



CALIFORNIA STATE UNIVERSITY

E A S T B A Y

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



**EDUCATION SPECIALIST TEACHING CREDENTIALS: MILD
MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS
PROGRAM HANDBOOK FOR 2021-2022**

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1.0 WELCOME

Welcome to 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 Education Specialist Teaching and Other Related Services Credential Program Standards Adopted by the Commission, December 2008-January 2010. The program incorporates content that will be required as a part of the program revision due June 2022.

Note: Throughout the program content and materials, the terms Mild Moderate Disabilities and Moderate Severe Disabilities may be replaced with Mild Moderate Support Needs (MMSN) and Extensive Support Needs (ESN). The new terminology reflects the new standards for Education Specialists to reflect a focus on the needs of the individual rather than the characteristics of the disability. The credential will not reflect the new credential terminology until at the earliest June 2022.

The Education Specialist program prepares candidates to become reflective, collegial professionals who exercise values of social justice, collaboration, and democracy in education. We hope candidates become leaders in the educational community and will develop the skills to create a dynamic learning environment for students. 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, instruction and support to meet the IEP goals. Content of the program is based on collaboration, building positive behavior supports and intervention, development of social and communication skills, assessment, instruction, community, and technology.

The Education Specialist credential programs encompass both the practical teaching component (field practicum) and the curriculum component (coursework). These dual experiences provide candidates with the opportunity to immediately implement methods and strategies, routines and practices. 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 programs. 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, case studies, critical thinking assignments, team meetings, and field placements.

The following standards are expected of all CSUEB credential 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 and Google suite of applications;
4. Use of Blackboard, Zoom, Flipgrid and or other web-based software and platforms;

5. Use of Google classroom, Blackboard and zoom and other collaborative programs;
6. Ability to tolerate dissonance;
7. Successful teaching experience in the field;
8. Professional behavior at all times.

Education Specialist candidates share the following dispositions:

1. All individuals in our society have the right to inclusion and successful participation in the least restrictive environment;
2. All children can learn and as educators we must differentiate instruction;
3. Families are partners in the educational process; and
4. Effective education requires collaborative expertise.

The foundations of the program consist of evidenced-based practices of learning and development, legal mandates and educational policy, particularly in the area of school reform, and implementation strategies for and outcomes of effective specialized strategies and inclusive, collaborative practices with general education and interdisciplinary colleagues and families.

The department is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and prepares new teachers in accordance with the California Teacher Performance Expectations for Education Specialists (TPEs) and the Universal Teaching Performance Expectations. Moreover, the credential programs are compliant with the federal Elementary and Secondary Education Act, 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 and to serve as a resource to candidates, cooperating/master teachers, university faculty supervisors, mentors, 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 participation 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. Greg Jennings, Chair, Educational Psychology

Dr. Linda Smetana, Program Coordinator

Dr. Meaghan McCollow, Program Faculty, Coordinator Project ASPIRE

Dr. Sara McDaniel, Program Faculty

PLEASE NOTE: DUE TO THE COVID 19 PANDIMIC, POLICIES AND PROCEDURES PRESENTED IN THIS HANDBOOK ARE SUBJECT TO CHANGE. CANDIDATES SHOULD CONSULT PROGRAM FACULTY TO ANSWER QUESTIONS OR PROVIDE CLARIFICATION. FOR THE SUMMER AND FALL SEMESTERS 2021, ALL COURSES WILL BE ONLINE.

2.0 OVERVIEW OF THE EDUCATION SPECIALIST CREDENTIAL PROGRAMS

The Education Specialist Mild Moderate Support Needs and Extensive Support Needs 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.

- 4 semesters **and** one summer session for candidates without a general education credential
- 4 semesters SPED only for those who have completed their general education credentials
- Candidates who enter with general education credentials older than 7 years may be required to complete some of the summer courses.

The Education Specialist credentials include authorization to teach English Learners (CLAD/ELD) and individuals with Autism Spectrum Disorders (ASDAA). All candidates earn the Master's Degree in Special Education at the conclusion of the credential program.

Education Specialist candidates who do not hold general education credentials must pass the RICA (Reading Instruction Competence Assessment) prior to recommendation for the 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. Candidates who enter the program with a clear general education or education specialist credential will apply for a clear credential at the end of the program

2.1 EDUCATION SPECIALIST MILD MODERATE DISABILITIES, MILD MODERATE SUPPORT NEEDS CREDENTIAL

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

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

The Education Specialist Instruction Credential: Mild/Moderate Disabilities, Mild Moderate Support Needs 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 8 program options available.

2.2 EDUCATION SPECIALIST MODERATE SEVERE DISABILITIES, EXTENSIVE SUPPORT NEEDS CREDENTIAL

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

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

The Education Specialist Instruction Credential: Moderate/Severe Disabilities, Extensive Support Needs 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.

2.3 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, Mild Moderate Support Needs or Moderate Severe Disabilities, Extensive Support Needs. Candidates who do not hold a general education credential 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

Candidates who enter the program holding a clear general education credential will apply for a clear Education Specialist credential at the end of the program. Newly credentialed teachers have five years to complete an approved induction program. The teacher induction program is facilitated through most school districts and is a component of new teacher programs in most districts.

Candidates must provide evidence of two years of employment in a position authorized by the credential to complete the Induction process 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>.

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 AND CONTACT INFORMATION FOR 2020-2021 PROGRAMS

4.1 TIMELINES

	Summer 2021 Entry Fall 2021 Entry
Applications Deadlines	University and Department Applications are due April 15, 2021 University and Department Applications are due June 1, 2021
	https://www.csueastbay.edu/cssc/prospective-cred-student/special-education.html
Mandatory Orientation	Monday, May 24, 2021, 4:30-6 This orientation may be online. Monday, August 9, 2021, 4:30-6 This orientation will be online. Instructions to access will be sent to candidates.
First Day of Program	Monday, June 1, 2021. All classes will be online. Tuesday August 17, 2020. All classes will be online.
Supervised Field Placement I (3 days/week, Spring year 1)	From mid-January to mid-May Fieldwork will follow the method of instruction in the school district. Placement may be in a virtual learning environment.
	Year 2 Candidates Summer 2020 Entry
First Day of Program	Monday August 17, 2020. All classes will be online.
Supervised Field Placement II (Fall) 4 days/week	From mid-August to mid- December Fieldwork will follow the method of instruction in the school district. Placement may be in a virtual learning environment.
Supervised Student Teaching (Spring, 5 days/week)	From mid-January to mid- May Fieldwork will follow the method of instruction in the school district. Placement may be in a virtual learning environment.
WST requirement completion* <ul style="list-style-type: none"> • Lifted for 2020-2021 year 	Writing Skills Test requirement must be completed before a candidate can apply for advancement to candidacy and graduation. It is recommended that candidates complete the WST requirement prior to the end of the first year of the program.
Advancement to Candidacy Filing for Graduation	Candidates may apply for graduation and to advance to candidacy in March of the first year of the program.

4.2 CONTACT INFORMATION

Art & Education Building Room 250
California State University East Bay
25800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-3027
Fax: (510) 885-3250

Credential Student Service Center Room 235
California State University East Bay
5800 Carlos Bee Boulevard
Hayward, California 94542-3007
Tel: (510) 885-2272
www.csueastbay.edu/cssc
credentials@csueastbay.edu

CSUEB Accessibility Services
Tel: (510) 885-3868
as@csueastbay.edu,
<http://www.csueastbay.edu/accessibility/>

International Admissions Office
Tel: (510) 885-7571

Contra Costa Office of Education
<http://www.ccco.k12.ca.us/index.html>

Alameda County Office of Education
www.acoe.org

East Bay Cares
<http://www.csueastbay.edu/care/students.html>

Cal Fresh Program
510-885-4673

Pioneers for HOPE
hope@csueastbay.edu

Standards for Student Conduct
<http://www.csueastbay.edu/studentconduct/student-conduct.html>

Emergency Information
<http://www.csueastbay.edu/af/departments/risk-management/ehs/emergency-management/index.html>

Blackboard Assistance
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

5.0 2020-2021 PROGRAM PREREQUISITES

The following are non-curricular requirements for the Education Specialist Mild Moderate Disabilities, Mild Moderate Support Needs and Moderate Severe Disabilities, Extensive Support Needs teaching credential programs. For more details about these items, please consult the admissions webpage. The items with a * are due as part of the admissions process:

- Bachelor's Degree bearing Transcript*
- Basic Skills Proficiency *CBEST or CSET 142 (multiple subject)*

- Candidates for the Education Specialist Credentials may complete the CSET subtests for Multiple or Single Subjects or complete a Subject Matter Waiver program (single subject)
- U.S. Constitution
- Pre-Admission Field Experience* (Waived for 2020 admission)
- Three Letters of Recommendation*
- CTC Certificate of Clearance*
- Negative TB Test Report*
- Immunization Report (submitted to Student Health Center)*

Due to the COVID 19 situation, summer entry candidates will have until June 15 to submit a Certificate of Clearance, Negative TB test report and letters of recommendation. CSET and CBEST must be completed prior to recommendation for the credential.

Candidates who are missing documentation may 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 Education Specialist Mild Moderate or Moderate Severe Disabilities Credential program for admission to the next entry cohort.

Candidates are eligible for an Internship Credential at the time of entry into the program if they hold a valid California Multiple Subject or Single Subject Credential with ELD/CLAD authorization at the time of admission.

5.1 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 candidates 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 and Verification of Up-To-Date Immunizations.

Candidates must demonstrate:

- Professional and ethical behavior;
- Sound mental health;
- Attention to physical health;
- GPA of 3.0 in the program (No grades of D, F, or No Credit; no more than one grade of I (Incomplete));
- Prompt arrival (in person or virtual) for all courses, meetings, and scheduled events;

- Openness to feedback;
- Ability to handle dissonance; and
- Ability to meet all TPEs
- See the TPE sections at the end of this handbook for more information
- Candidates who have more than one Incomplete Grade may not continue in the program until all Incomplete grades have been changed to letter grades or CR/NCR. Candidates must adhere to the time limitations placed on completing the work to remove the incomplete grade. Failure to do so will result in a failing grade for the course.

6.0 PROGRAM OVERVIEW

6.1 COHORT FORMAT

Candidates join a cohort and progress through the credential program with 25 – 35 fellow teammembers who are earning a Mild Moderate Disabilities (Mild Moderate Support Needs) or a Moderate Severe Disabilities (Extensive Support Needs) authorization. The cohort format is conducive to building networks and professional contacts. Cohort members have coursework together across authorizations as well as in authorization specific clusters. Candidates take courses in the late afternoon and/or early evening. Saturday and online courses (synchronous and asynchronous) may be options, as well.

6.2 CONCURRENT FIELDWORK AND COURSEWORK

Candidates complete coursework and fieldwork at the same time. Course are offered in a hybrid format. On the ground, face-face courses take place one week with online courses the opposite week. Online courses may be synchronous or asynchronous. The program courses will follow the delivery format mandated by the University administration.

Candidates who have met the prerequisites may work as intern teachers or teachers on permit during the school day during the first and second years of the program. When appropriate, candidates may substitute during the year as long as the substitute assignment does not interfere with the student teaching requirements. Part time teaching/job sharing of an internship is recommended over full time for all, 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. Intern candidates receive supervision throughout the program. Supervised fieldwork begins for all candidates in the spring semester of the first year of the program.

6.3 COURSES FOR INTERN ELIGIBILITY

Candidates entering the program without a general education credential complete a series of Teacher Education (TED) and SPED courses. These courses provide the content and required 120 hours for a candidate to become intern eligible. Most of the courses are offered in the first summer session, before the start of the fall semester. Summer courses are as follows:

TED 505 Curriculum and Instruction Mathematics
TED 508 Reading and Language Arts
TED 505 Teaching English Learners
SPED 500 Teaching Diverse Learners

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.

6.5 MASTER'S DEGREE

The Education Specialist credential programs are composed of classes at the 600 level. These master's classes enable candidates to complete the Master's in Special Education at the same time as completing their credential. Upon completing the Credential program, CSUEB candidates have met the requirements for the Master's Degree in Special Education. Candidates must complete the Writing Skills Test requirement (WST)* prior to the spring term of the first year of the program. Candidates may not advance to candidacy or apply for graduation until the requirement has been met. *The WST requirements had been lifted for 2020 and 2021 graduates.

6.6 GRADE POINT AVERAGE REQUIREMENT

All candidates must maintain a 3.0 grade point average in required courses to remain in the program. A candidate may never have more than one incomplete (I) grade or **any** grades of "D", "F", or "No Credit" (NC). Failure to meet this requirement may result in declassification from the program. Candidates must repeat courses lower than a B. Interns may not have any incomplete grades.

6.7 PERSONAL CONTACT AND RESIDENCE INFORMATION

Candidates must maintain current contact information with the University. 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 delay one's completion of requirements and the recommendation for the credential.

6.8 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. 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 their webpage: <http://www.csueastbay.edu/prospective/cost-and-financial-aid/financial-aid>. For more information regarding federal aid programs please visit their webpage at: <http://StudentAid.ed.gov>.

There are several opportunities to candidates in the Education Specialist Programs in order to help finance their career goals.

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.

Golden State Teachers Grant: Available through the California Student Aid Commission

www.csac.ca.gov

The Department of Educational Psychology offers a few scholarships throughout the year. Candidates are informed of such opportunities when they become available.

6.9 SPECIAL PROGRAMS

Candidates often have the opportunity to apply for special programs/projects offered in conjunction with the Education Specialist Credential/Master's in Special Education Programs.

Project ASPIRE

First year candidates may apply for Project ASPIRE (Autism Specialists Pioneering Inclusive Research-based Education a grant funded program from the US Department of Education. This program, a collaboration between SPED and Speech, Language, Hearing Sciences integrates evidence based education and service learning. Participants are awarded a stipend with the requirement that they teach in programs that service youth and young adults with autism.

Residency

The Residency is a collaborative, district and university, state grant funded program to support the preparation of special education, STEM and bilingual multiple subject teachers. In return for financial support, participants commit to teaching in the district for 3 or 4 years. Currently, the Special Education Program has Residency Programs with the Oakland Unified School District and the West Contra Costa Unified School District. Resident teachers are assigned, in the role of a student teacher, to a mentor teacher for the school year. Residents receive four semesters of supervised fieldwork.

7.0 ACADEMIC ACCOMMODATIONS FOR DOCUMENTED DISABILITIES

CSUEB provides academic accommodations to qualified individuals with disabilities. Counselors determine accommodations on an individual basis after reviewing current professional documentation and meeting with the individual. The purpose of such accommodations is to provide equal access to classroom programs and campus activities in a manner consistent with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, associated California laws and regulations, and CSU policy. For more information please contact Accessibility Services at as@csueastbay.edu. Candidates who have an

accommodation plan must notify the course instructor during the first two weeks of class and must share the accommodation plan with the course instructor. More information on Accessibility Services can be found at: <http://www20.csueastbay.edu/af/departments/as/>

8.0 NET ID, EMAIL AND COURSE ENROLLMENT: MyCSUEB

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 cohort and authorization including Field Experiences. **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 correspondence.**

9.0 PROGRAM COURSES

Candidates must follow their cohort schedules and enroll in the courses and field experience for their cohorts. 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, regardless of the delivery method such that they remain on the course rosters.

Candidates who hold a multiple or a single subject credential are not required to take the courses in Teacher Education (TED). Each semester candidates add SPED 697 Issues in Special Education to their course schedule. Candidates working as interns add SPED 695 to their schedule each semester of the internship. Some interns will be asked to add SPED 696, intern support to their schedule.

Candidates without general education credentials are encouraged to begin the program in the summer semester. Those candidates without general education credentials who enter fall semester will take summer semester year 1 courses during the summer semester prior to year 2.

Summer Semester Year 1

TED 510 Curriculum and Instruction Mathematics

TED 505 Teaching English Learners A

TED 508 Reading and Language Arts

SPED 500 Teaching Diverse Learners in Inclusive Classrooms

Fall Semester Year 1

SPED 601 Evidence Practices: Mild Moderate Disabilities **or**

SPED 602 Evidence Practices: Moderate Severe Disabilities

SPED 604 Health and Positive Behavioral Support

Spring Semester Year 1

SPED 605 Communication and Technology

SPED 606 Assessment: Students with Mild/Moderate Disabilities **or**

SPED 608 Instruction & Behavioral Support and Strategies: Moderate/Severe Disabilities semester

SPED 611 Fieldwork I: Mild Moderate Disabilities **or**

SPED 615 Fieldwork I: Moderate/Severe Disabilities

TED 509 Language Arts and Social Studies

Fall Semester Year 2

SPED 607 Curriculum & Instruction: Students with Mild/Moderate Disabilities **or**

SPED 609 Advanced Assessment & Curriculum: Moderate/Severe Disabilities

SPED 610 Research and Professional Practices

SPED 612 Fieldwork II: Mild Moderate Disabilities **or**

SPED 616 Fieldwork II: Moderate/Severe Disabilities

Spring Semester Year 2

SPED 603 Collaboration and Transition

SPED 613 Final Student Teaching: Mild Moderate Disabilities **or**

SPED 617 Final Student Teaching: Moderate/Severe Disabilities

SPED 693 Capstone Research Project

10.0 SUPERVISED FIELD PRACTICUMS

Fieldwork is core to the philosophy of the Education Specialist Credential program 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 special education teachers and service providers. 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. Supervised fieldwork and final student teaching begin spring semester of the first year of the program and continue to increase in duration during the fall and spring semesters of the second year of the program. Candidates are encouraged to visit and observe programs and models of service delivery during the fall semester of the first year of the program.

Supervised field practicums were identified in the previous section. Candidates may complete the supervised field practicums as district employees, intern teachers or teachers working of CTC issued permits. Time requirements of and solo teaching responsibilities of each of the fieldwork experiences are as follows:

Residency Candidates will be in the classroom a minimum of 50% time. They will receive 6 from their supervisor visits over the course of the semester. Beginning with the spring semester of the

first year of the program they participate in the regularly scheduled fieldwork experiences. For non residents, those not employed as teachers of record or year 1 candidates working as instructional support staff, the fieldwork requirements are as follows:

Fieldwork I: Three (3) days a week or the equivalent

Fieldwork II: Four (4) days a week or the equivalent

Full Time Student Teaching: Five (5) days a week

Candidates working as instructional support staff during the first year of the program must be in a teacher of record or a student teaching role for the second year of the program.

Candidates who are student teaching should have the equivalent of 20 days where they are in charge of the classroom and related duties.

The Program Coordinator, the University Supervisor, Program Faculty and the candidate will work with the Cooperating Teacher to develop a schedule that benefits all parties and provides opportunities for the candidate to develop knowledge and skills to be an effective education specialist. Candidates must successfully complete the CSET and CBEST examinations prior to enrolling in Full Time Student Teaching. For the 2020-2021 school year, CSET must be completed prior to filing for the credential

All Education Specialist teaching candidates are required to complete a total of three (3) fieldwork placements (spring year 1, fall and spring of year 2). Program faculty recommends that field work occur in two (2) different placement sites at two (2) different grade levels and models of service delivery. There are instances where a candidate may be allowed to stay at a single placement site for the entire year. The Commission on Teacher Credentialing requires that fieldwork occur in classrooms that reflect the diversity of California's students. There are two types of supervised field practicum: traditional student teaching and student teaching under contract (intern). The Program Coordinator arranges traditional student teaching field placements. Candidates must obtain approval to accept any paid position during the program.

Some districts may require additional or duplicate possession of the Certificate of Clearance and/or assess processing fees for their site. The 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 coordinator to avoid placing candidates in such districts. Candidates are responsible for any such fees to districts.

Candidates may substitute for their cooperating teacher. Candidates should check with the district as to the requirements for becoming a substitute teacher. Candidates may substitute for other teachers at the school site if the substitute position does not conflict with fieldwork or student teaching responsibilities.

10.1 TRADITIONAL STUDENT TEACHING

Traditional student teachers develop and practice their teaching skills by “apprenticing” in the classrooms of experienced cooperating 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. **Over the course of the year candidates must have at least 600 hours of field work and solo teach for a minimum of two weeks.** The solo teaching requirement can occur at different times throughout the year, although generally it occurs during the last three to four weeks of a placement period. The candidate, university supervisor, and cooperating teacher work together to schedule the solo teaching.

All Education Specialist teaching candidates complete a total of three (3) fieldwork placements (spring year 1, fall and spring of year 2). Program faculty recommends that field work occur in two (2) different placement sites at two (2) different grade levels and models of service delivery. There are instances where a candidate may be allowed to stay at a single placement site for the entire year. The Commission on Teacher Credentialing requires that fieldwork occur in classrooms that reflect the diversity of California’s students. There are two types of supervised field practicum: traditional student teaching and student teaching under contract (intern). At least one (1) of the placements must be in an Alameda County or a Contra Costa County public school (K – 12). The Program Coordinator will arrange the traditional student teaching field placements. Candidates must obtain approval to accept any paid position during the program. Interns or those teaching on short term staff permits or provisional intern permits may need to complete hours at a different level or in a different model of service delivery than their instructional position.

Some districts may require additional or duplicate possession of the Certificate of Clearance and/or assess processing fees for their site. The 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 coordinator to avoid placing candidates in such districts. Candidates are responsible for any such fees to districts.

Candidates may substitute for their cooperating teacher. Candidates should check with the district as to the requirements for becoming a substitute teacher. Candidates may substitute for other teachers at the school site if the substitute position does not conflict with fieldwork or student teaching responsibilities.

The Program 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 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 60 minutes to their student

teaching 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.

As student teachers, candidates are expected to be at their placement sites all required days during the year. Accommodations for vacations, honeymoons, pilgrimages, etc., will not be made. Cooperating/master teachers may not approve absences. If you have a major and important event that will take you away from

10.2 CALIFORNIA ALTERNATIVE ROUTE TO CERTIFICATION: INTERN PROGRAM

The Department of Educational Psychology offers the California Alternate Route to Certification or Intern Program to candidates who demonstrate a high level of maturity, time management and organizational skills, and potential teaching effectiveness and who have sufficient experience in educational settings to serve as a teacher of record. Candidates working as teachers under an intern credential are employees of the district and are considered teachers of record. However, 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:

Complete the **Intern Approval Form**, available from the Program Coordinator
https://docs.google.com/forms/d/1sDgqnNZK4vNX_gqlsnDY7Cok4NL1cVBez6aOlk4A8kU/edit

Candidates will be informed whether the internship is approved. Please note that only approved internships fulfill credential field experience requirements.

Once your Intern Approval form has 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 under university internship credentials are mentored by site partners (employer provided mentors), 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. Enrolled candidates who desire university internship positions find their own jobs and must obtain university authorization from the credential 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, except during winter break.

The Credential Student Service Center will require:

1. Completion of appropriate internship application
2. Documentation of 120 hours of appropriate coursework with a grade of "B" or higher in each class;
3. A copy of one's District contract, letter of Intent, or offer of employment;
- 4 The Program 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 exclusive of: Incompletes, No Credits, or grades lower than "B."

The job assignment must:

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

The Program Coordinator reviews the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a university internship credential. The Program coordinator must also approve the job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential. Candidates with 50% job assignments may need to work with the Program coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements.

Some candidates may find employment at parochial or charter schools where an intern credential is not required. 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 an Alternate Grade Level Experience in a California public school as required by the Commission on Teacher Credentialing.

The Department reserves the right to terminate any intern credentials if the District fails to uphold all conditions of the Memorandum of Understanding with the university.

10.3 ENGLISH LEARNER EXPERIENCE

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 who hold multiple or single subject credentials should have the CLAD or ELD certification as a part of their general education teaching credential. If the prior credential holder does not hold a CLAD or ELD certification, he/she must complete the requirements for the certification (CTEL /ELPAC 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.

CLAD/ELD standards set the requirements for fieldwork placement and candidate experiences. Candidates are required to have a field experience or opportunities to work with students 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 ELPAC levels among them.
2. 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.
3. 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 as defined by CTC, a bilingual (BCLAD) credential, the Crosscultural Language Academic Development-CLAD credential, or certificate, completion of a school district SB 1969 training program, or enrollment in and progress toward completing the requirements for the authorization.

11.0 UNIVERSITY AND SITE PERSONNEL: FIELDWORK

11.1 PROGRAM COORDINATOR

1. Has overall responsibility for the courses and field work elements of the program
2. Coordinates candidates from the initial admission interview period through the final evaluation, to the recommendation of individual candidates for California teaching credentials;
3. Establishes field placements for each candidate;
4. Serves as advisor and counselor to candidates. (The Program coordinator helps or arranges for appropriate faculty to help 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 with the university supervisor in evaluating the field work performance of candidates who do not show sufficient progress in meeting the TPEs. They assist in establishing an Improvement Plan. In conjunction with Office of Academic Affairs for Graduate Students and the Credential Student Service Center tracks each candidate's progress and communicates this information to the candidate.
7. Confers with university supervisors to assign credit for each semester of candidate's fieldwork;
8. Notifies the Credential Student Service Center of situations that may affect a credential candidate's progress towards the credential completion.

11.2 PLACEMENT COORDINATOR

The Program Coordinator may also serve as the Placement Coordinator for the Education Specialist Programs and works with district office personnel, principals, vice-principals, department heads and teachers in arranging field placements 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. Candidates may complete a request for fieldwork placement; however, there is no guarantee that the request will be granted.

11.3 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. Candidate's opportunities to teach in a range of content areas during the time the candidate is in the placement. Ideally, the site administrator will work with teachers if a schedule modification is required to accommodate the candidate's field experience requirements.
2. Candidate's opportunities 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.
3. Candidate's opportunities to participate in the method of delivery of instruction. This includes online classroom formats including synchronous and asynchronous online instruction, breakout groups and discussions.

11.4 COOPERATING and MENTOR TEACHERS

Cooperating teachers are integral to the development of new teachers. They serve as mentors, exemplars, and guides. They support the development of candidate's relationships with students and their families, site faculty and staff. They support candidates work with in classroom structure and invite candidates into the culture of the school. Cooperating and mentor teachers review he candidate's work and provide feedback including glows and grows.....areas of strength or elements done well and areas for growth.

12.0 SUPERVISION, SUPPORT AND EVALUATION OF CANDIDATES IN FIELDWORK AND STUDENT TEACHING

Supervision, support, and evaluation of the candidate during the fieldwork and student teaching experiences is multifaceted and involves both university and district/site personnel. Supervision is not linear, rather it is recursive and may operate in a spiral fashion. Candidates reflect on their work and may consider ways to alter or improve the presentation in future lessons. Candidates and supervisors review candidate's implementation of facets of the instructional process. Supervisors and cooperating teacher may model effective practices for the teacher candidate. Candidates working as teachers of record receive the same level of supervision, support, and evaluation as student teachers.

12.1 UNIVERSITY SUPERVISORS

University supervisors represent the university in the schools and play a key role in the 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 and/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 six observations.

Protocol

The university supervisor, candidate, and cooperating teacher, work together to develop the content of the fieldwork and student teaching placement in. The content of the placement is based on the expectations for the authorization of the credential and includes instructional design, teaching, assessment, positive behavior support, collaborative work with teachers, parents/families, instructional

personnel and service providers, and case management. In addition, candidates are expected to learn how to develop IEPs and to participate in the IEP process as much as possible and permitted by the school district. Candidate's progress towards meeting the expectations for candidate performance is documented in the Three-Party Summative Evaluation Conference (see above).

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 six (6) or more observations and teaching of lessons that are evenly spaced over the course of the placement. For candidates who do not hold CLAD/ELD authorization one (1) lesson of EL instruction/support will be observed during the placement as well as least one (1) lesson of instruction/support 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. Candidates are expected to increase their scores indicating increased competency over the course of the program.

University Supervisors

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

Observe the candidate deliver lessons, conduct assessment and provide support, 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. Observations may be virtual or in person. Virtual observations will be completed through the use of Go React <http://get.goreact.com/>. Candidates may invite their supervisor into their online classroom or breakout room to view instruction and interaction. Observations may also be virtually via the evaluation of uploaded teaching videos provided by the candidates. Candidates working in support positions must demonstrate their ability to plan, teach, reflect and apply in the same manner as a classroom teacher. Therefore, candidates should be prepared with a plan that highlights their intended work during the observation.

Conduct a private post-observation conference with the candidate after each lesson or observation session. If this is not possible supervisors will arrange for an in person or virtual conference via an online conferencing platform. (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). Virtual supervision may be carried out when it is not appropriate for an in person observation.

1. Provide the candidate written feedback that aligns with the TPEs and program expectations highlights commendable practices, and identifies areas in which improvement is needed and offers suggestions for improvement;
2. Report both their and the cooperating teacher's summative evaluation of the candidate's progress toward meeting the TPEs for Education Specialists;
3. Notify the Program Coordinator immediately of concerns;
4. Consult with cooperative teacher or site partner;
5. 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. When appropriate write letters of evaluation/recommendation for the candidate's employment dossier.

At the end of each 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. This conference may be in person or through a virtual platform. The conference and evaluation is summative for the placement, but formative over the course of the candidate's fieldwork experiences. Candidates are expected to demonstrate growth in knowledge and skills over the course of the three semester fieldwork experiences. The conference is a chance for the parties to share observations and for the candidate to reflect on the fieldwork experience. Often content from the conference serves as the basis/baseline for the development of the next set of candidate goals.

Prior to the conference, the university supervisor and either the cooperating teacher or site administrator each complete a Summative Field Experience Evaluation form that documents the candidate's performance in the field. Candidates may be invited to complete the same form. Completion of the form provides a basis for reflection. 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.

Over the course of the placement 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 scores 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.

12.2 COOPERATING/MENTOR TEACHERS

The cooperating/mentor teacher provides day-day support for the candidate throughout the

fieldwork/student teaching experience. For example, they model effective strategies for, but not limited to the creation of positive classroom environments, curriculum development, planning and instruction, assessment and social emotional learning. They collaborate in the planning and instructional process and provide immediate feedback to the candidate after a candidate led lesson. The cooperating/mentor teacher shares observations and thoughts about the candidate's progress with the supervisor. Communication between the cooperating/mentor teacher and the supervisor is essential.

12.3 THREE PARTY (WAY) SUMMATIVE EVALUATIVE CONFERENCE

At the end of each 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. The conference and evaluation is summative for the placement, but formative over the course of the candidate's fieldwork experiences. Candidates are expected to demonstrate growth in knowledge and skills over the course of the three semester fieldwork experiences. The conference is a chance for the parties to share observations and for the candidate to reflect on the fieldwork experience. Often content from the conference serves as the basis/baseline for the development of the next set of candidate goals. Information regarding the three way conference is found under University Supervisors.

12.4 PROCEDURES: UNSATISFACTORY PERFORMANCE IN THE FIELDWORK EXPERIENCE

Notification of unsatisfactory performance should not be a surprise to the candidate as many conversations and plans for improvement should have preceded the unsatisfactory determination. It is imperative that the SPED University Supervisor notifies the candidate that his/her performance is not satisfactory no later than the 5th week of the placement. The University supervisor should also notify the Program Coordinator.

If the University Supervisor or the Cooperating teacher determine that the candidate's performance may not warrant credit, early in the process, the University supervisor will either in a face-face or virtual environment:

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 Program Coordinator and arrange for an in person or virtual formal observation of the candidate by the credential coordinator or designee;

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;
5. Model practices when requested by the candidate;
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.
4. Set a date for the next conference to determine progress. 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 Program 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.

The Chair of the Department of Educational Psychology, with the concurrence of the Dean of the College of Education and Allied Studies may disqualify a candidate for cause at any time. **Candidates who are asked to leave or be removed from a school site may be disqualified from the program.**

The candidate may appeal any decision to the chair by requesting a meeting within 5 days of notification. A request must be sent to the Chair as a pdf and signed by the candidate.

13.0 CANDIDATES ROLES 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,
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/RESIDENCY TEACHER

Due to the COVID -19 pandemic, some of the student/resident teacher responsibilities will be carried out through the district's online or online approved platform. The responsibilities and resulting duties and of the student/resident teacher are subject to change.

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 afterschool 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
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 observations and conferences with university supervisor, cooperating teacher, and/or site partner;
11. Present to the cooperating teacher, site partner, and/or university supervisor **at least 48 hours** in advance of teaching: a) courses of study; b) unit outlines; c) instructional/lesson 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 the electronic Fieldwork Binder https://drive.google.com/drive/u/0/folders/1s7yZ2_2QwBNcQ8aYvbMLxZXExVJo5b, file of instructional schedules, lesson plans, lesson reflections, and/or materials germane to daily activity in the classroom or delivery of services. Binder requirements are found on the SPED 697 course Blackboard;
13. Maintain a My Internship Journal, Time to Track or other account 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 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.

Candidates who must miss a session of coursework or other scheduled event must:

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 class activities

[Failure to comply with any portion of this attendance policy may result in disqualification.](#)

13.4 GUIDELINES FOR SUCCESS

At all times, candidates must
Adhere to the Teaching Code of Ethics;
Exercise professional, respectful, and positive behavior;
Demonstrate cooperation, collegiality, and flexibility;
Accept consequences of behaviors;
Receive feedback and suggestions genially; and
Exhibit the ability to successfully meet the TPEs.

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

The Education Specialist programs includes all coursework and student teaching required for recommendation for licensure to teach students authorized by the credentials including English Learners and Students with Autism Spectrum Disorder. This is a full time program. Candidates will be very busy with student/intern teaching, fieldwork and coursework. Candidates will have class assignments to complete when not participating in these activities. It is best for candidates not to work at an outside job while in the program at least in the first year. Some candidates may have the opportunity to substitute teach for the cooperating teacher if it does not interfere with attendance in CSUEB classes or their work as a student teacher. Financial aid is available for eligible candidates. Contact the Financial Aid Office to determine eligibility for grants or loans.

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 here.

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.

Check horizon email daily. Important information from the University, the Department of Educational Psychology, Credential Student Service Center and professors is transmitted via email. Be responsible. Candidates are responsible for meeting deadlines and responding to all e-mails within 24 hours.

Register for all classes including student teaching (whether or not you have an intern teaching position). Check the schedule online at www.csueastbay.edu for course dates and times. Candidates must take all classes and field experience with your designated cohort and credential authorization. Candidates may not take any other section of any class. It is the candidate's responsibility to pay all fees and to register on time. Contact the staff of the Arts and Education Cooperative at 510 -885-3027 if blocked from registering.

Candidates who miss the first day of class without notifying the professor, may 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 fieldwork/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.

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 cohort and or credential authorization cohort and meet all CSUEB requirements. The Program Coordinator will make all student teaching placements. Candidates will not be placed at a school where they have relatives. This may be convenient but it is usually not in the candidate's best interest. INTERNSHIPS: Candidates may only accept an internship position with the approval of the credential coordinator. See above for detailed information on this.

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.

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. Course instructors have the right to set their own attendance policies which means that they can take points off of your grade for lateness or absence regardless of the reason, (except pregnancy). Their policies and procedures will be in their course syllabus.

The Memoranda of Understanding that schools and districts sign with the department state that they cannot require your attendance at school events if they conflict with university classes. Interns and student teachers alike are expected to attend all class sessions on time and not leave early. They are to report for field experience 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. Take care of personal business on your own time. Please be sure to schedule personal (including childcare, non-emergency medical) and professional appointments accordingly.

Candidates are to report for student teaching according to the program 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.

Candidates should take care of personal business on their own time. Candidates should 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.

These are graduate level courses. Candidates are expected to read the text, participate in class, write graduate level 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 7th 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,

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.

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.

Candidates should 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.

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 virtual or in person 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.

Be flexible and understand that changes are inevitable. Program coordinators and faculty try to keep candidates informed about upcoming events and scheduling, however, these elements 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.

Candidates 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.

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.

Candidates in student teaching placements 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. See binder information at https://drive.google.com/drive/u/0/folders/1s7yZ2_2QwBNcqQ8aYvbMLxXZEXVJo5bThe

- 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, or as appropriate)
- C. Keep a separate section for EL lessons
- D. Reflections, at least two a week
- E. Descriptions of other responsibilities and duties

The candidates should make certain that the supervisor sees the binder each time he or she visits. This way the 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.

Disqualification from the Program: (It rarely happens, however, a candidate who is removed from a student teaching/ intern placement for cause at the request of the school district, may 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.

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.

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 DECLASSIFICATION AND ACADEMIC DISHONESTY POLICIES

14.1 DECLASSIFICATION FROM THE PROGRAM

It rarely happens, however, a candidate removed from a student teaching/intern placement for cause at the request of the school district, may 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 Program Coordinator as early as possible.

The University Catalog outlines the policy on declassification: *A student may be declassified (dropped) from a graduate degree or credential program for a range of reasons, including, but not restricted to, unprofessional conduct; behavior that interfere with the learning of others; failure to make progress toward the degree or program as set forth by the University and program policies; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline even if the GPA is above a 3.0.*

The declassification request must be initiated by the major department with support from the department/program chair and college dean or designee. Requests are submitted to the Office of Academic Programs and Graduate Studies for final action and official notification to the student and the Registrar's Office. The Office of Academic Programs and Graduate Studies will also determine if the student should also be academically or administratively disqualified from the University. If the student is not disqualified from the University and wishes to continue in the University, a declassified student must formally apply to another graduate program or apply as a second baccalaureate student. (Second baccalaureate status is closed for budget reasons until further notice.) Declassified students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless the declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program and be accepted as a student by the department/program. The student must be accepted to a new program no later than three quarters after being declassified; otherwise, the student must reapply to the University.

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

1. Failing to maintain a 3.0 GPA in program courses. The university may dismiss a candidate who is on academic probation.
2. Failing to achieve a specified level of performance in required field experience they may be declassified. See Procedures for unsatisfactory field experience.
3. School or school district requests that a candidate be removed from their placement they may declassified. A school or district is not obligated to provide a rationale for removal.
4. 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 they may be declassified.
5. Failing to adhere to published university policies.

Procedure for Declassification

The credential coordinator shall notify, in writing, a candidate 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 candidate that they may appeal to the department chair within 10 calendar days.

Candidates may appeal declassification to the department chair, who upholds the decision or reinstates the candidate with or without conditions stated in writing. The department chair also informs the candidate 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 candidate 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.

Declassified candidates will receive official notification of declassification from CSUEB's Academic Programs and Graduate Studies. Dismissed candidates must withdraw from the university and must immediately notify the Financial Aid Office and return all funds disbursed directly to you and/or credited to your candidate account. A full explanation of the Drop & Withdraw Policy is found at <http://www20.csueastbay.edu/candidates/financing-your-education/fin-aid/drop-withdraw-policy.html>.

14.2 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 Department of Educational Psychology adheres to all university rules regarding academic dishonesty, and feels a particular responsibility to require the utmost professional accountability and academic honesty from candidates. Whenever dishonesty occurs, the 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 the candidate 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 Candidate 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 your grade adjusted for the assignment; or (d) have your 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."

Depending upon the severity of the offense or the number of offenses, the instructor may directly refer the instance of academic dishonesty to the Candidate 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 Candidate 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 candidate's transcript, with its beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the candidate'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 candidate'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 Candidate 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://wwwsa.csueastbay.edu/~jaf/>.

15.0 SUBSTITUTE TEACHING AND STRIKE POLICIES

15.1 SUBSTITUTE TEACHING

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/resident 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 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.

15.2 STRIKE POLICY

Student/Resident Teachers

If the teachers in a school district are involved in a strike, 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 their supervisor or the Program 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 Permits or Emergency Credentials

Candidates teaching under short term staff permits and intern credentials 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.

16.0 CREDENTIAL STUDENT SERVICE CENTER (CSSC)

Credential Candidate Service Center (CSSC) www.csueastbay.edu/cssc supports all credential programs at CSUEB. It is important to familiarize yourself with CSSC's main services:

- Advisement regarding credential requirements in all programs;
- Initial screening for credential program requirements;
- Housing of candidate records;
- Monitoring of progress towards credentials;
- Verification of credential program completion;
- Making the official credential recommendation to the Commission on Teacher Credentialing (CTC). The CSSC can be reached at credentials@csueastbay.edu or 510 885- 2272.

16.1 MAINTENANCE OF CANDIDATE CREDENTIAL FILES.

In general, credential files that are kept in the CSSC office are retained for up to seven years beyond the term of program completion or for one year after non-enrollment (if you have 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 cohort and complete their coursework with the new cohort. They are also subject to all of the credentialing requirements of the new team. Re-admitted candidates are not permitted to deviate from their new cohort'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*.

16.2 FINAL CREDENTIAL PROCESSING

Procedure for the application for the credential is posted on the CSSC website. In the transition to an electronic submission process, information is often changing. Candidates should review the instruction sheet found on CSSC's website to confirm the list of items required for the credential. Candidates do not need to resubmit 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 semester 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 semester 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. The CSSC staff 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.**

16.3 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, are found at:

<http://www20.csueastbay.edu/ceas/cssc/admitted/verification.html>.

16.4 CREDENTIAL FILING PROCESS

Submit the required materials as identified on the CSSC website during the times presented to candidates. It is the candidate's responsibility to submit all the materials to begin the application process. Incomplete items will create delays in the processing of the credential. The list of required materials is found on the credential website.

The Credential Candidate 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, you will be notified in via email or on the phone.

Once the Credential Candidate Service Center has submitted the online recommendation the candidate will be emailed by 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. Provided there are no extenuating circumstances, CTC will send you an email confirming that the credential has been issued. You may want to print this "issuance" email for employment purposes. The web version of your document is considered the official document. It is your responsibility to confirm accuracy.

Your credential and all information relating to it will appear on the Commission website as granted once processing by CTC is complete. 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!

17.0 CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS

The Commission on Teacher Credentialing has determined that the Teacher Performance Expectations (TPEs) represent the skills all teachers must possess in order to educate all of California's students. All candidates must demonstrate competency through meeting the TPEs set out by the Commission on Teacher Credentialing (CTC) in order to receive a credential or license from the State of California. Over the course of the program there is a continuum of learning in which candidates are introduced to; candidates will have opportunities to practice and apply the TPEs as they progress through the program.

Complete TPEs for Education Specialists can be found at <http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>.

18.0 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.

19.0 BINDER REQUIREMENTS

See the Electronic Binder requirements at

https://drive.google.com/drive/u/0/folders/1s7yZ2_2QwBNcqQ8aYvbMLxXZXExVJo5b

The intern/fieldwork/student teaching binder is started when the candidate enters supervised fieldbased experiences for the first time. These experiences may be paid, for example as an instructional support provider or teacher of record, or non paid such as a student teacher.

Completion of the Binder requirements are needed in order to receive credit for each of the observations that will take place over the course of the semester. Candidates should make certain that the supervisor sees in person or virtually the binder each time a visit, in person or virtually, takes place. This enables the supervisor to know what the candidate has been teaching on a daily basis. Binder requirements may be found on the fieldwork/student teaching course Blackboards.

Candidates participating in student teaching or intern placements should have lesson plans completed and shared with their supervisor at least 48 hours ahead of time and shared with the cooperating teacher at least one day in advance of teaching. If there are concerns about student teaching, the candidate should consult their supervisor immediately.

20.0 DISTANCE LEARNING

Some candidates will be asked to complete a distance learning set of materials. These materials provide evidence of the candidate's ability to provide instruction and communication that supports students and their families.

The Commission on Teacher Credentialing expects that all approved credential program will have in place a mechanism for candidates to document their work in order to count for fieldwork/student teaching hours. Therefore, an additional section to your Fieldwork/Student Teaching binder may be necessary. Your additional binder content will be reviewed by your University supervisor and is required to receive credit for spring fieldwork/student teaching. Though there may be different levels of detail in the submission, we expect candidates to actively participate in the distance instruction process.

Though there may be different expectations for resource teachers and self contained class teachers depending on the district, all teachers should be presenting instruction to their students. Candidates who are in instructional support positions should be working with their cooperating/employing teachers to deliver services to the students. In addition to tk-12 services, those teaching in transition programs should be presenting some form of instruction to their class participants.

Introductory Narrative

Present your position within the school community. Share what has been mandated to be put place by your school district at the district, school and program level. Include the following sections:

Instructional Procedures

Daily Schedule

Office hour time – where your students can contact you

Small group instruction time

Communication with parents/check in time

Weekly Schedule with items that you may not complete every day

Include school-site based meetings, collaboration/check in meetings with appropriate faculty and service providers

Instructional Resources/ IEP

Include sources for the instruction that you are conducting

IEP Log that identifies the link between instruction and the students IEP goals

Resources for Families

List of resources for services to share with families – food, shelter, physical and mental health, transportation, clothing, respite care, shopping

Communication

Log communications with family members and students: date, time, content

Include comments, concerns from the family

Professional Development

Include all webinars, conferences and other PD experiences