sexual misconduct, and the resources available to you, on the Title IX page here: <http://www.csueastbay.edu/af/departments/risk-management/risk/titleix/index.html>. Please familiarize yourself with the reporting requirements. Because I am a faculty member, I am required to report to the Title IX Coordinator if you tell me that you were a victim or perpetrator of Sexual Violence, even when confidentiality is requested.

Appendices, Checklists, and other Materials

The material in this section provides samples of the forms and templates that may be useful to the support provider in work with the candidates. Additional materials may be requested from program faculty.

Appendix A Supervisor Checklist

Though titled Supervisor Checklist, components of this checklist may also apply to others who support the candidate within the fieldwork and student teaching process.

Prior to the first observation

- _ Call/Email introduction
- _ Meet with candidates and Cooperating Teachers, Service Providers, Employer Provided Mentors and the site administrator before your first observation
- _ Set expectations and tentative dates for 6 visits for student teachers and interns
- _ Expectation for visits should include watching the candidates doing the following: providing direct instruction to students in a variety of contexts, instructional or behavioral support in self-contained or general education classroom, participation in case management activities including SST, IEP meetings, PBIS and 504 meetings, conferences with service providers, teachers, and parents.
- _ Remind candidates that their binder must be available for viewing at each observation AND that the lesson plan must be provided 24-48 hours prior to your visit. Candidates providing distributed services must present a plan for the focus and delivery of services during the visit.

During the observation

- _ Arrive early to determine where you should sit in the classroom, and introduce yourself to the cooperating teacher and/or site administrator.
- _ Take notes that correspond to how the candidate is making progress towards the TPEs
- _ Check candidate binder for TPE evidence (lesson plans, unit plans, service delivery notes, reflections)
- _ Observations of the candidate in duties other than teaching students will be needed in order for candidates to demonstrate making progress towards the TPEs.

After the observation

- _ Hold post-observation conference
- _ Provide written and verbal feedback to candidate that corresponds to the TPEs, as well as strengths and needs, performance in case management activities, collaboration, consultation and delivery of services

Concerns

- _ Document concerns clearly and make sure that any issues directly tie to the TPEs and well as professional practices
- _ Share concerns with candidate, Cooperating Teacher and with Program Coordinator if necessary

*Problems should be addressed early so candidates have the opportunity to make changes to their work. Early notification provides time for the candidate to develop the knowledge, strategies and skills to demonstrate that they are making progress towards meeting the Teacher Performance Expectations. A candidate may not receive a failing grade if the supervisor does not follow this protocol.

Solo Days Week/s

- _ Observe one lesson during the solo days/week/s
- _ Observe the candidate in the role of a service provider, such as in a parent conference, IEP meeting, SST meeting, PBIS or 504 meeting.

Summative Evaluation

- _ Remind the Cooperating Teacher or Principal (Interns) to complete the Summative Evaluation form prior to the 3-way conference
- _ Lead 3-way Summative Evaluation Conference at the end of the placement
- _ Collect 3-way Summative Evaluation forms deliver with the Program Coordinator

Intern specific requirements

- _ Accept invitation to My Internship Journal
- _ Develop IIP with Intern and Mentor teacher
- _ Approve intern hours for university support only

[Appendix B Binder Requirements *](#)

Supervisors, please see the updated electronic Binder requirements as found on the shared Google drive, Supervisors 2020-2021 folder. The Teacher Candidate's binder should be available at all times for review by both the Cooperating Teacher and University Supervisor. The binder is evidence for meeting many of the TPEs and are incorporated into the SPED 697 Professional Portfolio. Below are the specific requirements that candidates must include in the binder.

School/ Classroom/ Caseload Information:

- School faculty/staff directory include service providers
- School policies
- Bell schedule
- Campus map
- Typical daily/ weekly schedule
- Description of model of service delivery, your/Cooperating Teacher's position

- Seating chart, room arrangement or list of participating teachers and classes
- Behavior Management plan, positive behavior support strategies in use

Program Requirements:

- IEP at a glance or chart with students (may use initials) you will serve and IEP goals/areas for growth - interns
- 15 lesson plans for this placement:
 - 3 specific to English Learners (EL) s
 - 1 small group listening/speaking, 1 small group reading/writing, 1 SDAIE
 - Formal lessons delivered to a small group of students or targeted individual students
 - Outlines of service delivery such as instructional support to students in a general education classroom, co-teaching outline
- All observed lessons and observation notes
- Notes from an observation of an SST, IEP, 504 or other student support meeting
- Weekly reflections highlighting what went well, areas for improvement, what was learned
- Summative evaluations

Appendix C Assumption of Responsibilities

The content below is a proposed timeline for the assumption of responsibilities. This is for information purposes and may not fit the model of service delivery in which the candidate is placed. Though service delivery is organized in a different manner at the elementary and secondary levels, the schedule does provide a schedule for candidate participation in the instructional process.

Week	Possible gradual release of responsibility schedule	Calendar Notes
1	<i>*Observe teaching and take notes on what and how your Cooperating Teacher (CT) is teaching and establishing routines</i>	Plan to begin student teaching close to the first day of school.
2	<i>*Observe teaching and take notes *Actively interact with students and participate in routines</i>	
3	<i>*Teach/lead a routine activity Continue to observe and interact with students throughout entire placement!</i>	9/7: Labor Day
4	<i>*Plan and teach a whole group or small group lesson 2 x during week Lesson plans are to be reviewed with CT a day or more prior to teaching the lesson(s)</i>	

5	Discuss class assignments *Plan and teach a whole group 2 x during week *Plan and teach a small group daily	
6	*Plan and teach a whole group lesson daily *Plan and teach a small group daily	
7	*Plan and teach a whole group lesson daily *Plan and teach a small group daily	
8	*Plan and teach a whole group lesson daily in one subject area (take responsibility for the subject area including assessment) *Plan and teach a small group daily	
9	*Plan and teach a whole group lesson daily in one subject area (take responsibility for the subject area including assessment) *Plan and teach a small group daily	
10	*Plan and teach a whole group lesson daily in one subject area (take responsibility for the subject area including assessment) *Plan and teach a whole group lesson 2x in a different subject area than above *Plan and teach a small group daily	
11	*Plan and teach a whole group lesson daily in one subject area (take responsibility for the subject area including assessment) *Plan and teach a whole group lesson 2x in a different subject area than above	10/31: Halloween
	*Plan and teach a small group daily	
12	*Plan and teach a whole group lesson daily in two subject areas (take responsibility for the subject area including assessment) *Plan and teach a small group daily	11/11: Veteran's Day
13	*Plan and teach a whole group lesson daily in two subject areas (take responsibility for the subject area including assessment) *Plan and teach a small group daily	
14		11/23-11/27 CSUEB Thanksgiving Break- check with your district as to schedule
15	*Plan and teach a whole group lesson daily in two subject areas (take responsibility for the subject area including assessment) *Plan and teach a small group daily	
16	Possible SOLO DAYS if appropriate or 3 Way Conference	
17	*Continue to teach in placement classroom using what you learned during solo week! *Observe in other classrooms *Celebrate your growth as a teacher	

Appendix D Summative Evaluation Form

Below appears the content of the Summative Evaluation form that Supervisors, Cooperating Teachers, and/or Site administrators complete at the end of the Fieldwork/Student Teaching Experience. The form to be completed will be e-mailed to appropriate personnel.

Teaching Performance Expectations: Levels of Attainment

Candidate:

Supervisor:

Course:

Semester:

Date:

Site:

Role:

The information below presents a summary of candidate's development with respect to the Teaching Performance Expectations. Level of attainment, progress towards meeting each Teaching Performance Expectation is noted with the following descriptors: Minimally Effective, Developing, Proficient, and Skillful.

Teaching Performance Expectation 1 Engaging and Supporting All Student in Learning

Level of attainment: Minimally Effective, Developing, Proficient, and Skillful.

Comments:

Teaching Performance Expectation 2 Creating and Maintaining Effective Environments for Student Learning

Level of attainment: Minimally Effective, Developing, Proficient, and Skillful.

Comments:

Teaching Performance Expectation 3 Understanding and Organizing Subject Matter for Student Learning

Level of attainment: Minimally Effective, Developing, Proficient, and Skillful.

Comments:

Teaching Performance Expectation 4 Planning Instruction and Designing Learning Experiences for All Students

Level of attainment: Minimally Effective, Developing, Proficient, and Skillful.

Comments:

Teaching Performance Expectation 5 Assessing Student Learning

Level of attainment: Minimally Effective, Developing, Proficient, and Skillful.

Comments:

Teaching Performance Expectation 6 Developing as a Professional Educator

Level of attainment: Minimally Effective, Developing, Proficient, and Skillful.

Comments:

[Appendix E Fieldwork/Student Teaching Improvement Plan*](#)

Date:

TO:

FROM:

RE: Improvement Plan

CC:

PART 1: Instructional Planning

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

- 1) Candidate X will prepare a typed lesson plan with applicable state standards and clear objectives for student outcomes for each day of teaching. Candidate X will identify the IEP goals and objectives that the lesson is designed to address.
- 2) Candidate X will email the lesson plans to both cooperating teachers and the university supervisor the day prior to the lesson being taught.

3) The binder will be up to date and ready for perusal by the university field supervisor during all observations.

PART 2: Assessment

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

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

PART 3: Professional Growth

TPE 6: The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase knowledge of subject matter, knowledge of students and teaching effectiveness.

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

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

*This plan lays forward the process and structure for an improvement plan base on the TPEs that will expire in 2022. However, the plan outlines the elements required to support candidate progress

Appendix F: Declassification Policy

A credential candidate or graduate student may be declassified for a range of reasons, including, but not restricted to, the following:

1. Failing to achieve a 3.0 GPA in required program courses.
2. 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 GPA. Candidates must repeat any course with a grade lower than C-.

3. If the GPA is above 3.0 yet program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student.
4. Repeatedly failing to enroll in program courses.
5. Behaviors that interfere with the learning of others.
6. Failing to achieve a specified level of performance in required field experience.
7. If the school or school district requests that a student be removed from his/her placement.
8. 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.

Procedure:

The credential coordinator shall notify, in writing, a student subject to declassification.

The notification memorandum shall do the following:

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

Students may appeal declassification to the department chair, who upholds the decision or re-instates the student with or without conditions stated in writing. The department chair also informs the student that the decision can be appealed to the associate dean of the College within 10 days. If the associate dean upholds the declassification, he/she requests in writing that the Office of Academic Programs and Graduate Studies (APGS) take final action and notify the student and the Registrar's Office. A candidate who has been declassified is not eligible to reapply to the declassifying program but may apply to other programs at CSUEB.

[Appendix G Lesson Plan Template](#)

All candidates should have an organizational structure for their participation in the model of service delivery and placement. This Lesson Plan is a template for a lesson that would be delivered to students. Candidates who are supporting in a general education classroom should complete as much as possible and identify their role in the process. Candidates who are assisting, supporting students should provide a detailed outline of their support and the relationship of the support to student's IEP goals and access to the

core curriculum. Additional lesson plan formats are located in the shared Google drive, Supervisors 2020-2021 folder.

Lesson Plan

Teacher Candidate:

Grade:	Content/Instructional Area:	Time allotted:
Prior Assessment:		
Grade-level Standard(s):		
IEP Goals of Target Students:		
Lesson Objective:		
Purpose:		
Materials and Resources:		
Assessment: <ul style="list-style-type: none"> • <i>What evidence of student learning will you collect?</i> • <i>How will you use this evidence?</i> • <i>What criteria will you use to interpret the evidence?</i> • <i>How will the evidence affect your next steps in teaching?</i> 		
Instructional Sequence:		
Set or introduction:		
Developing Content/Body of Lesson:		

Checks for Understanding / On-going informal assessment:
Closure:
Strategies for Making Content Accessible: <ul style="list-style-type: none"> • ELD students • Specific students with identified needs (include use of AT/AAC if appropriate)

Next Steps:

Candidates Reflection Completed after the Lesson:

[Appendix H Fall 2020 Schedule of Courses*](#)

****All courses for the fall semester will be offered online.*** Faculty may carry out classes in synchronous or asynchronous format. The program may return to a hybrid format with an on campus week and then an online week after the University returns to a traditional schedule and method of course delivery. Below is the face-face schedule for fall courses. The schedule is subject to change. Please consult program faculty and the University website for most current information.

Week	Dates	On Campus or Online/Field-based
Week 1	8/18-8/22	On Campus
Week 2	8/25-8/30	Online/Field-based
Week 3	9/1-9/5*	On Campus
Week 4	9/8-9/12	Online/Field-based
Week 5	9/15-9/19	On Campus
Week 6	9/22-9/26	Online/Field-based
Week 7	9/29-10/3	On Campus
Week 8	10/6-10/10	Online/Field-based

Week 9	10/13-10/17	On Campus
Week 10	10/20-10/24	Online/Field-based
Week 11	10/27-10-31	On Campus
Week 12	11/3-11/7	Online-Field-based
Week 13	11/10-11/14*	On Campus
Week 14	11/17-11/21	Online/Field-based
	Thanksgiving Break	University is closed
Week 15	12/1-12/5	On Campus
Week 16	12/8-12/12	Finals Week

* - The University is closed on Labor Day and Veterans Day; no classes will be held those dates

Fall Courses

Year 1 Candidates

SPED 604 MM and MS
 SPED 601 MM or SPED 602 MS
 SPED 697

Year 2 Candidates

SPED 610 MM and MS
 SPED 607 MM or SPED 609 MS
 SPED 612 MM or SPED 616 MS
 SPED 697
 EPSY 697

All Interns, year 1 and year 2 MUST enroll in SPED 695 Internship

Appendix I Sample Field Based Observation Form

Additional Field Based Observation forms are located in the shared Google drive, Supervisors 2020-2021 folder

Teaching Performance Expectations Observation Sheet

Candidate	School	Position	Placement	ELD yes no
Fieldwork/Student Teaching	Subject(s) Observed	Date	Time	Supervisor

Check (✓) the line with the elements of the TPE observed. Circle (O) the specific method of demonstration. Additional may be placed content under evidence.

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction (Standards 12, 13, 23 and 25)

_____ The candidate instructs 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

As demonstrated by

- Use of strategies to identify academic content or skills/standards appropriate to the content, grade level and skills of the student
- Written lesson outcomes for students consistent with identified standards
- Use of instructional strategies and materials appropriate to the student, content and lesson outcome
- Incorporation of a variety of strategies and provides multiple examples consistent with content, standards and outcomes

Evidence

TPE 2. Monitoring Student Learning During Instruction (Standards 12, 13 and 17)

_____ The candidate uses 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.

As demonstrated by

- Use of strategies to monitor student at key parts during instruction
- Use of questions or other tasks to check for understanding

- Use of strategies to check for misunderstandings • Reteaching content based on data gathered/observed

Evidence

TPE 3. Interpretation and Use of Assessments (Standards 17 and 22)

_____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.

As demonstrated by

- Use of assessments and prior assessment data in planning • Feedback to students in a variety of ways • Use of a variety of formal and informal, formative and summative assessments in the instructional sequence • Adaptation of assessments for students based on their knowledge, skills, abilities and needs
- Maintenance of assessment records and use of the data in the instructional process

Evidence

TPE 4 Making Content Accessible (Standards 10, 11)

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.

_____The candidate creates DRAFT IEP goals aligned with CA content standards that are shared with the IEP team

_____The candidate incorporates developmentally appropriate instructional strategies into lessons and instructional sequences

As demonstrated by

- Goals, benchmarks that align with CA content standards • Strategies to motivate and encourage students • Progress monitoring strategies to measure student growth effectiveness of instruction • Pacing and presentation of content that reflect students' knowledge and skills • Multiple ways to reinforce content material • Strategies, activities and content material that aligns with students 'skills and achievement • Instruction that is sequence in a logical and coherent sequence • Time for practice and application of learnings

Evidence

TPE 5 Student Engagement (Standard 15)

_____ 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.

As demonstrated by

- Communication that is clear and comprehended by students
- Time for practice and application of learnings
- Redirection and re-engagement of students that are off task, distracted, or struggling in class.
- Encouragement of student participation and dialog
- Strategies to develop higher order thinking

Evidence

TPE 6 Developmentally Appropriate Teaching Practices (Standard 24 and 25)

_____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 with disabilities within the general education setting as well as plans that are specific for age appropriateness and severity of the disability

As demonstrated by

- Multiple strategies appropriate for students cognitive, emotional and social development
- Use of higher order thinking strategies, processes
- Multiple modality and/or hands on activities
- Various modes of response and grouping strategies

Evidence

TPE 7 Teaching English Learners (for candidates who have not met ELD requirements)**

_____The candidate implements instructional strategies that promote English literacy including listening and speaking abilities.

_____The candidate implements instructional strategies that promote acquisition of appropriate academic content.

As demonstrated by

- Use of research-based strategies for acquisition of grade level content, knowledge and skills
- Differentiated instruction, strategies for engagement and assessment

Evidence

TPE 8. Learning About Students (Standard 25)

_____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.

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

As demonstrated by

- Use of a variety of formal and informal methods to understand student's content knowledge, skills and other attributes
- Identification of students needing additional instruction
- Use of information to plan appropriate lessons and implement specific instructional strategies

Evidence

TPE 9. Instructional Planning (Standard 23)

_____ The candidate prepares both long-term and short-term instructional plans that teach state-adopted academic content standards

_____ The specific lessons are based on students' current level of achievement, and reflect IEP goals and objectives.

As demonstrated by

- Use of strategies to connect content to students' interests
- Connections across lessons
- Use of short and long term plans
- Establishment of goals that drive the instructional plans
- Use of differentiated instruction
- Use of appropriate strategies, materials, resources for instruction

Evidence**TPE 10. Instructional Time (Standard 16)**

_____ 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.

_____ The candidate demonstrates effective pacing and use of time for maximum student achievement.

As demonstrated by

- Effective in class use of support personnel to maximum student learning
- Communications with service personnel and general education teachers
- Lessons that keep the students engaged with the content and processes within the lesson

Evidence**11. Social Environment (Standards 15 and 24)**

_____ The candidate demonstrates the ability to use a variety of effective strategies including methods for promoting positive behavior.

_____ The candidate implements strategies for and social skills for building constructive relationships between students.

As demonstrated by

- Development and implementation of PBIS plans
- Clear expectations for students' academic and social behavior
- Develops and maintains a positive climate for learning
- Use of strategies for motivating and encouraging students
- Supports and recognizes individual efforts and engagement
- Incorporates individual and group work activities
- Sets routines and expectations for behavior
- Treats students with respect

Evidence**12. Professional, Legal, and Ethical Obligations (Standards 10, 11)**

_____ 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.

_____ The candidate and understands the relevant California and federal laws that govern the teaching profession.

As demonstrated by

- Recognition of one's values and biases • Modeling of ethical behaviors • Promotes equity and fairness • Manages professional time effectively
- Follows policies for responding to inappropriate behaviors • Communicates effectively with students, families, professionals and other service personnel

Evidence

TPE 13. Professional Growth (Standard 16)

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

As demonstrated by

- Application of new knowledge and strategies • Evaluation of own teaching practices • Use of reflection and feedback to improve practice and content knowledge • Solicitation and incorporation of feedback

Evidence

Narrative of the observation (This information may be used to identify strengths of the lesson and areas for additional focus.)