Special Education Programs Handbook

Preliminary Credential
Intern Credential
in
Mild/Moderate Disabilities
Moderate/Severe Disabilities

April, 2017

Special Education Program
Department of Advanced Educational Studies
California State University, Bakersfield
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FORWARD

You are commended for seeking to enter the teaching profession. The role of the teacher in today’s society is of great importance. You are choosing to enter a profession that can make a difference for both the individuals you affect and society at large.

The purpose of this handbook is to provide you with information necessary to obtain the Special Education (Preliminary) Credential and/or a master’s degree in Special Education at California State University, Bakersfield. Each credential is designed to meet the unique needs of the local community as well as state standards.

Our professional credential programs are designed to provide candidates with the skills, knowledge, and attitudes that can ensure competence at the beginning of their careers and lay a solid foundation for life-long professional growth. We believe that good teachers must constantly reflect on their professional skills and endeavor to meet the changing needs of their students. Our goal is, therefore, to produce caring and reflective practitioners who are capable of meeting the educational challenges of the 21st century.

The program faculty is here to assist and advise you. Upon admission, you will be assigned a faculty advisor to help you with any questions or problems as you proceed through the Special Education Program. Please feel free to contact Special Education Program faculty.

Special Education Program Faculty

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CHAPTER I. INTRODUCTION

The Special Education Program at California State University, Bakersfield provides exemplary credential and master’s degree programs in mild/moderate or moderate/severe disabilities. The program also offers an Early Childhood Special Education Added Authorization program. All programs are accredited by the Council of the Accreditation of Educator Preparation (CAEP) and the California Commission on Teacher Credentialing (CCTC).

These programs are designed to provide candidates with the knowledge and competencies necessary for earning a Special Education credential or master’s degree either in mild/moderate or moderate/severe disabilities.

The Preliminary Credential is valid for five years, and during this time the candidate must obtain a clear education specialist credential. CSUB does not offer a Clear education specialist credential program.

To apply to the Special Education Program, each candidate must complete an application file as described in this Handbook. An information session is scheduled twice each semester, and candidates must attend the information session the semester before they intend to start the Special Education Program.

Special Education Program Philosophy and Mission Statement

Program Philosophy and Rationale:

The Special Education Credential Programs at California State University, Bakersfield (CSUB) are guided by the philosophy and based on the laws (PL94-142, PL101-457, PL105-17, and PL114-95) that all individuals in our society have the right to be educated in the least restrictive environment to fulfill their individual needs and become productive and/or participating members of society by developing their optimal potential.

The Special Education Programs are grounded in the School of Social Sciences and Education mission statement and motto, “Enhancing Minds, Engaging Hearts, Enhancing Communities”. The motto provides a conceptual framework for all professional education programs within the School. In particular, the mild/moderate and moderate/severe credential programs have been developed through the joint efforts of CSUB special education, general education program faculty, and local area practitioners who are committed to influencing the practice of teaching students with special needs.

Program Mission Statement

At CSUB, our primary mission is to prepare future special education teachers who can work effectively with students with mild/moderate or moderate/severe disabilities. Our students develop the instructional, interpersonal and management skills that are critical to success in this field. Graduates become effective teachers and caring, reflective, and decision-making professionals.

A common thread throughout the program is the philosophy that the education of all youth is the shared responsibility of general education classroom teachers, special education teachers (education
specialists), parents, administrators, and related support personnel. Therefore, the program prepares personnel to work in schools emphasizing the skills necessary for successful school collaboration efforts.

**Program Goals**

The Special Education Credential Programs at CSUB integrate both theoretical models and classroom practices to address the reality of the students with mild/moderate/severe disabilities. The following goals were identified by the university’s Special Education and Teacher Education faculty members and the Community Advisory Committee, including the Kern County SELPA leadership:

1. The program is unified by the common, overall goal of helping candidates become reflective practitioners who are able to draw upon a variety of skills and models and apply them effectively in many educational settings.

2. Candidates demonstrate knowledge of the ethical standards, professional practices and laws and regulations related to the provision of services to students with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

3. Candidates demonstrate an appropriate level of competency working with students from diverse backgrounds by understanding and accepting the differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners.

4. Candidates develop professional perspectives by examining educational policies and existing and emergent practices in relation to fundamental issues, philosophy and history of education, relevant legal requirements, and the status of special education services within society.

5. Candidates gain specific competencies in (a) assessing and evaluating students, (b) effectively managing learning environments, (c) planning and implementing curriculum and instruction, and (d) effectively communicating and collaborating with partner public school personnel and parents.

6. Candidates gain understanding of the characteristics and unique needs of students with mild to severe disabilities.

7. Candidates exhibit behaviors representing the high standards demanded of the teaching profession, including the need to participate in a learning community throughout their careers.

8. Candidates demonstrate appropriate skills in positive behavior support for students with disabilities.

9. Candidates demonstrate competencies in using or adapting advanced technology for their classroom teaching for students with disabilities.

10. Candidates demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild to severe disabilities.
Special Education Preliminary Credential Program Model

The Special Education Program is committed to the education of competent “reflective teachers” focusing on careers in special education (mild/moderate or moderate/severe). These candidates should be cognizant of the problems and committed to meet the need of exceptional learners. The quest of the program is to provide credential candidates with the necessary preparation to deliver educational services designed to assist exceptional individuals in reaching their optimal potential as productive members of society.

Special Education Program
Components, Coursework, and Competencies

M/M and M/S Credential Candidates
Candidates enter the Specialist Credential Program in M/M or M/S. These candidates have subject matter competence and meet candidate disposition expectations. Upon completion of all program requirements, candidates should progress toward becoming reflective, effective teachers who are sensitive to the diversity of students.

Reflective Teacher-Professional Educator
Because of his/her dedication, candidates completing all requirements for the M/M or M/S credentials from the CSUB Special Education Program will become reflective teachers, prepared to educate students with disabilities, as described and presented via the competencies established by the Mission of the School of Social Sciences and Education, NCATE, CCTC, CEC, and the CSUB Special Education Philosophy.

Program Competencies
Characteristics of Exceptional Learners
Implement Positive Behavior Supports
Design/Implementation of Instructional Programs
Selection/Use of Instructional Materials
Management of the Learning Environments
Implementation of Due Process Safeguards
Work Effectively with Coworkers and Parents
Use Data to Guide Instructional and Behavioral Planning
Demonstrate Appropriate Professional Behavior Knowledge of Student Mobility, Sensory Health Care Needs
Implement Effective Transition Services
Effective Use of Instructional/Assistive Technology

These competencies are stressed throughout the program and assessed during the completion of individual coursework and fieldwork.

Program Elements
Educational Specialist Credential/Degree Program
Mild/Moderate (M/M), Moderate/Severe (M/S)

Prerequisite
EDTE 4100: Teaching English Learners and Special Populations
EDSP 4250: Using Technology in Diverse Classrooms
EDSP 4260: Establishing Foundations in Special Education
EDSP 4800: Early Field Experience in Diverse Classrooms

Phase I: Foundation Courses
EDSP 5250: Characteristics of Special Population
EDSP 5230: Collaboration and Transition in Special Education

Phase II: Skill Development Courses
EDEL 5100: Literacy and the Arts for Diverse Learners
EDEL 5200: Math Methods and Assessment
EDSP 5050: Classroom Management and Positive Behavior Support
EDSP 5100: Assessment of Students with Disabilities
EDSP 5450/5320: Curriculum and Instruction in M/M or M/S

Phase III: Culmination/Field Experiences
EDSP 6840/6850: Student Teaching and Seminar in M/M or M/S Disabilities
or EDSP 6860/6860: Intern Seminars/Supervision
Program Design and Coursework Sequence

CSUB Special Education Preliminary credential programs are designed to reflect the standards established by the Commission on Teacher Credentialing (CTC) and to integrate the rationale of the University with the School of Social Sciences and Education theme. All required components of the specialist program such as subject matter competency, early field experiences, and student teaching, are congruent with the expectations set forth by the CTC. Specific objectives and learning opportunities to meet the expectations are assigned to particular courses in the program.

1. Program Design

The Special Education Programs for the mild/moderate and moderate/severe disabilities credentials progress in the three developmental phases: (1) Foundation and Basic Understanding, (2) Skill Development, and (3) Culmination and Field Experiences.

Phase I: Foundation and Basic Understanding
During the first program phase, “Foundation and Basic Understanding,” special education credential candidates study how special education students relate to the entire spectrum of students enrolled in today’s classrooms. It is critical for credential candidates at this level to develop a basic understanding of: (a) characteristics of students with mild to severe disabilities; (b) research in learning theories and instructional practices both in general education and special education; (c) communication and collaboration issues, and (d) issues related to the curriculum and instructional adaptation for students with exceptionalities (TK-12).

Phase II: Skills Development
During the second phase of the program, credential candidates will acquire specific knowledge and skills through their coursework and field experience that will enable the candidate to teach and assess the needs of students with exceptionalities and manage classroom behavior. Field work in a variety of settings is integrated and required throughout Phase I and Phase II.

Phase III: Culmination and Field Experiences
In the third and final stage of the program, credential candidates utilize what they have learned and experienced during the final student teaching. Candidates will have ample opportunity to demonstrate their competence in assessment, curriculum planning/instruction, and classroom and behavior management strategies. Candidates will share their successes and/or concerns with other candidates and university field experience supervisors in seminars.

In addition to incorporating several courses from the Teacher Education credential program, the coursework in the Special Education credential program encompasses the major areas of special education core knowledge and skills including learner characteristics, assessment, diagnosis and evaluation, instructional management, behavior management, social interaction skills, communication and collaborative partnerships, transition processes and services, and professional and ethical practices.
California State University, Bakersfield
Education Specialist in Mild/Moderate and Moderate/Severe Disabilities
Preliminary Credential

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<tr>
<th>Development Phase</th>
<th>General Education</th>
<th>Special Education</th>
<th>ECSE-AA</th>
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**Course Numbers and Titles**

1. Special Education

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>EDSP 4250</td>
<td>Using Technology in Diverse Classrooms</td>
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<tr>
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<td>Establishing Foundations in Special Education</td>
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<tr>
<td>EDSP 4800</td>
<td>Early Field Experience in Diverse Classrooms</td>
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<tr>
<td>EDSP 5050</td>
<td>Classroom Management and Positive Behavior Support</td>
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<tr>
<td>EDSP 5100</td>
<td>Assessment of Students with Disabilities</td>
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<td>EDSP 5230</td>
<td>Collaboration and Transition of Special Education</td>
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<td>EDSP 5250</td>
<td>Characteristics of Students with Mild to Severe Disabilities</td>
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<tr>
<td>EDSP 5320</td>
<td>Curriculum and Instruction in M/S</td>
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<tr>
<td>EDSP 5510</td>
<td>Introduction to Early Childhood Special Education</td>
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<tr>
<td>EDSP 5520</td>
<td>Family systems &amp; Services for Young Children with Disabilities</td>
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<tr>
<td>EDSP 5530</td>
<td>Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten</td>
</tr>
<tr>
<td>EDSP 5540</td>
<td>Field Experience in Early Intervention and Early Childhood Special Education</td>
</tr>
<tr>
<td>EDSP 5450</td>
<td>Curriculum and Instruction in M/M</td>
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<tr>
<td>EDSP 6100</td>
<td>Teaching Students with Autism</td>
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<tr>
<td>EDSP 6840</td>
<td>Student Teaching and Seminar in M/M Disabilities</td>
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<td>EDSP 6850</td>
<td>Student Teaching and Seminar in M/S Disabilities</td>
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<tr>
<td>EDSP 6860/6880</td>
<td>Intern Seminar/Supervision</td>
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2. Teacher Education

EDTE 4100  Teaching English Learners and Special Populations

3. Elementary Education

EDEL 5100  Literacy and the Arts for Diverse Learners
EDEL 5200  Math Methods and Assessment

Preliminary Credential Program Admission Requirements and Procedures

All documents submitted to CSUB become the exclusive property of the university and will not be copied or returned.

1. Apply for admission to CSUB on a post-baccalaureate standing. ([www.csuapply.edu](http://www.csuapply.edu) from June, 2017)

2. Attend the Information Session. Held twice each semester.

3. Submit a complete application packet to the Credentials Office by the due date. Required application materials include:

   a. Special Education Application Form. Form must be completed and signed.
   b. Three recommendation forms from those who know the candidate’s potential/work performance for special education teaching career.
   c. Autobiography: Include your characteristics, intent, teaching experience and special motivation, 2-3 pages typed & double spaced.
   d. Tuberculosis Clearance - Provide evidence of freedom from tuberculosis within the last four years.
   e. Certificate of Clearance – Provide evidence of Fingerprint Clearance from the Commission on Teacher Credentialing.
   f. Professional Liability Insurance: Purchase the insurance from Cashier’s Office
   g. CBEST: The candidate must have proof of passage or registered to take the CBEST.
   h. Subject matter competencies verification:
      ▪ A valid California Teaching Credential, multiple subject or single subject
      ▪ Passage of CSET for multiple subject or a core single subject area, exam scores are valid for 10 years
   i. Special Education Program Plan Form: This form must be completed and signed by the candidate and the faculty advisor during the academic advising session and submitted as a part of the application materials.
   j. GPA Requirements: Candidate must have an overall GPA of 2.68 or 2.75 for last 60 semester units. Candidate with an overall GPA of 2.5 can apply for exceptional admission.
   l. $30 program application fee - The credential fee must be accompanied by the Credential/Program Services request form.
4. Candidate Interview: Candidate will be interviewed during an individual advising session.

5. Academic Advising: When the SPED selection committee conditionally admits a candidate after reviewing an application packet, a letter will be sent to him/her with information as to who the faculty advisor is and contact telephone number. The candidate should schedule an appointment with that advisor to have a Program Plan completed and to complete the interview process.

6. Prerequisites must be met or may be waived with supporting verification documents:
   a. EDTE 4100 (Teaching English Learners and Special Populations)
   b. EDSP 4250 (Using Technology in Diverse Classrooms)
   c. EDSP 4260 (Establishing Foundations in Special Education)
   d. EDSP 4800 (Early Field Experience in Diverse Classroom)

7. Other requirements needed prior to issuance of any credential include:
   a. Passage of RICA
   b. U.S. Constitution knowledge
   c. Technology competency
   d. Health Education
   e. CPR (Infant, Child, and Adult)

Intern Credential Program Admission Requirements

To be recommended for an Intern Credential, you must complete and submit all of the following requirements to the credential office. Please make copies for your records prior to submitting your application. All documents submitted to CSUB become the exclusive property of the university and will not be copied or returned.

- Admitted to CSU, Bakersfield.
- Admitted to and in good standing with the CSUB Credential Program.
- Verification of employment (copy of contract or letter of intent to employ) from a school district that has a current internship agreement with CSUB.
- Verification of Bachelor’s Degree from an accredited College or University (degree must be posted on your transcript from graduating institution).
- Verification of 100% Subject Matter Competency: passage of CSET in your subject area or subject matter waiver letter.
- Verification of CBEST or Basic Skills Requirement.
- U.S. Constitution: course (‘C’ or better posted to transcript) or exam (copy of certificate).
- Verification of fingerprint clearance: Valid Certificate of Clearance or Substitute Teaching Permit posted on the CTC website: [http://www.ctc.ca.gov](http://www.ctc.ca.gov)
- Completion of 120 hours of pre-service including classroom management and planning, developmentally appropriate teaching practices, pedagogy and communication skills, including reading with 45 of these hours in Teaching English Learners. Contact the Credential’s office to verify your hours.
- Completion of all intern application forms.
- Advising: Intern advising must be completed prior to the issuance of your intern credential. Your program advisor will continue as your intern advisor.
- $30 program application fee - The credential fee must be accompanied by the Credential/Program Services request form. These fees do not cover the CTC application fee. Click here for current CTC application fees: [CTC Fees](http://www.ctc.ca.gov).

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Intern Credential Program Application Sequence

- Admission to the University and the SPED Credential Program
- Admission to Special Education Intern Credential Program ([https://www.csub.edu/sse/teacher_education/_files/Intern_Application.pdf](https://www.csub.edu/sse/teacher_education/_files/Intern_Application.pdf)).
- Pass CSET or hold a valid California general education credential.
- Secure a contract with school district as an intern teacher.
- Complete Intern Credential Application Packet ([https://www.csub.edu/sse/teacher_education/_files/Intern_Application.pdf](https://www.csub.edu/sse/teacher_education/_files/Intern_Application.pdf)).

Early Childhood Special Education Added Authorization Admission Requirements

- Admission to the University and the SPED Credential program.
- Hold a valid preliminary credential or subject matter competency for the program admission. Students with subject matter competency must complete a preliminary education specialist teaching credential to be recommended for an ECSE-AA.

Special Education Program Application/Admission Timelines

Candidates must submit the application packet one semester prior to the semester they wish to enroll and observe the following sample procedural timelines. Please contact the program admission advisor for an application due date (Ms. Julia Bavier: 661-654-3193, Bakersfield; Mr. Eric Anderson: 661-952-5089, Antelope Valley).

Exceptional Admission Policy

No predictions, guarantees, or assurances can or should be made about, or to, students applying under exceptional admission status. It is impossible to determine whether a student will be given exceptional admission status until the evaluation process is complete. The Exceptional Admission Application Form is available in the credential office.

Candidates’ Interview with Academic Advisors

Once candidates are admitted to the program, each candidate is assigned to an academic advisor. Each candidate meets with his/her advisor immediately after receiving a letter of admission in order to develop a program plan for the credential work and for an interview. During the interview session, candidates will be asked questions that elicit responses regarding their talents, interests that may be useful in teaching, background or preparation related to diversity, and education-related career goals. The interview form will allow for tabulation of interviewer opinions about interviewees on several rated topics. There will also be a section allowing the interviewer to make any observation deemed appropriate. Applicants will be rated on:

a. the general impression of the applicant’s health, vitality, poise, responsiveness;

b. their many-sided interests, abilities, and experiences;

c. their speech and communication skills;

d. their personality and suitability to teaching, the traits of which may include: positivism, friendliness, enthusiasm, openness, responsiveness to others, a positive perspective and attitude toward youth and the teaching role and responsibility;
e. their philosophy of education and interest in teaching both general education and special 
education students;

f. their interest and commitment to an education career

g. their receptivity to working with students from diverse backgrounds

Interviewers/advisors will rate the applicant on a scale of superior, good, average, below average
and no opportunity to observe in regards to the applicant’s professional aptitude, attitude, and
receptivity to feedback, responsibility and professional appearance. During the interview,
interviewers will also rate the applicant’s speech and language proficiency in English and
disposition.
Waivers and/or Transfer Credit/Out-of-State Credential

If you hold an out-of-state credential, your first step is to contact the Commission on Teacher Credentialing. Candidates with special education credential coursework from other institutions may request substitutions by using the forms in the application and by submitting all necessary supporting documents by the due date or during your advisement session. Coursework taken elsewhere should have been completed within the past seven years. The program faculty will then review the requests and approve only those that have sufficient evidence that the coursework completed elsewhere is equivalent to the coursework offered at CSUB. Please present supporting evidence including an unofficial transcript and course descriptions.

Requirements for Continuing in the Special Education Program

a. GPA
Candidates must maintain a minimum GPA of 3.0 in all required credential courses attempted after entry into the program. Candidates whose GPA falls below 3.0 will either be put on probation for one semester or be asked to drop from the program. Any course in which the candidate earns a grade below a C must be repeated.

b. Advancement through the Program
Candidates whose performance is judged to be inadequate in any phase will be expected to improve or repeat the problem courses before advancing to the next phase. The special education program faculty will meet regularly to discuss candidates’ dispositions and academic progress and make recommendations that will best assist candidates in acquiring the requisite professional skills and maintaining the integrity of the program.

c. 50-hour Field Experience
Candidates are required to complete 50-hours of field experience during each semester they are enrolled in core special education credential courses. Candidates need to complete the field experience requirement to receive passing grades in their courses. Candidates will receive a non-passing grade when they do not complete the field experience requirements in a term.
d. **Student Teaching**
Candidates who do not satisfy minimum requirements will not receive credit for their student teaching. They may be required to extend student teaching another semester, they may be placed on probation, or they may be dropped from the program.

e. **Provision for Candidate Appeal**
Candidates may appeal an unsatisfactory performance evaluation for coursework to the instructor on record, and for student teaching to the university supervisor, and then the Program Director. If resolution is not obtained, a written appeal may be made to the Department Chair, who will submit it to the Department Appeals Committee. Results are forwarded to the candidate by the Department Chair. If the student is not satisfied, a written request for reconsideration may then be submitted to the Chair of the Advanced Educational Studies Department. If resolution is still not obtained, a written appeal may be made to the Dean of the School of Social Sciences and Education.

Candidates may further appeal a case through established university procedures that are available in the Student Services Office. A candidate who experiences other difficulties within the Special Education program should discuss the issues first with the academic advisor, and then with the Program Director if not resolved with the advisor. If the student wishes to pursue further the issues and/or difficulties, the student should then consult, in sequential order, with the Advanced Educational Studies Department Chair, Dean of the School of Social Sciences and Education, and, finally, the Associate Vice President for Academic Affairs.

f. **Time Limits for Coursework**
All credential and master’s program coursework must be completed within seven years. This time limit requirement means that no more than seven years may elapse between the start of the term for the earliest dated course approved for the Plan of Study and the date the application for recommendation of a credential or a master’s degree is approved.

g. **Recommendation**
Mere completion of coursework, including student teaching, does not guarantee a credential. The candidate must be recommended for a credential based upon evaluations of their academic completion and dispositions. The University, through the School of Social Sciences and Education, makes the recommendation for issuance of a credential before a candidate's application for the credential can be processed.

h. **Application for the Credential**
Candidates who successfully satisfy requirements for (a) admission, (b) Special Education Program courses, (c) continuation, and (d) recommendation are recommended for the credential and may file for the Preliminary Credential. Candidates may obtain the necessary forms from the Credentials Office (EDUC 104). The Preliminary Credential is valid for five (5) years. During this time, the teacher candidate must complete the Clear Credential Special Education Program for a professional clear credential. CSUB does not offer a Clear Credential Special Education program. Please check with your school district about a Clear Education Specialist Credential program.
Application Process for the Preliminary Special Education Credential(s)

At the final seminar meeting of your special education student teaching, the Credential Office will provide you with an application packet for the Preliminary Credential. The following are required for a Preliminary Credential in California:

a. Bachelor’s degree  
b. Subject matter competency verification: a copy of previous credential or passages of CSET.  
c. Successful completion of the Mild/Moderate or Moderate/Severe Teacher Preparation Program  
d. CBEST transcript card  
e. U. S. Constitution course or exam  
f. Passage of RICA  
g. Health Education  
h. Valid CPR (infant, child, and adult)  
i. Completion of CSU exit survey.

Final recommendation from the University is based on evaluation of application. Simply completing courses does not guarantee a credential. The University, through the School of Social Sciences and Education, must make a recommendation for issuance of a credential before a candidate’s application for the credential can be processed by the Commission on Teacher Credentialing.

Contact the Credentials Office regarding fees, dates, etc. at 661-654-2110.
CHAPTER II. SPECIAL EDUCATION FIELD EXPERIENCE

Introduction

This portion of the handbook is designed to provide a brief description of the field experience components of the special education program, and to provide administrators, district cooperating teachers, University Supervisors, and credential candidates with an understanding of the relationships and responsibilities of all those participating in the program. The 50 Hours of Course-Based Field Experience Handbook is located in Appendix A, and the Student Teaching Handbook is located in Appendix B.

The Special Education credential program at CSUB provides integrated field experiences both in General Education and in Special Education throughout the credential program. All special education credential candidates are required to complete a 50-hour course-based field experience requirement in each term while they are in a core special education course(s). As a culminating field experience, credential candidates are required to complete a full semester of student teaching with a cooperating teacher. If credential candidates are hired as an intern teacher, they will enroll in the intern seminar course every term until they complete the preliminary credential program.

Field Experience: Student Teaching/Intern Terminology

- **Student Teaching**: the period of guided teaching when a teacher candidate takes increasing responsibility for the work within a given group of learners over a period of consecutive weeks.

- **Student Teacher**: the University Student who has met the criteria for entering student teaching.

- **Cooperating Teacher**: an elementary or a secondary teacher under whose direct supervision of the candidate does his/her student teaching or 50 hours of course-based field experience.

- **University Supervisor**: a university faculty member who supervises Student Teachers or Intern Teachers in close collaboration with the Cooperating Teacher and Intern Mentor.

- **Intern Supervision**: an University Supervisor supervises interns for up to four semesters in the Intern Program including seminars provided through EDSP 6860 and 6880.

- **Intern Teacher**: a university credential candidate who has met the criteria for and holds a valid intern credential, and participates in appropriate intern seminar classes (EDSP 6860 and 6880).

- **Intern Mentor**: is assigned by district. An Intern Mentor is a special education teacher on or near the intern’s site who visits the intern’s classroom providing constructive feedback and is available regularly to the intern for assistance and guidance.

Field Experience Categories and Information

There are three different types of field experience in which credential candidates may participate: a) 50 hours of course-based field experience, b) student teaching, and/or c) intern teaching. Information about each type of field experience is provided in this section.
Whenever possible, credential candidates should complete field work requirements in diverse classrooms and student teaching experiences which include at least one placement in a diverse site with the following student populations: socioeconomically disadvantaged students, students who are English Language Learners, and students at risk.

Throughout field experiences, credential candidates are requested to reflect on their knowledge and skills to work with students of diverse backgrounds and needs. Their competency of working with diverse populations is evaluated through lesson plans, reflective journals, candidate competency evaluation forms, and classroom observations by Cooperating Teachers and University Supervisors.

Before or soon after beginning a field experience, credential candidates are encouraged to:

- Consult the district’s school report and review the demographics of the school population.
- Visit the school/take a tour of the community before he/she begins field experience.
- Discuss with a Cooperating Teacher how the diversity of the student population in his/her field experience classroom impacts planning and teaching.
- Review and discuss best practices for working with diverse populations.

50 Hours of Course-Based Field Experience: Placement

The Special Education Field Placement Coordinator places credential candidates in school sites within our existing partnerships in the CSUB serving area. Under no circumstances should the credential candidates contact a school district. The coordinator does not handle requests for a specific school or a specific teacher in a specific district. The coordinator makes a request to the district and the district makes the final placement. Each semester, credential candidates fill out a Placement Request Form for 50-hour field experience placement.

***See Appendix A for more information on the 50 hours of course-based field experience requirements.

1. Final Student Teaching

Credential candidates who plan to complete a final student teaching course will need to submit a placement request form by the 10th week of the semester prior to their student teaching. If candidates do not submit a placement request form by the posted deadline, then candidate’s placement for the following semester may be delayed. See Appendix B for more information on Student Teaching Requirements.

2. Intern Teaching

The Special Education Intern Credential Program at CSUB follows the regulations for intern support adopted by California Commission on Teacher Credentialing (CTC) in Coded Correspondence 14-04. The new regulations increase the number of hours of both general and English Learner specific support and supervision that must be provided for Intern teachers. The following provisions are made in the new regulations:

- The employer must identify an on-site mentor prior to a new intern assuming daily teaching responsibilities.
- Under the newly approved regulations, programs must ensure that a minimum of 144 hours of support/mentoring and supervision is provided to each new Intern Teacher per school year.
- An additional 45 hours of support/mentoring and supervision specific to meeting the needs of
▪ English Learners (EL) shall be provided to an Intern Teacher entering the program without a valid English Learner authorization or (CLAD) Certificate. *(the credential analyst determines if the intern requires the 45 hours of EL specific supervision and support)*
▪ Of the required hours of support (144 + 45 EL), the CSUB Special Education Intern Program will provide a minimum of 24 hours of education specialist intern support (12 hours per semester) and additional 15 hours of English Learner support (7.5 per semester) for those without valid EL authorization.

3. **EDSP 6860 and 6880: Intern Seminar/Supervision:**

▪ Taken each semester for up to four semesters, this seminar and supervision course is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving mild to moderate and moderate to severe populations.
▪ The seminar focuses on developing a community of learners in special education classrooms that includes; IEP construction, fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning, and professional development. A major emphasis in this practicum will be sharing experiences and expertise so that interns can learn from each other.
▪ Interns will be provided guidance from Intern Mentors and University Supervisors in their own classrooms. Supervision will focus on basic classroom management and instructional competencies.
▪ Every attempt is made to ensure that the intern is given a variety of field experiences. Interns are required to *document a minimum of 100 hours working with general education students and/or teachers.*
▪ While enrolled in Intern Seminar, the intern performs a variety of activities that ensure they interact with a variety of service personnel including general education teachers, staff, and administration, as well as parents. For example, ways of interacting with parents may include: communicating with parents in person at back-to-school night, attending parent-teacher conferences and IEP meetings, and writing notes home to parents in order to communicate plans and/or concerns. In addition, interns assume all responsibilities as full-time teachers throughout the program.

**Field Experience Courses in Special Education and General Education Classes**

**EDSP 4800: Early Field Experience in Diverse Classrooms.** This is an early field experience course in special and general education and also includes exposure to an elementary or secondary level classroom. This field experience course is a prerequisite to the Special Education Program and required for both mild/moderate and moderate/severe Disabilities credential candidates. Each candidate is expected to spend a minimum of 50 hours, evenly spaced, during the semester under the supervision of a district Cooperating Teacher and a University Supervisor in a special education as well as a general education setting. The course is designed to provide a potential teacher candidate with a frame of reference for further work and study in the teaching profession.

**EDSP 6840: Student Teaching and Seminar in M/M Disabilities.** This course is the second of the special education field experience series for the mild/moderate disabilities credential candidates. Candidates are provided with opportunities for meaningful collaborative instruction of students with mild/moderate disabilities with diverse needs in public school settings. Each candidate is required to participate in the field experiences full time for an entire semester and assume other responsibilities of full-time teachers and service providers. This course also provides observation and evaluation by
a University Supervisor to prepare the teacher candidates as effective teachers.

**EDSP 6850: Student Teaching and Seminar in M/S Disabilities.** This course is the second of the special education field experience series for the moderate/severe disabilities credential candidates. Candidates are provided with opportunities for meaningful collaborative instruction of students with moderate/severe disabilities with diverse needs in public school settings. Each candidate is required to participate in the field experiences full time for an entire semester and assume other responsibilities of full-time teachers and service providers. This course also provides observation and evaluation by a University Supervisor to prepare the teacher candidates as effective teachers.

Every attempt is made to ensure that the credential candidate is given a variety of field experiences. Candidates are placed with at least one middle or secondary school if their subject matter proficiency is in multiple subjects and at least one elementary experience if their main focus is in single subject. For instance, if a candidate prefers teaching at the elementary level, he/she will be student teaching in elementary special education and conducting field experience in elementary general education classrooms, while the early field experience in special education (EDSP 4800) will be at the secondary level and vice versa. Also, the other Phase I and Phase II courses that have field experience components provide the candidates with opportunities to work with special needs students at different age/grade levels.
CHAPTER III. CSUB Appeal Process for the Disposition Assessment

Dispositions are integrated and assessed within programs at various transition points. Each course syllabus contains a description of candidate dispositions. This helps candidates become familiar with department expectations and encourages reflection upon their own professional attitudes and behavior.

A faculty member who observes a regular pattern of candidate behavior that demonstrates a failure to meet disposition standards completes an incident report that is placed in the candidate’s file. The report is shared with the candidate, allowing the candidate the opportunity to work on changing his/her attitude/behavior related to the identified disposition. Advisors systematically review candidates’ files when an application for student teaching is submitted and discuss any disposition incident reports and progress the candidate has made before approving the student teaching application. Candidates who have not made progress toward the disposition standards are not allowed to student teach. A decision letter will be mailed to the candidate by program coordinators.

Procedure for Initiating Appeal

A candidate must initiate an appeal in writing using the Student Appeals Action Form within 21 calendar days from the mailing date of the decision letter from the program coordinator. This written appeal should be sent, care of the program coordinator, to the Student Appeals Committee, which shall review the appeal. Written notification of the Committee’s recommendations is sent to the School Dean, whose decision may not be appealed.

Student Appeals Committee Membership

- Chair, appointed annually by the School Dean.
- Two members of the Professional Unit, elected by the constituency, and representing the following:
  - Initial Credentialing Program
  - Advanced Programs

Attendance at the Hearing

The candidate involved may be assisted by an advisor. The advisor may be another candidate, an administrator, or a faculty member. Witnesses may be called on behalf of the candidate who initiated the appeal process. The advisor does not speak on behalf of the candidate, testify (unless he or she has first-hand-knowledge of a fact), or question witnesses. The advisor generally consults and/or privately interacts with the candidate, unless the University grants the advisor permission to represent the candidate in a particular case. Resource persons or expert witnesses may be called at the request of the Committee.

Procedure

Preparation for the Hearing: All parties must be informed of the appeal in writing by the chair of the Student Appeals Committee (hereafter referred to as “chair”), normally within five class days after the receipt of the appeal application. Copies of documents and correspondence filed with respect to the appeal shall be provided to the relevant parties through the chair. Thereafter, neither new
evidence nor new charges shall be introduced by the candidate before the Committee. The chair shall notify in writing the relevant parties of the exact time and place of the hearing at least seven calendar days before the beginning of the proceedings. Whereas the burden of proof rests upon the person bringing the appeal, the Student Appeals Committee may seek out pertinent witnesses and documentation.

Hearing Procedure: During the hearing, both the faculty member and the candidate shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

**Recommendation of the Student Appeals Committee**

The Student Appeals Committee shall deliberate in executive session and customarily render a recommendation by majority vote within five calendar days of the close of the hearing. The chair shall notify the School Dean and the candidate in writing within five days of the Committee's final recommendation.
Candidate Improvement Plan
Special Education Program
California State University, Bakersfield

The CSUB Credential Programs provide opportunities for candidates to develop foundational knowledge, professional skills, and dispositions. University faculty, coordinators, and supervisors make reasonable attempts to help candidates develop these competencies. If a candidate is not developing competencies required for recommendation for a credential, it may be necessary to take corrective action(s) as dictated by departmental and institutional policies, CSU Executive Orders, and CTC guidelines. If the corrective action does not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program after the due process is exhausted.

Although cases may vary, the following general departmental due process will be implemented as outlined below:

**Step 1: Improvement Plan**

A University Supervisor, faculty member, or coordinator completes the *Credential Candidate Improvement Plan* and requests approval from the Program Director/Coordinator. The Program Director meets with the Credential Candidate to review the areas of concern and to establish specific steps for improvement. This improvement plan is provided to the candidate (and other involved parties) in writing.

**Step 2: Decision to Dismiss**

If the candidate does not meet the stipulations in the improvement plan and continuation in the program is not recommended, a committee of faculty members including the Program Director may decide to dismiss the candidate from the program.

**Step 3: Grievance Process**

If the candidate would like to appeal the decision, he or she may send a written request to the Teacher Education Department Appeals Committee, which includes faculty members, the Program Director, and the Department Chair. The Appeals Committee will meet with all involved parties and inform the candidate of the final decision in writing.
Credential Candidate Improvement Plan

Credential Candidate: ______________________ Semester/Year: _________ Date: ________

University Supervisor/Instructor/Coordinator: _____________________________________

**Area(s) of Concern.** Please list specific areas of concern.
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

**Specific Improvement Actions.** Please include timeline for completion.
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Once signed, please provide copies to the candidate, Program Director, and Program Evaluator (for candidate’s file).

Credential Candidate: ______________________________ Date: _____________

Supervisor/Instructor: ______________________________ Date: _____________

**Decision:**

____ Improvement Plan met

____ Candidate has demonstrated growth and has additional time to further improve. Please indicate the amount of time allotted for this: ________________________________

____ Candidate is terminated from the program.

Program Director Signature: ______________________________ Date: _____________
Student Appeals Action Form
(To be initiated by the candidate)

Name__________________________________ Candidate ID#______________________

Address___________________________________City____________State/Zip__________

Phone/Email _____________________________________________Major_________________

Signature__________________________________________Date___________________

DECISION BEING APPEALED: State ruling to which exception is desired. All relevant forms and documentation must accompany action form.

RATIONALE FOR APPEAL: State reason for why the ruling cited above should be overturned.

The following signatures should be obtained prior to filing the Student Appeals Action Form.

CANDIDATE’S ADVISOR:

_________________________________________ ______________________________
Signature Print name

DEPARTMENT CHAIR:

_________________________________________ ______________________________
Signature Print name

The following should be completed after the decision on the appeal.

DECISION OF THE DEAN: _____ Approval of appeal _____Denial of appeal

_________________________________________ ______________________________
Signature Print name
CHAPTER IV. Other Helpful Information

How to Reach Program Faculty

Every faculty member maintains regularly scheduled office hours, and also responds to voice mail and email messages.

List of Program Faculty and Staff

Chair, Advanced Educational Studies: Dr. Tanya Boone-Holladay (661) 654-2366
Program Director and Assistant Professor: Dr. Calli Lewis Chiu (661) 654-6828
Professor: Dr. Yeunjoo Lee (661) 654-6478
Assistant Professor: Dr. Jiwon Hwang (AV) (661) 953-5045
Coordinator and Full Time Lecturer: Mrs. Diane McNett (AV) (661) 952-5080
Administrative Support Coordinator: Mr. Ryan Otawka (661) 654-3055
Admission Advisor & Credential Evaluator: Mrs. Julia Bavier (661) 654-3193
Admission Advisor & Credential Evaluator (AV): Mr. Eric Anderson (661) 952-5083
Administrative Support (AV): Ms. Jenny St. George (661) 952-5080
School of Social Sciences and Education Dean’s Office: (661) 654-2210
Teacher Education Department Office: Dr. Kristina LaGue, Chair. (661) 654-3134
Admission and Records (661) 654-3036
Financial Aid Office (661) 654-3016
Liberal Studies Office (661) 654-3337
Appendix A

50 Hours of Course-Based Field Experience Requirement
Dear Cooperating Teacher,

We are pleased to introduce this individual as a California State University, Bakersfield teacher credential candidate. Teacher candidates are required to complete a field experience component for 50 hours per term. The hours allow students to observe and assist in diverse classrooms to experience and reflect on a variety of concepts related to teaching and learning.

We greatly appreciate your willingness to work with our teacher candidate. With your help and supervision, the candidate will gain the knowledge and skills regarding effective teaching practices and essential skills to become an effective special education teacher and a good future colleague. Teacher candidates in the CSUB SPED program are advised to work under your close supervision and complete their field work requirements in the least intrusive manner. Some credential courses require the candidates to complete specific assignments within classrooms. In such cases, the candidates will provide you with the course syllabus that will explain all activities to be carried out. A brief overview of course assignments is attached to this letter.

As a supervising/cooperating teacher, you will be asked to complete a form evaluating the candidate’s performance and professionalism in your classroom and at your school at the end of the required hours. Please complete the form and send it in a sealed and signed envelope through the candidate.

Once again, we appreciate you and your school for working with us to provide excellent experiences for our teacher candidates. If you have any question or concerns, please contact Dr. Yeunjoo Lee at 661-654-6478.

Sincerely,

Yejuncho Lee, Ph.D.
Program Director, Special Education
ylee@csub.edu
661-654-6478
<table>
<thead>
<tr>
<th>Course</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 4800 <em>(Early Field experience)</em></td>
<td>Observation and interaction with students under cooperating teacher’s direction.</td>
</tr>
<tr>
<td>EDSP 5250 <em>(Characteristics)</em></td>
<td>Develop an IEP with a real or a fictitious student. Candidates are provided with case studies.</td>
</tr>
<tr>
<td>EDSP 5230 <em>(Collaboration and Transition)</em></td>
<td>Completion of a 3-4 page narrative documenting and reflecting on a recent Student Success Team or IEP meeting where candidate serves as an observer. Alternate assignment is available.</td>
</tr>
<tr>
<td>EDSP 5050 <em>(Classroom Management, PBIS)</em></td>
<td>Complete behavioral observations. Write behavior goals and objectives on selected behaviors. Implement a behavior project and collect follow-up data <em>under cooperating teacher’s supervision</em>.</td>
</tr>
<tr>
<td>EDSP 5100 <em>(Assessment)</em></td>
<td>Administer academic achievement or adaptive behavior assessment tool <em>under the cooperating teacher’s direction/supervision</em>. Write a written assessment report.</td>
</tr>
<tr>
<td>EDSP 5450 <em>(M/M Instructional strategies)</em></td>
<td>An academic intervention plan with data. <em>Under the Cooperating Teacher’s direction/supervision</em>, identify an appropriate informal assessment and develop a comprehensive corrective/remedial intervention plan. It is implemented with that student or one with similar needs for minimum of five (5) 20-30 minute instructional sessions.</td>
</tr>
<tr>
<td>EDSP 5320 <em>(M/S Instructional strategies)</em></td>
<td>Candidate develops an academic intervention plan for students with moderate to severe disabilities <em>under the Cooperating Teacher’s direction/supervision</em>. Collect baseline data across three sessions and intervention data across at least five sessions.</td>
</tr>
<tr>
<td>EDSP 5540 <em>(ECSE Field Experience)</em></td>
<td><em>Under the Cooperating Teacher’s direction/supervision</em>, design, implement, and evaluate a routine based instructional plan.</td>
</tr>
</tbody>
</table>
California State University, Bakersfield
Field Experience Time Sheet

Candidate’s Name: _______________________
Course Number: _________________________
Classroom Teacher: _______________________
School: _______________________________
Year/Semester: _________________________
Classroom Type/Grade: ________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Teacher’s Signature</th>
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## California State University, Bakersfield
### Field Experience Evaluation Form

*To be completed and placed (by the cooperating teacher) in a sealed envelope and returned (by the student) by the last class session.*

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher:</td>
<td>District:</td>
</tr>
<tr>
<td>Course:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td>Course Instructor:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### Teacher Performance Expectations

<table>
<thead>
<tr>
<th>Specific Pedagogical Skills for Subject Matter Instruction</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate appropriate content area knowledge</td>
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<tr>
<td>- Use a variety of instructional strategies appropriate to the various content areas</td>
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<table>
<thead>
<tr>
<th>Assessing Student Learning</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>- Monitoring Student Learning During Instruction</td>
<td></td>
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<tr>
<td>- Monitor student progress at key points</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpreting and Use of Assessments</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use a variety of informal and formal, formative and summative assessments</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Making Subject Matter Comprehensible to Students</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>Specific Pedagogical Skills for Subject Matter Instruction</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate appropriate content area knowledge</td>
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<tr>
<td>- Use a variety of instructional strategies appropriate to the various content areas</td>
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<table>
<thead>
<tr>
<th>Student Engagement</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ensure participation of all students</td>
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<td></td>
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<tr>
<td>- Re-engage off-task behavior and motivate students</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Developmentally Appropriate Teaching Practice</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Design learning activities appropriate for the developmental level of students</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching English Learners</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use effective ELD/SDAIE strategies in whole class and small group lessons</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning Instruction and Designing Learning Experiences for Students</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>Learning About Students</td>
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<tr>
<td>- Use formal and informal methods to gather information about students’ academic, social, and emotional development</td>
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<table>
<thead>
<tr>
<th>Instructional Planning</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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</thead>
<tbody>
<tr>
<td>- Evidence of thoughtful preparation of lesson plans as well as having appropriate materials and resources selected and available</td>
<td></td>
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<table>
<thead>
<tr>
<th>Creating and Maintaining Effective Environments for Student Learning</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>Instructional Time</td>
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<tr>
<td>- Allocate instructional time to maximize student achievement</td>
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<table>
<thead>
<tr>
<th>Social Environment</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>- Promote student effort and engagement and create a positive climate for learning</td>
<td></td>
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<table>
<thead>
<tr>
<th>Professional, Legal, and Ethical Obligations</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>- Dress neatly and professionally</td>
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<tr>
<td>- Display enthusiasm for teaching</td>
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<tr>
<td>- Modify behavior after constructive criticism</td>
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<tr>
<td>- Appropriately manage own professional time (including arrival &amp; departure from school, planning &amp; prep time, etc.)</td>
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<tr>
<td>- Use correct English grammar</td>
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<tr>
<td>- Demonstrate professional ethics and model ethical behavior for students</td>
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<table>
<thead>
<tr>
<th>Professional Growth</th>
<th>Strong</th>
<th>Competent</th>
<th>Unsatisfactory</th>
<th>Not Observed</th>
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<tbody>
<tr>
<td>- Improve own teaching practices by engaging, planning, teaching, and reflecting</td>
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<tr>
<td>- Use reflection and feedback to formulate and prioritize goals for increasing own subject matter knowledge and teaching effectiveness</td>
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### Comments:

Cooperating Teacher Signature: ___________________________ Date: ___________________________
Appendix B

Student Teaching Handbook

Student Teaching Handbook
For EDSP 6840 and EDSP 6850

Special Education Program
Department of Advanced Education Studies
School of Social Sciences and Education
California State University, Bakersfield
Introduction

The Student Teaching Handbook is divided into four sections. Section One provides general information. Section Two provides information for the Student Teacher, Section Three provides information for the Cooperating Teacher, and Section Four provides information for the University Supervisor.

Section 1: General Information

The student teaching experience is an integral component of teacher preparation programs. During this time, the teacher candidates apply theoretical knowledge to authentic classroom experiences. In addition, the teacher candidates must demonstrate professional competence and dispositions sufficient for the awarding of a teaching credential. To attain high quality student teaching experiences, cooperation and coordination between school district personnel, the Special Education Credential Program and the Student Teacher are essential. The purpose of this handbook is to facilitate cooperation and coordination by clarifying the roles and expectations of those involved in the student teaching experience.

a. In-service Days

In-service days are considered teaching days. If the district has an in-service day, the Student Teacher should check with the Cooperating Teacher or principal to determine if the Student Teacher can attend the in-service. Some districts welcome Student Teachers, while others feel it is only for employees. If Student Teachers do not attend the in-service, then they must spend the day in the classroom preparing for instruction.

b. Classroom Management

Classroom management is one of the most difficult areas of student teaching. The Student Teacher should begin by following the Cooperating Teacher’s discipline plan. The students are already familiar with the program, and know what is expected of them. If the Student Teacher wants to change the discipline plan, they will need to talk to the Cooperating Teacher and the University Supervisor.

If a Student Teacher is experiencing difficulty with classroom management, the Cooperating Teacher and the University Supervisor should work with them immediately and make sure they have the classroom under control. Several Student Teachers have failed because they could not handle classroom management.

c. Lesson Planning

The Student Teachers are to have one week’s lesson plans prepared in advance. They are to turn the lesson plans in to the Cooperating Teacher on a certain day (i.e. all lessons plans are due on Wednesdays). Please discuss the lesson plans and make suggestions (if necessary) on ways to improve the lesson plans. It is suggested that a Cooperating Teacher initials the plans to indicate an approval of them. If the plans are incomplete, they will have to be rewritten.

The Cooperating Teacher should notify the University Supervisor when the Student Teacher has not completed his/her lesson plans. Continual failure to turn in lesson plans could result in the Student
Teacher being pulled from their assignment and a failing grade in student teaching.

d. **Student Grades**

Student Teachers need experience grading student work in order to evaluate the student learning and for report cards. They should try to have at least two or three grades per subject per week. The Cooperating Teacher is encouraged to share their format for grading with the Student Teacher. It is suggested that Cooperating Teachers give the Student Teacher a photocopy of their grade book to allow Student Teachers to practice recording grades. The Student Teacher should not record grades in the Cooperating Teacher’s grade book.

e. **Student Teaching Difficulties**

Some Student Teachers may experience difficulty in planning, executing the lesson plans, and maintaining classroom management. If a Cooperating Teacher/principal/support provider notices a Student Teacher is experiencing difficulty, s/he should discuss the problem with the Student Teacher and University Supervisor immediately. If this occurs, the University Supervisor will begin to make additional visits to the classroom. The visits will be well documented, provide a record of what was observed in the classroom, and will give suggestions to the Student Teacher that must be implemented immediately. The subsequent observations will be used to determine if the suggestions have been followed. The University Supervisor will communicate with the Cooperating Teacher or principal to discuss the Student Teacher’s progress.

If the Student Teacher continues to have difficulty, a Need to Improve form (p.53) will be completed by the University Supervisor. The form gives the Student Teacher specific suggestions that must be completed in a week or less. At that time, the University Supervisor will conduct classroom observations and another joint meeting will be held with the University Supervisor, Cooperating Teacher, and the Student Teacher.

After this intervention if at any time the Cooperating Teacher or the principal feels the class is in jeopardy and learning in the classroom is deteriorating, a request can be made to the Coordinator to have the Student Teacher removed from the classroom. This requires detailed observations and indications that the Student Teacher has not improved since s/he was informed of the problem. The Student Teacher will receive a No Credit for student teaching and repeat the student teaching experience.

f. **Absences, Late Arrivals, Early Departures**

Student Teachers are expected to conduct themselves professionally during their student teaching experiences. This includes being in attendance daily and on time. The University Supervisor should be notified immediately if the Student Teacher is habitually late, departs early or is frequently absent. Excessive absences or tardiness will result in a No Credit for student teaching and will require the student teaching experience be repeated.

g. **Cell Phones**

Cell phones are not to be used during the instructional day. Student Teachers are asked to have emergency telephone calls directed to the school office. If the Student Teacher does not follow this policy, the Cooperating Teacher is asked to notify the University Supervisor immediately.
h. **Dress Code**

Student Teachers are to dress professionally. We realize many schools have a relaxed dress code; however, Student Teachers have a tendency to be too relaxed in their dress. Program faculty have discussed the dress code with the Student Teachers and have informed them that dress can affect the way students respond to them in the classroom.

Female Student Teachers must avoid wearing dresses that are too form fitting or too short, and tops that are low-cut or show the midriff. Male students should wear collared shirts and avoid tennis shoes. Jeans and shorts are not to be worn to school unless it is a designated spirit or sport day. Tattoos are not to be visible; tongue studs and facial piercing are to be removed during student teaching. Each is considered unprofessional by CSUB and the school districts we service.

i. **Reporting Child Abuse**

The state mandates that suspected child abuse be reported. If Student Teachers suspect child abuse, they should talk to the Cooperating Teacher. The Cooperating Teacher is responsible for this and will provide guidelines for reporting. The Student Teacher should never take it upon themselves to report an incident without speaking to the Cooperating Teacher and site administrator.

j. **District Policies for State Testing**

Because of state testing guidelines, most districts prohibit Student Teachers from being in the classroom during the administration of the assessment which typically occurs during the spring. Student Teachers are required to continue their field experience at their designated site by participating in alternative assignments for the testing period. These assignments could include working in a kindergarten or 1st grade classroom or assisting in the school office or library.

k. **Conflicts with the Cooperating Teacher**

There are times when the Student Teacher and the Cooperating Teacher have a personal conflict. If this occurs, the University Supervisor should meet with the Cooperating Teacher and the Student Teacher separately. At this time a decision will need to be made regarding the placement.

There are times when the Student Teacher will not admit that there is a conflict. If a University Supervisor notices deterioration in the classroom environment, the University Supervisor will talk to the Cooperating Teacher and determine if there is a problem.

l. **Recommendations**

The Student Teacher may ask the Cooperating Teacher to write him or her letter of recommendation. This will be the Cooperating Teacher’s decision – the Cooperating Teacher retains the right to decline this request.

m. **Substituting During Student Teaching**

If a Student Teacher has an emergency substitute permit and is registered to substitute in the district in which they are student teaching, he or she may substitute in their Cooperating Teacher’s
classroom during the semester. The Student Teacher must obtain permission in advance from the principal of the school and the supervisor and have the appropriate paper work completed at the district office. The Student Teacher should be paid for these days. Under no circumstances will the Student Teacher substitute in another teacher’s classroom. The days of full time substituting may not be counted toward the days required for full responsibility.

n. Co-Teaching

The Special Education Program at California State University, Bakersfield recognizes the value of co-teaching as a delivery model. We encourage the use of co-teaching experiences when possible and appropriate and which include co-planning and co-analysis of student work. Here are co-teaching examples based on Dettmer, Thurston, Knackendoffel & Dyck (2009):

- **Teach and Monitor**: One teacher takes primary responsibility for presenting the lesson while the other teacher monitors student performance.
- **Supplemental Teaching**: One teacher takes responsibility for the large group while the other works with a small group.
- **Parallel Teaching**: Both teachers plan a lesson, but they split the class to deliver the lesson to a smaller group and adapt accordingly.
- **Station Teaching**: Teachers co-plan instructional activities to be presented in “stations” or learning centers. Each station presents a different aspect of the lesson.
- **Team Teaching**: Sometimes used as a synonym for co-teaching. Two teachers form a team and are responsible for all the children in a classroom. Both share equally in the instructional roles.
Section 2: Student Teacher Information

Course Requirements

Special Education credential candidates are required to complete a student teaching course (EDSP 6840 or EDSP 6850) at the end of their credential program. Specific requirements of EDSP 6840 or EDSP 6850 are as follows:

1. Field Experience Attendance

The Special Education Program at California State University, Bakersfield requires the student experience to be for a minimum of 300 hours of supervised contact time at their assigned sites. Previous experience does not count towards these needed hours. If candidates are unable to complete the required minimum of 300 hours in a single term due to school calendars (e.g., holidays, starting dates, etc.), they may need to accept an incomplete grade and finish the needed hours the following term. This is done at the University Supervisor’s discretion. Student Teachers must make up personal absences from student teaching. If Student Teachers are chronically late to their assignments or exceed 3 days of absence, they may be pulled from their assignments and given a grade of “No Credit.” Some schools do not want Student Teachers in classrooms if the Cooperating Teacher is absent. These circumstances will be reviewed by the University Supervisor in order to determine whether the missed hours need to be made up.

2. Class Meetings

Attendance/active participation is required at the seminars during the term. Additional individual meetings will be conducted as needed on a student-by-student basis.

3. Observations

a. The candidate will be observed a minimum of 6 times by the University Supervisor. Candidates must have daily lesson plans available (see attached format) for announced University Supervisor observations. A lesson plan used for an observation will be used as the Signature Assignment for this course.
b. The Cooperating Teacher will conduct 3 written formal observations of the candidate.

4. Evaluations

a. The Cooperating Teacher (or district supervisor, i.e., administrator) and the University Supervisor will perform periodic evaluations (mid-term and final) of the candidate's teaching performance based on formal and informal observations. Candidates must have at least average ratings on all items from their district supervisor/Cooperating Teachers and their University Supervisor in order to pass this course.
b. A competency evaluation form is included at the end of the course syllabus.

5. Transition Document

In conjunction with the University Supervisor, candidate will complete the transition document in order to prepare for the induction process used to clear the Education Specialist credential. Student Teachers should keep a copy of the transition document, which will be submitted to a employing
school district.

6. Weekly Journal

A weekly reflective journal will be kept of the field experience. Journal entries will be reviewed at seminar meetings. The journal will address the following:
- Reactions to lessons taught using the lesson plan form provided. Lessons should include those incorporating the use of the Common Core State Standards where appropriate.
- Observations of students’ behavior and other indications of strengths and problem areas with ideas for remediation or accommodation.
- Reflections on instruction and learning of students from diverse populations, especially English Language Learners.
- Reflection on discussions with Cooperating Teacher on topics such as administering assessments, using data to drive instruction, and the content of IEPs.
- Using technology, including assistive technology, to support instruction.

7. Lesson Plans

Traditional weekly lesson plans are required, as well as the daily lesson plan format (mentioned above) when observed by the University Supervisor. Lessons should reflect the use of the Common Core State Standards where appropriate. Lesson plans will be reviewed at seminar meetings.

8. Self-Reflection and Assessment

Video Recording of an Instructional Lesson and Self-Reflection

As part of the demonstration of teaching competency, each candidate will submit a 10 - 15 minute unedited video recording of an instructional lesson that he/she has planned and then respond in writing to self-reflection questions. A written lesson plan is to accompany the video recording.

The intent of this video recording is to allow a candidate to demonstrate his/her ability to construct an appropriate lesson, teach the lesson, exhibit familiarity of students, assess student learning, analyze the effectiveness of the lesson, and reflect on the instructional experience. The video recording will be reviewed by the university supervisor and discussed with the candidate at the individual meeting. It is permissible to video the lesson observed by the University Supervisor.

Release forms are required from all persons who will appear on the video. Release form samples will be provided, however, district forms should be used when available. Permission must be obtained prior to recording the instructional lesson. Copies of signed release forms must be submitted at the same time as the video recording. Students who do not have permission to be videotaped may participate in the lesson off-camera. The school administrator should be informed. During the recording, candidates should maintain anonymity of the students and other adults in the room by refraining from using names.

Candidates are to write responses to these Self-Reflection Questions

- Was my content knowledge appropriate and evident for this lesson? Explain.
- Did I challenge the students? How?
- How did I meet the needs of my students during this lesson?
- Was it clear that my students knew what was expected of them?
- Were my procedures and assessments effective in helping the students master the learning objective?
- How did I know the students understood the concepts taught in this lesson?
- How did I handle any behavior issues that occurred? Did my methods work?
- How effective was my use of my paraeducator(s)?
- What would I change about this lesson if I taught it again?

9. Projects/Activities

Candidate is to choose 2 of the 3 options. The learning center and thematic unit projects will be used as instruction material to teach or illustrate a lesson and must be designed and delivered by the candidate using the available curriculum. Candidates should be prepared to discuss a rationale for the project/activity, materials that are needed, procedures that are required for students to participate, and a discussion of benefits the project offers to diverse students, especially English Language Learners. The sample IEP should demonstrate understanding of appropriate goals/objectives for students with disabilities.

a. Action Research Project (Check the template at the end of the syllabus), PURPOSE Scholars must select this option.
   - Develop an instructional academic intervention plan for students with moderate to severe disabilities using a template at the end of the syllabus.
   - Collect baseline data across three settings and intervention data across at least five sessions.
   - Attach your data recording sheet and graph to your final paper.
   - Use MS Excel or similar tool to develop a graph.
   - Analyze your data and provide a summary of your results.
   - Provide any modification/accommodation needed to continue the intervention.
   - Provide any assistive technology or augmentative communication systems to support a target student(s).

b. The learning center should be based upon a central theme or concept using Common Core State Standards where appropriate. Activities should support the diverse needs of students with disabilities including English Language Learners. There should be at least 5 activities (teacher made) in the center. The center can be adult driven or independent. Display the center, with a poster background emphasizing the theme and tasks.

c. The purpose of the thematic unit is to develop and implement an integrated instructional unit designed to simultaneously address academic, functional, and social goals. The thematic unit should address four of the following areas: 1) language arts, 2) history/social science, 3) mathematics, 4) science, 5) life skills, 6) community skills, 7) vocational skills, and 8) social/behavioral skills. Units are to be designed for a five to seven day period and should include small group and/or whole group instruction. Candidates will construct one lesson plan from each of the four areas using Common Core State Standards where appropriate and detailing strategies suggested for English Language Learners.

d. With direction from the Cooperating Teacher, the Student Teacher will complete a sample IEP using the approved forms from the supporting district. The IEP should include all components normally associated with this document. A minimum of three goals should be developed from the following areas: 1) language arts, 2) history/social science, 3) mathematics, 4) science, 5) life skills, 6) community skills, 7) vocational skills, and 8) social/behavioral skills. (One goal per area.)
10. Portfolio

The portfolio is a collection of student’s work samples, instructional material resources, instructional strategies used, and other related materials that candidates have accumulated during a student teaching. The portfolio should be professional in appearance. Indexed dividers should be used to separate sections of the portfolio. The following sections are recommended:

a. Resume
b. Philosophy of Education Statement
d. Classroom Schedule
e. Class Rules
f. Sample Weekly/Daily Lesson Plan
g. IEP Meeting Calendar
h. Caseload Summary – Form to be provided by instructor
i. Caseload Management Chart – Form to be provided by instructor
j. University Supervisor Observations and Accompanying Lesson Plans
k. School District Supervisor/Cooperating Teacher Evaluations
l. Action Research Project AND/OR
m. Thematic Unit with lesson plans AND/OR
n. Learning Center AND/OR
o. Sample IEP
p. Reflective Journal
q. Completed Time Log
r. Other Documents (e.g., proof of membership in professional organizations, CPR card, Professional Development completed, etc.)

The portfolio must be available for review during each scheduled observation. The portfolio must be completed and brought to final seminar.

11. Signature Assignment

A lesson plan used for one of the observations by the University Supervisor will be posted in LiveText as the Signature Assignment for this course. Failing to post this assignment will automatically result in a grade of “No Credit.” Directions for posting the Signature Assignment are provided at the end of this syllabus.

Grading Policy

A candidate will be assigned “credit/no credit” instead of a letter grade.

- Credit = 80% of the total points. The candidate must have satisfactory evaluations from the cooperating teacher or school supervisor and the University Supervisor in all evaluated areas.

- No Credit = Lower than 80% of total points. No credit may be the result of: unexcused absences during the fieldwork and from the field work seminar; poor interpersonal relations with students, parents, administrators, and colleagues; poor teaching skills; poor classroom management; an absence of planning; incomplete assignments; or a combination of the above. These attributes would result in unsatisfactory evaluations. Candidates must have at least
satisfactory ratings in all areas by the University Supervisor and the school administrator or supervising teacher on the final evaluation.

**Student Teacher’s Responsibilities**

1. Keep the student teaching assignment as a top priority.
2. Accept classroom responsibility with enthusiasm. This includes a willingness to accept advice and direction from the Cooperating Teacher and University Supervisor.
3. Be in attendance daily for the number of hours and days allocated to the assignment.
4. Sign in daily according to the policy in place at the individual school site.
5. Observe the classroom management, discipline procedures, and note the teaching strategies utilized by the cooperating teacher.
6. Complete Procedures Forms.
7. Keep a notebook as outlined in the syllabus. Write a reflection about each lesson taught. Place the reflections in the Reflection section of the notebook.
8. Write lesson plans for every lesson taught. Have these approved by the Cooperating Teacher prior to teaching them. When the University Supervisors visits, he/she will expect a detailed lesson plan to be available for him/her.
9. Become familiar with the Evaluation Form. The University Supervisor and the Cooperating Teacher will each complete one at the end of the assigned time. Know the criteria of the evaluation.
10. Return all school equipment and materials upon checking out of school: keys, textbooks, teacher editions, records, etc.
11. Speak immediately with the University Supervisor regarding any misunderstandings with the Cooperating Teacher or any other school site personnel.
12. *Teach for the University Supervisor the following:

   **Elementary:**
   1 small group lesson
   1 whole group Language Arts lesson
   1 whole group Math lesson

   **Secondary:**
   1 small group lesson
   2 whole group core subject lessons

*Teach for the Cooperating Teacher the following:

   **Elementary:**
   1 whole group Language Arts lesson
   1 whole group Math lesson

   **Secondary:**
   2 whole group core subject lessons

*These lessons will be evaluated using a university observation form. A copy will be made available to the Student Teacher after the discussion that takes place following the lesson.
## Phasing In: A Timeline for Assuming Responsibilities

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<th>Day 1</th>
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<tbody>
<tr>
<td>▪ Report at the time designated to the appropriate authority in the</td>
<td>▪ Introduce yourself to faculty, school staff, and students.</td>
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<tr>
<td>school to which you have been assigned.</td>
<td>Make sure these people understand your role as a Student</td>
</tr>
<tr>
<td>▪ Introduce yourself to faculty, school staff, and students. Make</td>
<td>Teacher.</td>
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<tr>
<td>sure these people understand your role as a Student Teacher.</td>
<td>▪ Familiarize yourself with the school resources, policies,</td>
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<tr>
<td>▪ Familiarize yourself with the school resources, policies,</td>
<td>procedures, etc.</td>
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<tr>
<td>procedures, etc.</td>
<td>▪ Learn procedures for notifying school staff if you will be</td>
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<tr>
<td>▪ Learn procedures for notifying school staff if you will be absent.</td>
<td>absent.</td>
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<tr>
<th>Week 1-2</th>
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<tr>
<td>▪ Attend all meetings and school-related functions when these do not</td>
<td>▪ Familiarize yourself with the expectations and course</td>
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<tr>
<td>conflict with university coursework.</td>
<td>requirements for the semester. Read the syllabus, Student</td>
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<tr>
<td>▪ Familiarize yourself with the expectations and course</td>
<td>Teaching Handbook, and assignment guidelines carefully.</td>
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<tr>
<td>requirements for the semester. Read the syllabus, Student</td>
<td>▪ Learn the students’ names.</td>
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<tr>
<td>Teaching Handbook, and assignment guidelines carefully.</td>
<td>▪ Give your Cooperating Teacher the observation forms.</td>
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<tr>
<td>▪ Learn the students’ names.</td>
<td>▪ Observe the class and become familiar with the students,</td>
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<tr>
<td>▪ Give your Cooperating Teacher the observation forms.</td>
<td>classroom routines/procedures, and instructional materials.</td>
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<tr>
<td>▪ Observe the class and become familiar with the students, classroom</td>
<td>▪ Find out how to use school resources and request supplies.</td>
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<tr>
<td>routines/procedures, and instructional materials.</td>
<td>▪ Review students’ IEPs, IFSPs, and any other pertinent student</td>
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<tr>
<td>▪ Find out how to use school resources and request supplies.</td>
<td>information.</td>
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<tr>
<td>▪ Review students’ IEPs, IFSPs, and any other pertinent student</td>
<td>▪ Become acquainted with the various learning materials used for</td>
</tr>
<tr>
<td>information.</td>
<td>the classes.</td>
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<tr>
<td>▪ Become acquainted with the various learning materials used for the</td>
<td>▪ Become familiar with teacher’s instructional planning and</td>
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<tr>
<td>classes.</td>
<td>delivery methods.</td>
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<tr>
<td>▪ Become familiar with teacher’s instructional planning and</td>
<td>▪ Familiarize yourself with the classroom management system.</td>
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<tr>
<td>delivery methods.</td>
<td>▪ Obtain texts and teaching materials.</td>
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<tr>
<td>▪ Familiarize yourself with the classroom management system.</td>
<td>▪ Keep notes throughout the day and conference with teacher</td>
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<tr>
<td>▪ Obtain texts and teaching materials.</td>
<td>regarding observed lessons daily.</td>
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<tr>
<td>▪ Keep notes throughout the day and conference with teacher</td>
<td>▪ Assist with activities in all instructional groupings (e.g. 1:1,</td>
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<td>regarding observed lessons daily.</td>
<td>small groups, and whole group).</td>
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<tr>
<td>▪ Assist with activities in all instructional groupings (e.g. 1:1,</td>
<td>▪ Develop a schedule with your Cooperating Teaching for</td>
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<td>small groups, and whole group).</td>
<td>gradually assuming increasing teaching responsibilities as</td>
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<tr>
<td>▪ Develop a schedule with your Cooperating Teaching for</td>
<td>the semester progresses.</td>
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<td>gradually assuming increasing teaching responsibilities as the</td>
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<tr>
<td>semester progresses.</td>
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<th>Week 3-6</th>
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<tr>
<td>▪ By week three, the Student Teacher should be delivering at least</td>
<td>▪ By week five, the Student Teacher should be delivering at least</td>
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<tr>
<td>one full lesson per day. Lessons can be created with or by the</td>
<td>two full lessons per day. Lessons can be created with or by</td>
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<tr>
<td>Cooperating Teacher.</td>
<td>the Cooperating Teacher.</td>
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<tr>
<td>▪ By week five, the Student Teacher should be delivering at least</td>
<td>▪ By week six the Student Teacher should take responsibility for</td>
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<tr>
<td>two full lessons per day. Lessons can be created with or by the</td>
<td>and begin planning their own lessons with the Cooperating</td>
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<tr>
<td>Cooperating Teacher.</td>
<td>Teacher’s support.</td>
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<tr>
<td>▪ By week six the Student Teacher should take responsibility for and</td>
<td>▪ Plan, develop, and teach lessons. Check lesson plans,</td>
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<tr>
<td>begin planning their own lessons with the Cooperating Teacher’s</td>
<td>assignments, materials, etc., with your Cooperating Teacher.</td>
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<tr>
<td>support.</td>
<td>Make necessary modifications as needed.</td>
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<tr>
<td>▪ Plan, develop, and teach lessons. Check lesson plans, assignments,</td>
<td>▪ Continually engage in self-evaluation and self-reflection of</td>
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<tr>
<td>materials, etc., with your Cooperating Teacher. Make necessary</td>
<td>teaching performance. Reflect on your teaching daily with your</td>
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<tr>
<td>modifications as needed.</td>
<td>Cooperating Teacher.</td>
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<tr>
<td>▪ Continually engage in self-evaluation and self-reflection of</td>
<td>▪ Initiate planning for ways in which competencies are to be</td>
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<td>teaching performance. Reflect on your teaching daily with your</td>
<td>met; assume responsibility for seeing that these are</td>
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<tr>
<td>Cooperating Teacher.</td>
<td>demonstrated.</td>
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<tr>
<td>▪ Initiate planning for ways in which competencies are to be met;</td>
<td>▪ Schedule observations with University Supervisor and</td>
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<tr>
<td>assume responsibility for seeing that these are demonstrated.</td>
<td>Cooperating Teacher.</td>
</tr>
<tr>
<td>▪ Schedule observations with University Supervisor and Cooperating</td>
<td>▪ Gradually increase responsibility for several activities/subject</td>
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<tr>
<td>Teacher.</td>
<td>areas per day, including individual, whole group and/or small</td>
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<tr>
<td>▪ Gradually increase responsibility for several activities/subject</td>
<td>group lessons.</td>
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<tr>
<td>areas per day, including individual, whole group and/or small</td>
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<tr>
<td>group lessons.</td>
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</table>
- Take initiative to assist the Cooperating Teacher with teaching and classroom routines.
- Begin to work with and direct the activities of paraprofessionals (if relevant).
- Consult with your Cooperating teacher regarding establishing relationships/communication with the students’ family members.
- Participate in data collection/monitoring of students’ progress in curricular areas and toward IEP goals.
- Arrange for your midterm evaluation, conferencing with Cooperating Teacher and University Supervisor.

| Week 7-8 |
|-----------------|--------------------------------------------------|
| Assume primary responsibility for several class periods/subject areas per day. Lead individual, whole group and/or small group lessons as well as several classroom routines. |
| Plan, develop, and teach lessons, implement accommodations/modifications as needed. Reflect on your performance with a Cooperating Teacher daily. |
| Schedule remaining observations with University Supervisor and Cooperating Teacher. |
| Continue to work with and direct the activities of paraprofessionals (if relevant). |
| Continue to establish relationships/communication with family members under the direction of your Cooperating Teacher. |
| Create and implement data collection systems. |
| Observe and participate in IEPs. Ask your Cooperating Teacher to involve you to the greatest extent possible. |
| Participate in the development and adjustment of classroom management procedures and behavior support systems. |

| Week 9-11 |
|-----------------|--------------------------------------------------|
| Assume primary responsibility for all teaching, planning and management. |
| Continue to conference daily with your Cooperating Teacher regarding your performance. |
| Schedule final observations with University Supervisor and Cooperating Teacher. |
| Use collected data to adjust/modify teaching. |
| Participate in assessment and writing of IEPs to the greatest extent possible as determined by your Cooperating teacher. |
| At the end of the assignment, arrange for your final evaluation, conferencing with Cooperating Teacher and University Supervisor. |
Section 3: Cooperating Teacher Information

The Cooperating Teacher is an important asset in helping prepare Student Teachers for their own classrooms. The Cooperating Teacher will work closely with the University Supervisor in helping the Student Teacher mature and develop in his/her knowledge and skills in classroom teaching. Although the Cooperating Teacher is legally responsible for the classes taught by the Student Teacher, she or he must be willing to gradually relinquish the classroom control so that the Student Teacher can assume full responsibility of the classroom for an assigned period of time.

**Cooperating Teachers should possess the following qualifications:**

- A minimum of three years of successful teaching experience in special education
- A professional clear credential
- Tenure in the district
- An on-going successful record of teaching excellence
- Current knowledge of subject matter methodology and “best practices”
- Willingness to share their expertise, materials, and classroom with a Student Teacher
- English Learner authorization/certification
- Appropriate special education teaching credential in either mild/moderate or moderate/severe disabilities
- Strong interpersonal communication skills
- Enthusiasm about working with Student Teachers/early field experience students

**Cooperating Teacher’s Responsibilities with Student Teacher’s Lesson Plans**

- Approve the lesson plans a minimum of three days in advance (although one must be flexible, it is important for students to plan lessons).
- Review lesson plans and presentation of lessons and provide appropriate comments.
- Approve supplemental material and independent work being used as part of a lesson.
- Determine if it is necessary to assist the Student Teacher with the lesson.
- Provide constructive suggestions for each lesson - this will help the Student Teacher to grow in his or her knowledge and skills.
- Critique several lessons being taught during the semester on the forms provided.

**Responsibilities of the Cooperating Teachers When Working with Student Teachers**

- Make expectations clear from the beginning - unclear expectations lead to frustration on the part of the Cooperating Teacher and the Student Teacher.
- Discuss the daily routine and schedules.
- Serve as the liaison between the Student Teacher and school faculty (e.g. principal, school psychologist, and other related personnel).
- Invite the Student Teacher to faculty meetings if appropriate and approved by administrator.
- Introduce the Student Teacher to the school environment - make him/her feel welcome at the school site.
- Provide a work place for the Student Teacher to keep materials and personal belongings.
- Inform the Student Teacher of school and district policies.
- Discuss guidelines for discipline, grading, classroom organization, special classes, paraeducators, etc.
- Provide copies of the teachers’ edition for each subject area the Student Teacher will teach.
Share your faculty handbook with the Student Teacher.
Discuss emergency plans for earthquake and fire drills.
Discuss in confidence the students in your class prior to the Student Teacher assuming classroom responsibility.
Prepare the class for the Student Teacher’s arrival and introduce the Student Teacher to the class.
Inform the Student Teacher where to get supplies and materials needed for his/her teaching experience - also inform him or her if there is a resource center available for use.
Encourage the Student Teacher to apply methods learned in university classes.
Mentor the Student Teacher -- conversations can be productive if the Cooperating Teacher and the Student Teacher respect each other professionally.
Demonstrate and discuss lessons with the Student Teacher regarding specific focus areas.
Discuss and model appropriate strategies to use for English Language Learners.
Observe and conference regularly, review the Student Teacher's daily and unit plans, and assess student work and progress with Student Teacher.
Be willing to give constructive suggestions to the Student Teacher.
Assist the Student Teacher in achieving classroom management.
Set aside a time to discuss the daily events in the classroom.
If requested, write a letter of recommendation for the Student Teacher placement file.
Complete two periodic evaluation forms and final evaluation form.
Provide the Student Teacher opportunities for attending IEP meetings.
Have the Student Teacher participate in parent-teacher conferences.
Provide opportunities for the Student Teacher to write IEP goals and objectives under supervision.
Maintain confidentiality: the Student Teacher’s performance should only be discussed with the Principal and the University Supervisor.
Participate in the final evaluation.

Observations and Evaluation

The Cooperating Teacher is required to conduct at least 2 formal observations of the Student Teacher using forms provided. Please provide both positive feedback and suggestions for improvement. A copy of the completed observation should be given to the Student Teacher and a copy given to the university supervisor. The observations are extremely important especially if the Student Teacher is experiencing difficulty. Thorough documentation is imperative.

Cooperating Teachers are asked to complete a final evaluation on the provided forms and participate in a final collaborative evaluation conference with the Student Teacher and the University Supervisor.

Paraeducators and Student Teachers

Discuss the Student Teacher’s responsibilities with the paraeducator. Many times it is difficult for a paraeducator to sit back and watch the Student Teacher make mistakes. Although paraeducators know the classroom and wish to be helpful, they must let the Student Teacher take control so he or she may learn from mistakes.

If the Student Teacher is to provide work for the paraeducator working with students, please guide the Student Teacher in preparing the work. A cooperating teacher may need to serve as the liaison.
between the Student Teacher and the paraeducator.

**How do I know when the Student Teacher is to assume full time teaching responsibilities?**

The Phase-In schedule is suggested for all Student Teachers. This can be modified to meet each cooperating teacher’s needs. However, the program may have to adjust the schedule for certain semesters due to the reduced time for student teaching. Please discuss the schedule with the University Supervisor. Some adjustments to the schedule may be necessary. See the timeline for phasing in on page 42-43.
Section 4: University Supervisor Information

The University Supervisor is a faculty member who supervises the Student Teacher in close cooperation with the district Cooperating Teacher. The University Supervisor will communicate regularly with the Student Teacher and will schedule and conduct observations of the Student Teacher. The University Supervisor will meet with the Cooperating Teacher prior to starting observations in the classroom. The University Supervisor welcomes contact with the Cooperating Teacher. University Supervisors are experienced teachers and administrators whose role as a liaison with the school district, with the Cooperating Teachers, and with Student Teachers is key. University Supervisors assume the roles of consultant, counselor, resource person, and evaluator. The University Supervisor is the principal representative of the SPED program at CSUB with regard to student teaching assignments.

University Supervisor Qualifications and Responsibilities

The supervisor’s primary goal is to mentor/support the Student Teacher/Intern Teachers achieve success to the best of his or her ability. They serve as a valuable resource for Student/Intern Teachers, pointing out what student/intern teachers need to do to improve, ensuring that student/intern teachers are doing the planning and “homework” necessary to prepare properly, and overseeing the academic aspects of the student/intern teacher’s preparation and delivery. It is suggested that the University Supervisor reviews the other chapters of the handbook. Often, Student Teachers have questions, and whenever possible, refer them to the handbook or an advisor.

University Supervisors are selected and prepared for a supervisory role and must have the skills, knowledge, and dispositions of highly accomplished professions to fulfill their responsibilities. University supervisors have three main responsibilities. First, they assist and evaluate student/intern teachers. As part of the evaluation process, they conduct an initial visit, observe lessons, complete evaluation forms, grade assignments.

University Supervisors should meet the following criteria:

- Demonstrate thorough knowledge of public education and the various agencies involved in special education and be capable of developing productive working relationships with interns, cooperating teachers and all other persons involved in the teacher education process.
- Demonstrate superior knowledge of both the subject matter and methodology of teaching.
- Hold a valid credential which aligns with student/intern teachers’ concentration area.
- Be willing to follow all procedures set forth by the SPED program and enter all required documentation/information in the electronic system by due dates.
- Review the Student Teachers’ lesson plans and provide written responses if necessary. Initialize the lesson plans during each visit.
- Discuss the experiences the Student Teachers should have during the semester with the Cooperating Teacher.
- Discuss the Phase-In schedule with the cooperating teacher.
- Observe Student Teachers in their assignments.
- Each time the University Supervisor visits his/her Student Teachers, review the his/her journal and respond appropriately. Initial the journal.
- Assist the Student Teachers in self-reflection and evaluation of their teaching.
- Establish effective communication with administrators regarding the student teaching program.
- Provide, upon request, a letter of reference for the Student Teacher’s placement file.
- Fill out periodic evaluations of Student Teacher’s performance and a final evaluation form.
- Sign the completed Candidate Competency Evaluation Form after the exit interview with the Student Teacher.
- Make adequate number of visits for each Student Teacher and provide oral as well as written feedback.

**Number of Visits and Observation Feedback**

The University Supervisor will observe the Student Teacher a minimum of six times during the semester. However, weekly visits are encouraged. Some of the visits should be scheduled visits and some should be unscheduled visits. The University Supervisor will fill out an observation form for each visit with the Student Teacher. A copy of observation feedback is given to the Student Teacher and another copy is given to the Cooperating Teacher after each visit. The observation/visitation form should include positive comments as well as suggestions for improvement. Do not ask Student Teachers to go against the Cooperating Teacher or school policies.

**Evaluations (classroom observations and Competency Evaluations)**

The University Supervisor must fill out classroom observation forms for each observation. It is suggested that the cooperating teacher, Student Teacher, and University Supervisor discuss the midterm evaluation in a three-way conference. This will give the Student Teacher a reference point from which to work for the remainder of the semester.

The midterm competency evaluation must be filled out during either the fifth or sixth week of the student teaching. If the form is not filled out by this time, the University Supervisor should inform the Program Director of the reason.

Student Teachers are to sign forms only after they have been filled out. Do not ask Student Teachers to sign forms that have not been completed. A signature by the Student Teacher only indicates he or she has only seen the form, not that they agree with the form.

**Conferencing with the Student Teacher**

The University Supervisor should attempt to confer with the Student Teacher following each visit. If this is not possible, have the Student Teacher telephone the University Supervisor at a given time to discuss the observation.

The University Supervisor will leave one copy of a visitation form with the Cooperating Teacher. If the Cooperating Teacher has completed observations, the University Supervisor should be given a copy of the observation. It is suggested that the University Supervisor includes the Cooperating Teacher in some of conferences.

**Seminars**

Supervisors must participate in all seminars. Seminar topics include providing orientation information, mid-term reflections and sharing for all Student Teachers. It is suggested that seminars reflect on the observations the University Supervisors have made in the classrooms. Student Teachers will share their projects with peers and exchange ideas on teaching strategies and materials. At the final seminar, Student Teacher will submit all required assignments including the
portfolio to the University Supervisor. Also at the final seminar, the credential analyst will provide
necessary forms for applying for the preliminary credential in special education, and explain the
proper procedures to follow. Cooperating Teachers will be honored and recognized for their
services and mentoring our Student Teachers. Finally, the University Supervisors and Student
Teachers will have exit interviews and sign the completed Candidate Competency Evaluation form
for Student Teachers.

**Inadequate Cooperating Teachers**

If the University Supervisor observes the Cooperating Teacher is not adequately preparing Student
Teachers, the Supervisor will notify the Director or the Coordinator of Special Education Programs
immediately and a new placement will be made.

It is suggested that the University Supervisor reviews the other chapters of the handbook.
Many times Student Teachers have questions, and whenever possible, refer them to the
handbook or an advisor.

**Emergency Permit Participating Teachers**

The Emergency Permit Participating Teacher has a classroom of his or her own. Instead of
working with a Cooperating Teacher, the University supervisor will work closely with the
principal, or the site supervisor. Observations will be the same as with the traditional Student
Teacher. The University Supervisors will leave the top copy of an observation form with the
principal, *or the site supervisor*.

The principal or the site supervisor will be asked to fill out evaluation forms, two periodic
evaluations and a final evaluation for the Student Teachers. This will provide us with the
feedback that is needed. If the principal expresses a concern regarding the Student Teacher,
please discuss the concern with him/her and then make a decision as to whether or not they will
need a “Needs to Improve” form.

The Emergency Permit Student Teacher must maintain the same quality as the traditional
Student Teacher. They are not assured an automatic pass just because they are in their own
classrooms. They can be failed just the same as the other Student Teachers. Careful
documentation of the classroom experiences is needed.
Candidate’s Name: ____________________________
Candidate ID #: ____________________________
University Supervisor: ________________________
School: ________________________________
Year/Semester: ____________________________
Mentor: ________________________________

Course: (EDSP 4800  EDSP 6840  EDSP 6850  EDSP 6860/6880)  Circle one: (Mid or Final)

Please use the following rating scale:  

<table>
<thead>
<tr>
<th>Competencies/Ratings</th>
<th>T = Target</th>
<th>D = Developing</th>
<th>B = Beginning</th>
<th>Comments</th>
</tr>
</thead>
</table>
1. Demonstrates awareness and knowledge of professional, legal and ethical practices. *(Ed Specialist Program Standard 2; TPE 12)*  
2. Demonstrates understanding and addresses diverse learner characteristics and needs of students with disabilities including those with cultural and language differences. *(Ed Specialist Standard 3, 11; TPE 8)*  
3. Demonstrates skills in learner assessment, diagnosis, and evaluation. *(Ed Specialist Standard 5; TPE 2, 3)*  
4. Demonstrates skill in providing effective curriculum and instruction in teaching: Reading Language Arts, mathematics, science and social studies curricula content and practice or functional Reading Language Arts, mathematics, communication skills, social skills and adaptive behavior skills and practice. *(Ed Specialist Standard 9, 13; TPE 1, 4, 6, 10, 11)*  
5. Implements and evaluates instructional strategies to accommodate English Language Learners, particularly in the area of Reading/Language Arts or in the area of communication and functional Reading/Language Arts. *(Ed Specialist Standard 10; TPE 7, 8)*  
6. Demonstrates skills in creating, planning and managing healthy learning environments. *(Ed Specialist Standard 14; TPE 11)*  
7. Demonstrates knowledge and skills in using educational and assistive technology. *(Ed Specialist Standard 6; TPE 4, 6)*  
8. Demonstrates knowledge and skills in planning and promoting students’ transitions across settings. *(Ed Specialist Standard 7, 8; TPE 8, 9, 12)*  
9. Demonstrates skills in classroom management and provides behavioral, social and environmental supports for learning. *(Ed Specialist Standard 12; TPE 4, 5, 6, 8, 9, 11)*  
10. Demonstrates effective communication and collaborative partnerships with staff and community agencies. *(Ed Specialist Standard 4; TPE 12)*  
11. Works effectively with parents, teachers and other professionals *(Ed Specialist Standard 4; 12)*  
12. Maintains a Case Management system. *(Ed Specialist Standard 6; TPE 8, 12)*  
13. Demonstrates knowledge and skills in working with students with sensory impairment, physical disabilities, and/or specialized health care needs. *(Ed Specialist Standard 5; TPE 6)*  

Moderate/Severe Credential Candidates Only

Additional Comments and Recommendations may be placed on back.

Reviewed by:
Candidate: ____________________________ Date: ________________
Cooperating Teacher: ____________________________ Date: ________________
University Supervisor: ____________________________ Date: ________________
LESSON PLAN

California State University, Bakersfield
Special Education Program

Teacher Name: Date: Time:
School: School District:
Subject Area: Grade: Setting: (i.e., RSP, SDC, Learning center)

Common Core State Standard(s) (specify):

Objective(s):

Student Prerequisite Skills:

Paraprofessional Responsibilities:

Method(s) of Instruction: □ Explicit Direct Instruction □ Cooperative Learning
□ Direct Instruction □ Simulation □ Role Play
□ Discrete Trial □ Inductive Thinking □ Other ____________________

Adaptions:

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Introduction/Anticipatory Set/Motivational Strategy/Building Background:

Specific Procedures (e.g., information/input, modeling, guided practice, independent practice, cooperative activity, etc.):

Accommodations for English Language Learners:

Lesson Closure:

Transition to Next Activity:
Lesson Evaluation: How would you assess students’ learning in the lesson?

<table>
<thead>
<tr>
<th>Lesson Plan Component</th>
<th>Target</th>
<th>Acceptable</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive Information</strong></td>
<td>Provides all of the required information in an accurate manner.</td>
<td>Provides most of the required information in an acceptable manner.</td>
<td>Provides some of the required information.</td>
<td>Provides no required information.</td>
</tr>
<tr>
<td><strong>Introduction/Anticipatory Set/ Motivational Strategy/ Building Background</strong></td>
<td>An engaging process for lesson introduction is specifically described, including a strong motivational device, connection to prior learning, and/or connection to objectives, standards and essential questions.</td>
<td>A lesson introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.</td>
<td>The lesson was introduced by stating the instructional objective or focus.</td>
<td>A process for lesson introduction is limited or missing.</td>
</tr>
<tr>
<td><strong>Specific Procedures</strong></td>
<td>Incorporates strategies that will proficiently accommodate students with a wide range of academic and behavioral functioning including EL.</td>
<td>Incorporates strategies that will adequately accommodate students with different levels of academic and behavioral functioning including EL.</td>
<td>Incorporates strategies that may accommodate students with different levels of academic and behavioral functioning.</td>
<td>Does not incorporate strategies that will accommodate students with different levels of academic and behavioral functioning.</td>
</tr>
<tr>
<td><strong>Lesson closure</strong></td>
<td>Lesson objectives are clearly addressed, and student participation is encouraged. The closure ties to real-life and/or future learning.</td>
<td>Lesson objectives are addressed, and student participation is encouraged.</td>
<td>Lesson objectives are somewhat addressed, and student participation is limited.</td>
<td>No connection to objectives is addressed. There is no student involvement.</td>
</tr>
<tr>
<td><strong>Transition to next activity</strong></td>
<td>Incorporates strategies that will proficiently accommodate students with a wide range of academic and behavioral functioning.</td>
<td>Incorporates strategies that will adequately accommodate students with different levels of academic and behavioral functioning.</td>
<td>Incorporates strategies that may accommodate students with different levels of academic and behavioral functioning.</td>
<td>Does not incorporate strategies that will accommodate students with different levels of academic and behavioral functioning.</td>
</tr>
<tr>
<td><strong>Lesson Evaluations</strong></td>
<td>Assessment procedures are clear and concise, reflecting the lesson objectives. Includes both summative and formative assessments.</td>
<td>Assessment procedures are clear and reflective of most of the lesson objectives. Includes both summative and formative assessments.</td>
<td>Assessment procedures are vague and reflect some of the lesson not made available to students.</td>
<td>Assessment procedures are vague and not consistent with the lesson objectives.</td>
</tr>
<tr>
<td><strong>Overall Effectiveness</strong></td>
<td>Is thorough – a substitute could walk in and teach the lesson in its entirety.</td>
<td>Is complete – someone familiar with the content could walk in and teach the lesson.</td>
<td>Are vague – a substitute would need many more details to teach the lesson.</td>
<td>Necessary components of the lesson plan are missing.</td>
</tr>
</tbody>
</table>
Notice of Need to Improve

Candidate’s Name: __________________________  School: __________________________
Candidate’s School District: _____________________  Program:  M/M  M/S  ECSE-AA
University Supervisor: ____________________________  Semester: ______ Year: ______

In a three-way conference (Student Teacher, Cooperating Teacher, and University Supervisor), we have come to an agreement that the following improvements must be made in order for the Student Teacher to successfully complete his/her program of study.

The undersigned have met and agreed to the criteria for successful completion of the course.

Student Teacher: _______________________________  ___/___/___
                     Signature                      Date

Cooperating Teacher: _______________________________  ___/___/___
                     Signature                      Date

University Supervisor: _______________________________  ___/___/___
                     Signature                      Date