Special Education Programs Handbook

Preliminary Credential
Intern Credential
M.A. degree Program

In
Mild/Moderate Disabilities
Moderate/Severe Disabilities

January 2014

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

You are to be commended for seeking to enter the teaching profession. The role of teacher in today’s society is of the greatest importance. You are choosing to enter a profession that can make a difference for both the individuals you affect and the 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 (SPE) Program. Please feel free to contact Special Education program faculty.

Special Education Program Faculty

Yeunjoo Lee, Ph.D.
Director, Associate Professor of Special Education

Constance Petit, Ed.D.
Coordinator, Assistant Professor of Special Education

Diane McNett, M.A.
Full Time Lecturer
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 and is accredited by NCATE and the California Commission on Teacher Credentialing (CCTC).

These programs are designed to provide candidates with the knowledge and competencies necessary for earning Special Education credentials or master’s degree either in the Mild/Moderate or the Moderate/Severe Disabilities.

The Preliminary Credential is valid for five years and during this time the candidate must complete Clear Special Education Program for a clear Professional Credential. The credential candidates are to complete Preliminary Education Specialist Credential Program before they can be admitted to the Professional Clear credential program.

To apply to the Special Education Program, each candidate must complete an application file as described in this Handbook. An orientation session is scheduled at the beginning of each quarter, and candidates shall attend the orientation the quarter 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, and PL105-17) 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 specialist credential programs are grounded in the School of Social Sciences and Education mission statement and motto, “Enhancing Minds, Engaging Hears, 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

The primary mission of the CSUB Special Education Program is to prepare Education Specialists who can effectively teach students manifesting Mild/Moderate/Severe Disabilities by applying evidenced-based practices that value the inter/intra individual differences of all students and allow them to attain their potential to the fullest extent possible with regard to their personal, academic and career needs or interests.

This mission is focused on the development and advancement of contemporary instructional, interpersonal and management skill competencies needed by special educators, including those seeking advanced degrees, to be “reflective decision-making professionals” who continually seek to
improve their skills in serving students with disabilities and for working with parents and other professionals (last revised 2/2011).

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, 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 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/moderate/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/moderate/severe disabilities.
The Special Education Program is committed to the education of competent “reflective teachers” focusing on careers in special education (Mild/Moderate or Moderate/Severe) credentials. 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 education to deliver educational services designed to assist exceptional individuals in reaching their optimal potential as productive members of society. The Special Education Program faculty model the need for acceptance of issues relative to individual differences, gender, and cultural diversity and expect the same from reflective practitioners.

**Program Elements**
Educational Specialist Credential:
- Mild/Moderate (M/M)
- Moderate/Severe (M/S)

**Prerequisites**
- EDTE 300: Early Field Exp in Edu or
- CAFS 210: Observation of Children
- EDSP 501: Adv. Study Special Population
- EDSP 502: Field Experience I
- EDSP 415: Technology for Educ Specialists

**Phase I: Foundation Courses**
- EDTE 416: Socio-Cultural Found of Edu
- EDTE 410: Teaching English Learners
- EDSP 503: Communication & Consultation
- EDSP 506/517: Char. & Curr. Adapt. M/M/S

**Phase II: Skill Development Courses**
- EDEL 460: Language & Literacy for Div Clrm
- EDEL 461: Math Methods/Assessment
- EDSP 505: Positive Behavior Support
- EDSP 510: Assessment
- EDSP 545/632: Instructional Strategies M/M/S

**Phase III: Culmination/Field Experiences**
- EDSP 450: Field Experience in Gen Clrm
- EDSP 625/635: Field Experience II or EDSP 636: Intern Seminars
- EDSP 691, 692, 693: MA Culminating Activity

**Program Competencies**
- Characteristics of Exceptional Learners
- Assessment of Learner Behavior
- 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
- Maintain Students Records/Monitor Progress
- Demonstrate Appropriate Professional Behavior
- Knowledge of student mobility, sensory health care needs

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

CSUB Special Education 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 standards are assigned to particular courses in the program.

Program Design

The Educational Specialist Programs for the Mild/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/ Moderate/ 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 special needs students (K-12).

Phase II: Skills Development

During the second phase of the program, credential candidates will acquire specific knowledge and skills through their coursework and filed experience that will enable the candidate to teach and assess special needs students and manage classroom behavior.

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 first two phases. The framework for the third phase is a half-time student teaching in a general education classroom setting and a full-time student teaching in a special education classroom setting. 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 programs, 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 Partnership, and Professional and Ethical Practices.
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<td>EDSP 636 (Intern Seminar)</td>
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**Course Numbers and Titles**

**Teacher Education**

- EDTE 300: Early Field Exp in Education
- EDTE 410: Teaching English Learners
- EDTE 416: Soci-Cultural Found of Edu

**Special Education-Mild/Moderate/Severe Dis.**

- EDSP 415: Technology for Educational Specialists
- EDSP 450: Field Experience in General Classroom for Education Specialists.
- EDSP 501: Advanced Study of Special Populations

**Elementary Education**

- EDEL 460: Language & Literacy for Div. Clrm
- EDEL 461: Math Methods/Assessment

- EDSP 502: Field Exp. I: Observation/Participation
- EDSP 503 Communication & Consultation
- EDSP 505: Positive Behavior Support
- EDSP 506: Charac. of M/M Dis.
- EDSP 510: Assessment of Sts. with Dis.
- EDSP 545: Instructional Strategies for M/M
- EDSP 625: Field Experience II: St. Teaching M/M
- EDSP 517: Charac. of M/S Dis
- EDSP 632: Curr & Inst. for Sts. with M/S Dis
Preliminary Credential Program Admission Requirements and Procedures

1. **Apply for admission to CSUB** on a post-baccalaureate standing. (www.csumentor.com)

2. **Attend the group Orientation Meeting** *(at the beginning of each quarter.)*

3. **Submit a complete application packet,** to the Credential’s Office by the due date. Required application materials include:
   a. Special Education Application Form: (Must be completed and signed)
   b. Three letters of recommendation *(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. CBEST (either passed or registered to take.)
   e. 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 or SSAT *(exam scores are valid for 5 years.)*
   f. Writing Competency: *For Master’s candidates only. Those who graduated from any CSU system must have this requirement met. Otherwise take the GWAR test or take courses to fulfill this requirement.*
   g. Special Education Program Specification 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.)*
   h. GPA Requirements: *Overall, 2.68 or 2.75 (60 semester). Or, at least a 2.5 to apply for exceptional admission.*

4. **Candidate Interview.** Candidate will be interviewed during an individual advising meeting.

5. **Academic Advising,** When a candidate has been accepted into the program, a letter will be sent to him/her with information as to who the faculty advisor is and contact telephone number. It is up to the candidate to schedule an appointment with that advisor to have a Program Plan completed and complete the interview process.

6. **Prerequisites** must be met or may be waived with supporting verification documents:
   a. EDTE 300 *(Early field experience and in general education)* or CAFS 210 *(Observation of Children)*
   b. EDSP 501 *(Advanced Study of Teaching Special Populations)*
   c. EDSP 502 *(Field Experience I)*
   d. EDSP 415 *(Technology for Education Specialists)*

7. **Other requirements** needed prior to issuance of any credential include:
   a. Certificate of freedom from active tuberculosis,
   b. Certificate of clearance,
c. Passage of RICA,
d. U.S. Constitution knowledge/skill,
e. Technology competency.
f. Health Education
g. CPR (Infant, Child, and Adult)

Intern Credential Program Admission Requirements

1. **Admittance to CSUB** on a post-baccalaureate standing. (www.csumentor.com)
2. Admittance to the Special Education Program
3. Submit an application for an Intern Credential to CSUB which includes a signature from a designated school district representative
4. Must have contract or letter of intent to hire from a participating school district
5. Complete a Program Plan with Program Faculty Advisor
6. Passage of CBEST
7. Passage of CSET or possession of a clear California general education credential
8. Overall GPA of 2.67 or higher or 2.75 or higher GPA in the last 90 quarter units
9. Meet the U.S. Constitution requirement
10. Possess a BA/BS from an accredited university or college
11. Completion of pre-service requirement.

Intern Credential Program Application Sequence

- Admission to CSUB Graduate Level and Credential Program (www.csumentor.edu)
- Apply to Special Education Department
- Secure contract with school district
- Pass CSET or possession of a valid California general education credential.
- Complete Intern Credential Application Packet
  - Intern Program Consent Form/Intent to participate (obtain appropriate signature from District office)
  - Verification of Employment (copy of contract)
  - Verification of Fingerprint clearance (if already done, provide copy or Certificate of Clearance issued by CCTC)
  - Complete 41-4 Application form
  - Submit a personal check with an appropriate amount payable to CSUB (for credential services)
  - Copy of CBEST card
  - Official transcripts
  - Verification of Degree (should be posted on transcripts from graduating institution)
  - U.S. Constitution Course or exam

Special Education Program Application/Admission Timelines

Candidates must submit your application packet one quarter prior to the quarter when you wish to enroll and observe the following sample procedural timelines.
Application/Admission Timelines:
(The following schedule is an example. The winter term is used for purposes of demonstration only. A timeline specific to each quarter’s admission schedule is available in the credential’s office or posted on the bulletin board and will vary from the sample below.)

Winter Quarter Applicants

Sept 15: Be admitted to the University.
Sept 29: Attend Group Orientation Meeting if interested in applying for the special education program for fall quarter.
Oct 6: Submit completed Application Package to Ms. Julia Bavier or Mr. Eric Anderson (credential evaluators, the credentials office.)
Oct 9-13: Evaluation and checking off the application list completed by program evaluator. All files are delivered to the credential’s office.
Oct 16: Program screening committee review completed. Admittance notification mailed out by this date.
Oct 16-26: Academic Advising and Interviews by faculty.

**Please schedule your advising and interview appointment with your advisor upon receipt of your acceptance letter.**

Admitted candidates will begin their credential programs in the fall quarter. Faculty advisors will ensure a good start to the student’s first quarter of study by providing all necessary information regarding life at the university.

Exceptional Admission Policy

No predictions, guarantees, or assurances can or should be made about or to students applying under exceptional admission status. This procedure is competitive because there are fewer admission slots than there are students applying for them. It is impossible to determine whether or not a student will be given exceptional admission status until the evaluation process is complete. *(Exceptional Admission Application Form is available in the Credential’s 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; and

g. their receptivity to working with multi-ethnic students

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.

Special Education Faculty Advisors

Yeunjoo Lee, Ph.D.  (661) 654-6478  ylee@csub.edu
Director and Associate Professor  Office: EDUC 219

Constance Petit, Ed.D.  (661) 952-5092  cpetit@csub.edu
Coordinator and Assistant Professor  Office: CSUB/AV

Diane McNett, M.A.  (661) 952-5089  dmcnett@csub.edu
Full Time Lecturer  Office: CSUB/AV

Waivers and/or Transfer Credit

If you hold an out-of-state credential, your first step is to contact the Commission. 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 done 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

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 quarter or be asked to drop from the program. Any grade below a C must be repeated.

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’ progress and make recommendations that will best assist candidates to acquire the requisite professional skills and maintain the integrity of the program.

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 quarter, they may be placed on probation, or they may be dropped from the program.

**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 submitted 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 Program Director. 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.

**Time Limits for Coursework**

All Credential coursework must be completed within a 7-year period of time. This time limit requirement means that no more than seven (7) 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 is approved.

**Recommendation**

Mere completion of coursework, including student teaching, does not guarantee a credential. The candidate must be recommended for a credential based upon evaluations. 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.

**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. 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.*

**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. Bachelors 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. CPR (infant, child, and adult)

Additional program requirement: Completion of exit survey.

Final recommendation from the University 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 Credential’s Office regarding fees, dates, etc. at 654-2484.
CHAPTER II. SPECIAL EDUCATION FIELD EXPERIENCE

Introduction

This handbook is designed to provide a brief description of the field experience component of the special education program, and to provide administrators, district cooperating teachers, university supervisors, and student teachers with an understanding of the relationships and responsibilities of all those participating in the program.

The Special Education credential program at CSUB includes field experiences both in General Education and in Special Education. Since special education credential candidates are required to take general education credential courses, they must meet the prerequisite requirements for these general education courses as well.

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.

Master Teacher/Cooperating Teacher (CT): an elementary or a secondary teacher under whose direct supervision the student teacher does his/her student teaching.

University Supervisor: a university faculty member who supervises student teachers or Intern Teachers in close collaboration with the district cooperating/master teacher or the Intern Coach.

Intern Supervision: A University Supervisor supervises Interns for six Quarters in the Intern Program including seminars provided through EDSP 636.

Intern Teacher: is the university credential candidate who has met the criteria for and holds a valid Intern Credential, and participates in appropriate Intern Seminar Classes (EDSP 636).

Intern Coach: 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 Placement

The Credential’s office places half-time and full-time student teachers in school sites within our existing partnerships in the CSUB serving area. Field Experience Coordinators make all placements for student teachers. Under no circumstances should the student teacher 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 quarter, student teachers fill out a Placement Request Form for student teaching placement. The forms are due by the 5th week of the quarter. If you do not submit a placement request form by the posted deadline, then your placement for the following quarter may be delayed.
Whenever possible, credential candidates should complete diverse field observation 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 population is evaluated through lesson plans, reflective journals, candidate competency evaluation forms, and classroom observations by cooperating teacher and university supervisors.

Before or soon after beginning a field experience, credential candidates are encouraged to
- Consult the district’s school report and review demographic make-up 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.

**Student Teaching Course Objectives**

*(Matching CTC standards)*

**EDSP 625: Field Experience II: Student Teaching for Mild/Moderate Disabilities**

The candidate will be able to:

1. demonstrate the ability to work effectively with students with mild and moderate disabilities, cultural and linguistic diversity, and those identified as at-risk (K-12) in order to meet their unique needs including the instruction in the areas of cognitive, affective, social-emotional, behavioral, career, and vocational skills. (Program Standard 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, M/M Standard 3, 5)

2. demonstrate the ability to engage in consultation and collaboration with teachers, students, families, administrators, specialists and other related service and agency personnel during their field experience. (Program Standard 2, 4, 15, M/M Standard 2, 3, 6)

3. participate in analytical discussions, guided opportunities for reflection and a combination of experiences in diverse settings serving students with varying disabilities and diversity at various age levels. (Program Standard 4, 7, 8)

4. demonstrate knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. (Program Standard 2, 3)

5. develop a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. (Program Standard 2, 13)

6. demonstrate an understanding and acceptance of differences in culture, ethnicity, gender, age,
religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners. (Program Standard 3, 11, M/M Standard 1)

7. demonstrate knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. (Program Standard 3, 12, 14, M/M Standard 4)

8. demonstrate knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory. (Program Standard 12, 14, M/M Standard 4)

9. demonstrate knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. (Program Standard 3, 5, 6, 7, 9, 10, 11, 13, M/M Standard 2, 3, 5)

10. demonstrate appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities. (Program Standard 6, 7, 8, M/M Standard 3, 5)

EDSP 635: Field Experience II: Student Teaching for Moderate/Severe Disabilities

The candidate will be able to:

1. demonstrate the ability to work effectively with students with moderate to severe disabilities, cultural and linguistic diversity, and those identified as at-risk (K-12) in order to meet their unique needs including instruction in the areas of cognitive, affective, social-emotional, behavioral, career, and vocational skills. (Program Standard 2, 3, 4, 5, 6, 7, 9, 10, 11, 12 13, 14, 15. M/S Standard 3, 6, 7)

2. demonstrate the ability to engage in consultation and collaboration with teachers, students, families, administrators, specialists and other related service and agency personnel during their field experience. (Program Standard 2, 4, 15. M/S Standard 2)

3. participate in analytical discussions, guided opportunities for reflection and a combination of experiences in diverse settings serving students with varying disabilities and diversity at various age levels. (Program Standard 4, 7, 8)

4. demonstrate knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. (Program Standard 2, 3.)

5. develop a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. (Program Standard: 2, 13)

6. demonstrate an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and
aspirations of individual learners. (Program Standard 3, 11. M/S Standard 1)

7. demonstrate knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. (Program Standard 3, 12, 14. M/S Standard 3, 6)

8. demonstrate knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory. (Program Standard 4, 12, 14. M/S Standard 3, 6)

9. demonstrate knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. (Program Standard 3, 5, 6, 7, 9, 10, 11, 13. M/S Standard 4)

10. demonstrate appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities. (Program Standard 6, 7, 8. M/S Standard 4, 7, 8)

Field Experience in General Education Classrooms

CAFS 210: Observation of Children. This course advances the ability to make sensitive observations and accurate recordings of children and families of diverse lifestyles and abilities. The course includes a Service Learning/Fieldwork component requiring students to work and interact with children in order to link theory and practice. This requirement includes 36 hours of field-based observation.

EDTE 300: Early Field Experience in Education. This course is a prerequisite to the teacher credential program. It includes exposure to an elementary or secondary level classroom. It is designed to provide a potential teacher candidate with a frame of reference for further work and study in the teaching profession.

EDSP 450: Field Experiences in General Education Classroom for Education Specialists. Special Education credential candidates are required to take this general education field experience course. This seminar prepares the teacher candidate for their fieldwork experience in a general education setting as well as observations and evaluations by their University Supervisor. Candidates are required to student teach in a general education classroom over 100 hours in a quarter.

Field Experience in Special Education Settings

EDSP 502: Field Experience I: Observation and Participation is a supervised early field experience course in special education, and is a prerequisite to the Special Education Program. This field experience course is required for both Mild/Moderate and Moderate/Severe Disabilities credential candidates. Each candidate is expected to spend a minimum of 45 hours, evenly spaced, during the quarter under the supervision of a district cooperating teacher and a university supervisor in a public school special education setting.

EDSP 625: Field Experience II: Student Teaching M/M Disabilities. This course is the second of the special education field experiences series for the Mild/Moderate disabilities credential candidates. Candidates are provided with the 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 quarter and assume other responsibilities of full-time teachers and service providers.

OR

**EDSP 635: Field Experience II: Student Teaching 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 the 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 experience full time for an entire quarter and assume other responsibilities of full-time teachers and service providers.

In addition, during Phase II of the program, candidates will be required to take several courses including EDSP 505, EDSP 510, EDSP 545 (M/M), and EDSP 632 (M/S) that also have built-in fieldwork requirements. Specific requirements and guidelines are listed in the course syllabi. Instructors of these courses will explain the specifics on the first day of the class.

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 502) will be at the secondary level and vice versa. Also, the other Phase II courses that have lab components provide the candidates with opportunities to work with special needs students at different age/grade levels.

**Interns with a California Multiple or Single Subject Credential**

Candidates who hold a California Preliminary or Clear Multiple and/or Single Subject Credential may be waived out of three Intern Seminars (EDSP 636B,D,E) because they have participated previously in a supervised student teaching experience in a general education setting. Candidates should take EDSP 636 the first, third, and sixth quarters in the program (EDSP 636A, EDSP 636C, and EDSP 636F).

Candidates who wish to take all six seminars are invited to do so. Furthermore, the general education strand of the program will commonly be waived. This will be determined on an individual basis during advisement by special education faculty.

Candidates who waive part of the Intern Seminar/Supervision will be required to exhibit the skills required by the University to recommend them for a Specialist Preliminary Credential. For Interns who fail to meet this requirement, the resulting action may be:

- Additional supervision beyond the designated Quarters
- Assignment to a traditional student teaching experience
- Reassignment to another classroom with District cooperation
- Removal from the Intern Program
Intern Teacher Responsibilities and Course Requirements

**University Requirements of each Intern Teacher**

- All Intern Teachers are required to keep a reflective journal of the happenings in the classroom. The University Supervisor will review this during each visit. A Portfolio is developed by the Intern throughout the program that contains classroom activities, lesson plans, classroom organization, management techniques, and reflections on his/her teaching.
- Seminar assignments as outlined in the course syllabus are required each quarter. Attend Intern Seminar five times each Quarter for six Quarters unless the Intern has a specialized program such as holding a general education credential.

**EDSP 636 (A-F): Intern Seminar/Supervision:**

- Taken each Quarter for six Quarters, this practicum 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 teachers can learn from each other.
- During this practicum, teachers will be provided guidance from Intern Coaches and University Supervisor 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 in general education classrooms working with general education teachers and mainstreaming their students.
- While taking field experience courses (EDSP 636A-F), the Intern Teacher 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.

**Student Teacher Responsibilities and Course Requirements**

For General Education student teaching (EDSP 450), Candidates are required to student teach in the general education classroom, (either elementary or secondary) for five weeks, Monday through Friday. The candidate must have completed all required general education coursework prior to beginning the general education student teaching.

For Special Education student teaching (EDSP 625 or EDSP 635), the following requirements are to be completed to earn field experience credits. Specific requirements of EDSP 625 or EDSP 635 are as follows:

1. Attendance/active participation is required at three seminars that will be held at the beginning, middle, and end of the field experience.
2. Excellent evaluation from the District Cooperating Teacher based on regularly scheduled observations.
3. A daily/weekly log of your field experience. It will address the following:
   a. Reactions to lessons taught using the lesson plan form provided.
   b. Observations of students’ behavior and other indications of strengths and problem areas with ideas for remediation or accommodation.
   c. Reflections on instruction and learning of students from diverse populations, especially English Language Learners.
4. Lesson plans: (Lesson plans are required of all lessons.)
5. Two projects: these will be on two different areas of instruction. Here are directions for completing this task:
   a. The project will be used as instruction material to teach or illustrate a lesson.
   b. It will be made by the candidate.
   c. A rationale for this project citing the particular modality it seeks to reach and how it will be used in remediation.
   d. An evaluation of the effectiveness of this project from both candidate’s perspective and the students’.
6. Two self-evaluations using the form provided.
7. Portfolio: collection of students’ work samples, instructional materials resources, instructional strategies used, and other related materials that you have accumulated during your student teaching.
8. Excellent evaluation from the University Supervisor.

Grading Policy: A candidate will be assigned “CR/NO CR” instead of a letter grade.

Credit = 80% or higher of possible points.
No Credit = Lower than 80% of possible points and unexcused absences during the field-work or from the field-work seminar, and poor evaluation or no recommendation for credit from the cooperating teacher and the university supervisor.

At least 24 hours in advance, you shall notify your District Cooperating Teacher and University Supervisor when you need to be absent from field experience, or when your schedule needs to be changed (except for emergency cases).

Special Education Cooperating Teacher Responsibilities

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.

The special education program at CSUB requires that all credential candidates complete their student teaching in two settings: (1) general education classroom and (2) special education classroom. The following guidelines are for the cooperating teachers who work with special education student teachers in EDSP 625 or EDSP 635. (For student teaching in general education classroom, please refer to the Phase II multiple subject or single subject student teaching handbook.)

Cooperating Teachers are viewed as role models for future teachers, and as models they must possess the following qualifications:
- appropriate special education teaching credential in either Mild/Moderate (Learning Handicap) or Moderate/Severe (Severe Handicap) Disabilities
• current knowledge of special education theories and practice and subject matter
• strong interpersonal communication skills
• enthusiasm about working with student teachers/early field experience students
• tenure in the district
• a minimum of three years of successful teaching experience in special education

The Cooperating Teacher will work closely with the student teacher to ensure that growth occurs in student teaching during the quarter. 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.

Suggestions for 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.
• 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, aides, etc.
• Provide copies of the teachers’ edition for each subject area the student teacher will teach.
• Share a faculty handbook with the student teacher.
• Discuss emergency plans for earthquake and fire drills.
• Discuss in confidence the pupils in a cooperating teacher’s class prior to the student teacher assuming classroom responsibility.
• Prepare the class for the student teacher’s arrival and introduce a 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 a student teacher--conversations can be productive if the cooperating teacher and the student teacher respect each other professionally.
• Provide periodic written feedback of observations during the quarter.
• Be willing to give constructive suggestions to the student teacher.
• Assist the student teacher in establishing classroom control.
• Set aside a time to discuss the daily events in the classroom.
• If requested, write a letter of recommendation for the student’s 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 a student teacher to write IEP goals and objectives under supervision.
Aides in classrooms with student teachers

- Discuss the student teacher’s responsibilities with the aide. Many times it is difficult for an aide to sit back and watch student teachers make mistakes. Although aides 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 aide 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 aide.

Discipline in the Classroom

The student teacher has been asked to learn the cooperating teacher’s discipline program and continue with it to assure continuity in the classroom. The student teacher may ask the cooperating teacher if he/she can try a different type of discipline. However, the cooperating teacher may say NO.

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.

*Please 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 failure in student teaching.*

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 Xerox material, dittoes, and seatwork being used as part of a lesson
- Determine if it is necessary to assist the student teacher in 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 quarter on the forms provided

How do I know when the student teacher is to assume full time teaching responsibilities?

The following 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 quarters due to the reduced time for student teaching. Please discuss the schedule with the University Supervisor. Some adjustments to the schedule may be necessary.

*Suggested sequence of phasing in the student teacher is as follows:*

| Week 1 | observation and minimal participation learning about the school policies and rules |
Orientation....getting acquainted with other staff and faculty, facilities, etc.

Week 2-3 involve the student teacher in small group instruction and/or provide opportunities for teaching one or two periods a day

Week 4-5 have the student teacher teach three fourth of the class or three periods a day

Week 6 start assuming the full time teaching responsibilities (full day student teaching begins)

Week 7-8 help the student teacher assume full time teaching responsibilities

Week 9-10 gradually phase out the student teacher’s full time teaching responsibilities

What are Student Teachers’ Responsibilities?

**Student 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 master 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 visit, he/she will expect a detailed lesson plan to be available for him/her.
9. *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.

10. 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.
11. Return all school equipment and materials upon checking out of school: keys, textbooks, teacher editions, records, etc.
12. Speak immediately with the University Supervisor regarding any misunderstandings with the Master Teacher or any other school site personnel.
Dress Code

Student teachers are to dress professionally. Many schools have a relaxed dress code. However, the student teachers have a tendency to be too relaxed in their dress. Females are not to wear very short dresses or skirts. Neither females nor males are to wear shorts. If the Cooperating Teacher feels the dress of a student teacher is inappropriate, it should be informed to the University Supervisor immediately. Some supervisors will not allow their student teachers to wear jeans on Fridays. This is up to the supervisors.

Student Teacher Observations

Please observe the student teacher periodically by using the forms that the university supervisor provides for the cooperating teacher. It is suggested that the cooperating teacher will give both positive feedback and suggestions for improvement. A copy of the cooperating teacher’s observation/evaluation should be given to the student teacher and a copy to the university supervisor after each observation.

The observations are extremely important especially if the student teacher is experiencing difficulty. Thorough documentation is extremely important.

Student Teacher Evaluations

The cooperating teacher will be asked to fill out evaluations including a mid-term and a final evaluation. It is suggested that the cooperating teacher discusses the evaluations with the student teacher and the supervisor. A signed final evaluation will be placed in the student teacher’s portfolio.

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 does have the right to refuse.

What happens if my student teacher is not able to handle the classroom?

Some of student teachers may experience difficulty. If the student teacher is experiencing difficulty, please discuss the problem with the student teacher and the University Supervisor immediately. At this time, the supervisor will begin to make additional visits to the classroom. The program will also ask the cooperating teacher to document what the cooperating teacher is observing in the classroom. Once this happens, a joint meeting will take place, and the problem will be discussed with the student teacher. If the student teacher continues to have difficulty, a NEEDS TO IMPROVE NOTICE will be given. This form gives the student teacher specific suggestions that must be completed in a week or less. At this time, the University Supervisor will make a visit and another joint meeting will be held.

If at any time, the cooperating teacher or a principal feel the class is in jeopardy and learning is suffering, a request can be made to have the student teacher removed from the classroom. In order to do this, the program will need the documentation, which the cooperating teacher has been collecting.
during the student teacher’s work in the classroom. A removal may only be done by the Special Education Director/Coordinator.

University Supervisor Responsibilities

The University Supervisor is a liaison between the school district and the university. The University Supervisor works closely with the cooperating teacher and a principal to ensure a positive student teaching experience. Supervisors should introduce themselves to the principal on their first visit to the school. The supervisor should communicate with the cooperating teacher during each visit. University Supervisors are expected to:

- Review the student teacher’s lesson plans and provide written responses if necessary. Initialize the lesson plans during each visit.
- Attend all seminars on campus. Three hour seminars are scheduled each quarter including (1) orientation seminar, (2) mid-term seminar, and (3) final seminar. (If necessary.)
- Discuss the experiences the student teacher should have during the quarter with the cooperating teacher.
- Discuss the Phase-In schedule with the cooperating teacher.
- Observe the student teachers in their assignments.
- Each time the university supervisor visits his/her student teacher, review the student teacher’s 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 candidates’ placement file.
- Fill out periodic evaluation of student teachers’ performances and a final evaluation form.
- 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 five times during the quarter. However, weekly visits are encouraged. Some of the visits should be scheduled visits and some should be unscheduled visits. The 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

The university supervisor must fill out 2 periodic evaluation forms including a mid term and a final evaluation on the student teacher. It is suggested that the cooperating teacher, student teacher, and university supervisor discuss the midterm in a three-way conference. This will give the student teacher a reference point from which to work for the remainder of the quarter.

The midterm evaluation must be filled out during either the fifth or sixth week of the quarter. If the form is not filled out by this time, the 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 students 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**

All supervisors are required to participate in three seminars. Seminar I is the orientation meeting for all student teachers on the first day of the class. Seminar II is a mid-term reflection 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. Seminar III is the final seminar on the last day of the class. At this final seminar, student teachers will submit all required assignments including the portfolio to the university supervisor. Cooperating teachers will be honored and recognized for their services and mentoring our student teachers.

Finally, the university supervisors and students will have exit interviews and sign the completed bridging document forms for student teachers.

At this 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.

**Emergency Permit Student Teachers**

The Emergency Permit Student 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.

**Student Teaching Difficulties**

Some student teachers may experience difficulty in planning, executing the lesson plans, and maintaining classroom management. When a cooperating teacher, principal, or university supervisor notices a student teacher is experiencing difficulty, s/he will discuss the problem with the student teacher and the university supervisor immediately. At this time, the 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 that must be implemented immediately.

The original observation will be used to determine if the suggestions have been followed. If the student teacher continues to have difficulty, a **Need to Improve form** will be completed by the university supervisor. This form gives the student teacher specific suggestions that must be completed in a week or less. At this time, the University Supervisor and the Program Director will conduct classroom observations and another joint meeting will be held with the University Supervisor, Master teacher, and student teacher.

If at any time, the cooperating teacher/support provider or the principal feels the class is in jeopardy and learning in the classroom is deteriorating, a request can be made to the Program Director 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.

**Lesson Planning**

Student teachers seem to forget about lesson plans. They are to have their lesson plans completed three days prior to teaching a lesson, i.e. if they are going to teach math the following week, the week’s lesson plans are due on Wednesday of the previous week. We must be firm on lesson plans. If the student teacher does not have lesson plans, they may not teach.

The first time the student teacher does not have lesson plans, give them a notice, and have them bring the lesson plan to the cooperating teacher by the next day. The second time they do not have lesson plans; they will be given a **NEED TO IMPROVE form**. The third time, they will be pulled from the classroom, and meet with the coordinator. Student teachers are required to develop lesson plans for their lessons. It is the students in their classes who will suffer for this misdemeanor.

**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 supervisor.

If a student teacher is experiencing difficulty with management, work with them immediately and make sure they have the classroom under control. The university supervisor may want to illicit the help of the cooperating teacher in this area. We have had several student teachers fail because they could not handle classroom management.
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 will need to 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, please talk to the student teacher and determine if there is a problem.

Inservice Days

Inservice days are considered teaching days. If the district has an inservice day, check with the cooperating teacher or principal to determine if the student teacher can attend the inservice. Some districts welcome student teachers, while others feel it is only for employees. If student teachers do not attend the inservice, then they must spend the day in the classroom preparing for instruction.

Reporting Child Abuse

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

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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.

Inadequate Cooperating Teachers

If the university supervisor observes the cooperating teacher who is not adequately preparing student teachers, 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 students have questions, and whenever possible, refer them to the handbook or an advisor.
CHAPTER III. MASTER’S DEGREE IN EDUCATION-SPECIAL EDUCATION

Introduction

The Special Education M.A. Degree programs at CSUB are designed to provide candidates with knowledge and competence necessary for those who will take leadership roles in the field of Special Education. In order to apply and be admitted to the Special Education Masters Degree program, each candidate must complete an application file.

A program orientations session is scheduled at the beginning of each quarter and candidates must attend the orientation the (one) quarter before they intend to start their program.

Program Design and Coursework Sequence

CSUB Special Education M.A. degree programs are designed to reflect the standards established by the Council for Exceptional Children (CEC) and National Council on Accreditation of Teacher Education (NCATE) and all components of the program are congruent with the expectations set forth by the CEC.

Program Design

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/Moderate/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 special needs students (K-12).

Phase II: Skills Development

During the second programmatic phase, credential candidates will study and acquire specific knowledge and skills for assessing and teaching special needs students, behavior/classroom management through their coursework with built-in field experience components.

Phase III: Culminating Activities

In the third and final stage of the program, master’s degree candidates internalize what they have learned and experienced during the first two phases. Candidates are required to complete their culminating activities by either taking: (1) EDSP 693: Thesis, (2) EDSP 691: Project, or (3) EDSP 692: Examination.

Candidates are expected to form the Culminating Activities Committee at least two quarters prior to enrolling in the Culminating Activities (CA). The CA Committee is comprised of a chair, and two committee members. Two of the three members must be from the program faculty and one may be from another program.
Committee members’ minimum qualifications include:

- M.A. or higher degree in Special Education or in the related field.
- Proven record of successful professional experience in Special Education.
- Approved by the program director or committee chair.
- Excellent interpersonal relationship.

It is the candidate’s responsibility to acquire committee members to serve on his/her Committee and to submit the completed CA Committee Form to the Graduate Studies Office in a timely manner.

**Master’s Degree Program Outline and Required Courses**

Candidates in the Special Education master’s degree program at California State University, Bakersfield, are required to take a minimum of 45 quarter units and the following is a list of required courses.

**Special Education Master’s Degree Program Prerequisites:**

Bachelor’s degree  
Minimum GPA 3.0 (4.0 scale)  
EDSP 501: Introduction to Education of Exceptional Children (5 units)

**Core Requirements for all M.A. Candidates in School of Social Sciences and Education:**

All master’s degree candidates are required to take the following:  
EDRS 680: Educational Statistics (4 units)  
EDRS 681: Research Design & Analysis in Education (3 units)  
EDSP 691: Master’s Project in Special Education (5 units) or  
EDSP 692: Master’s Examination in Special Education (5 units) or  
EDSP 693: Master’s Thesis in Special Education (5 units).

**Core Requirements for both M/M and M/S**

- EDSP 503: Communication & Consultation  
- EDSP 505: Class. Management & Positive Behavior support (5)  
- EDSP 688: Research in Special Education (3)

**M/M (Mild/Moderate)  
M/S (Moderate/Severe)**

<table>
<thead>
<tr>
<th>M/M</th>
<th>M/S</th>
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<tr>
<td>EDSP 506: Charac. Of M/M Disab (5)</td>
<td>EDSP 517* Charac. of M/S (5)</td>
</tr>
<tr>
<td>EDSP 510: Assessment of Sts. With Disab. (5)</td>
<td>EDSP 510* Assessment (5)</td>
</tr>
<tr>
<td>EDSP 545: Instr Strategies for M/M Disab (5)</td>
<td>EDSP 632* Curr. &amp; Inst. For M/S(5)</td>
</tr>
</tbody>
</table>

2 Electives (6-7 units)
M.A. Degree Program Application/Admission Procedures

1. Apply for admission to CSUB on a post baccalaureate study.
3. Submit a complete application materials package by due date.
   - Special Education program application form
   - Three letters of recommendation
   - Autobiography
   - B.A. degree from accredited IHE –transcripts
   - GPA 3.0 (4.0 scale). (Exceptional admission is possible with proper documentation and under the following condition.)
     (a) B or better in last 9 quarter units of graduate level courses taken at CSUB
     (b) GRE 1000 or better
   - Writing competencies (41 or higher in CBEST writing section or the GWAR)
   - Special Education program specification form completed by the faculty advisor

4. Candidate Interview.
6. Application/Admission Timelines (This is the same as the timelines for credential program listed on page 13).

Transfer Units

For M.A. Program, only 13 quarter units from other institutions may be transferred toward their Degree at CSUB, and they should have been taken within the past seven years.

Time Limit to Complete Requirements for Graduate Degrees

All the requirements for a master's degree should be completed within a seven-year period to include the filing and awarding of the degree. This means that no more than seven years may elapse between the start term of the earliest dated course and the date that the last course on the program is actually completed, and the application for graduation is filed. With outdated requirements the candidate may complete a Petition form for an extension of the time limit or substitution of other appropriate courses, but is not guaranteed that the courses will be accepted.

Requirements for Continuing in the Special Education Program

GPA

Candidates must maintain a minimum GPA of 3.0 in all required credential courses attempted after entry in the program. Candidates whose GPA falls below 3.0 will either be put on probation for one quarter or be asked to drop from the program.

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’ progress and make recommendations that will best assist candidates to acquire the requisite professional skills and maintain the integrity of the program.

**Culminating Activities (CA)**

At the final phase of their master’s degree program, all candidates are required to complete one of the three culminating activities. Candidates have an option of taking either: EDSP 691 (Project), EDSP 692 (Examination), or EDSP 693 (Thesis).

Candidates must obtain a School of Education Graduate Studies Policy Manual and Guidelines for the Culminating Activities from the Campus Bookstore and follow the guidelines carefully.

- Form the Culminating Activities Committee at least one or two quarters in advance of actually completing the culminating activities. Candidates must work with the committee members (especially the chair of the committee) closely in order to complete the culminating activity.
- Master’s examination is usually held on a Saturday (8:00 a.m. –2:30 p.m.) 3-4 weeks before the end of each quarter. Candidates must check the date for the examination at the Graduate Studies Office.

**Institutional Review Board (IRB) and Other Approvals**

If any human subjects are involved in research for projects/theses, students must see the Research Office for legal clearance forms, approval of research, and deadline dates. IRB approval must be obtained before any human research is conducted. In many cases, research involved in school or community settings must have the approval from that district, office, or school board. The student should seek approval well in advance of starting the Culminating Activity in order to prevent delays.
CHAPTER IV. CSUB Appeal Process for the Disposition Assessment

Dispositions are integrated and assessed within programs at various transition points. Typically, candidates receive a copy of the dispositions when they meet with their advisors after filing an “intent to major” application. Candidates then complete a dispositions self-assessment during the admission interview process. 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 candidates 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 Committee 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.
Disposition Incident Report

Candidate Name_________________________   Date____________

Description of the Incident:

Disposition Standard(s) that are not met:

FACULTY:

________________________________   __________________________
Signature       Print name

CANDIDATE:

________________________________   __________________________
Signature       Print name

I have read and understand the disposition incident report and my right to appeal.
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 V. Candidate Dismissal Policy

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 Credential Program Director. 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: ______________________ Quarter/Year: ______ Date: ______

University Supervisor/Instructor/Coordinator: _______________________________________

Area(s) of Concern (Please list specific areas of concern):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Specific Improvement Actions with timeline for completion:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

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: _____________
CHAPTER VI. Other Helpful Information

How to Reach Program Faculty

Please refer to page 13 of this handbook for the names and phone numbers of the Special Education program faculty. Every faculty member maintains regularly scheduled office hours, and also responds to voice mail messages.

List of Department and Staff

Admission and Records  (661)654-3036
Chair, Advanced Educational Studies: Dr. M. Suleiman  (661)654-3055
Director, Special Education Program: Dr. Yeunjoo Lee  (661)654-6478
Credential Specialist: Ms. Julia Bavier  (661)654-3193
Administrative Coordinator, Mr. Ryan Otawka  (661)654-3055
Coordinator, Special Education Program (Antelope Valley Campus):
  Dr. Connie Petit  (661)952-5092
  Credential Specialist (Antelope Valley Campus): Mr. Eric Anderson  (661)952-5083
  Administrative Support (Antelope Valley Campus)  (661)952-5080
  Extended University: Dr. Randy Schultz, Interim Dean  (661)654-2441
Financial Aid Office:  (661)654-3016
Liberal Studies Office:  (661)654-3337
School of Social Sciences and Education Dean’s Office:
  Dr. Kathleen Knutzen, Dean  (661)654-2210
Teacher Education Dept. Office: Dr. Kristina Lague, Chair.  (661)654-3134
Appendix A. Cooperating Teacher Handbook
University Supervisor
The University Supervisor is a faculty member who supervises student teachers in close cooperating with the district master 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 master teacher prior to starting observations in the classroom. The university supervisor welcomes contact with the master teacher. Please feel free to call or email the university supervisor whose contact information is provided above.

Master Teacher
The master teacher plays an important role in helping prepare student teachers for their own classrooms. The master teacher works closely with the university supervisor in helping the student teacher mature and develop in their classroom knowledge.

Master teachers should possess the following qualifications:

- At least three years of teaching experience
- 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

The master teacher works closely with the student teacher to ensure that growth occurs in student teaching during the quarter. Although the master teacher is legally responsible for the classes taught by the student teacher, they must be willing to relinquish some control of the classroom and allow the student teacher to assume responsibility while under the supervision of the master teacher.

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.

Expectations of Master Teacher

Share information about:
- Classes to be taught, including all course guidelines including behavior management system, grading, classroom organization, aides, etc
- Daily routines and schedules
- School rules, policies, and safety procedures
- Procedures for taking roll and keeping grades
- Knowledge and introduction of all relevant school personnel
- Emergency plans for earthquake and fire drills

Serve as a professional role model by:
- Sharing professional growth activities
- Giving information on co-curricular responsibilities
- Demonstrating commitment to school functions, committees, and professional obligations such as staff meetings
- Encouraging student teacher’s creativity in developing teaching strategies
- Supervising long-range lesson planning
- Providing frequent feedback to the student teacher, both positive and corrective

Suggestions for Working with Student Teachers

1. Make your expectations clear from the beginning - unclear expectations lead to frustration on the part of the master teacher and the student teacher.
2. Provide a work place for the student teacher to keep materials and personal belongings.
3. Provide copies of the teachers’ edition for each subject area that the student teacher will teach.
4. Share your faculty handbook with the student teacher, if possible.
5. Discuss in confidence the pupils in your class prior to the student teacher assuming classroom responsibility. Exercise caution with the statements you make.
6. Prepare the class for the student teacher’s arrival and introduce your student teacher to the class.
7. 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.
8. Encourage your student teacher to apply methods learned in university classes.
9. Mentor your student teacher—conversations can be productive if you respect each other professionally.
10. Assist your student teacher in establishing classroom control.
11. Set aside a time to discuss the daily events in the classroom.
12. Provide periodic feedback of your observations during the quarter.
13. Be willing to give constructive suggestions to the student teacher.
14. Provide your student teacher opportunities for attending IEP meetings.
15. Have your student teacher participate in parent-teacher conferences.
16. Participate in the final evaluation.

**Student Teacher Observations**

The master teacher is required to conduct at least 2 formal observations of the student teacher using forms that will be 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.

**Final Evaluation**

Master 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 university supervisor.

**Student Teaching Difficulties**

Some student teachers may experience difficulty in planning, executing the lesson plans, and maintaining classroom management. If a master teacher/principal/support provider notices a student teacher is experiencing difficulty, s/he should discuss the problem with the student teacher and supervisor immediately. If this occurs, the 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 master teacher or principal to discuss the student teacher’s progress.

If the student teacher continues to have difficulty, a NEED TO IMPROVE FORM will be completed by the student teaching supervisor. This form gives the student teacher specific suggestions that must be completed in a week or less. At that time, the University Supervisor and the Coordinator of Field Experience will conduct classroom observations and another joint meeting will be held with the University Supervisor, Coordinator of Field Experience, Master teacher, and student teacher.

After this intervention if at any time the master 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.

**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 behavior will result in a No Credit for student teaching and will require the student teaching experience be repeated.

**Discipline in the Classroom**

The student teacher will follow the discipline plan set up by the master teacher in the classroom to assure continuity in the program. Classroom students are familiar with their classroom teacher’s discipline program. Following the same program enables the students to understand the behaviors expected of them to follow while the student teacher is in charge of the classroom. Changes in the discipline procedures can only be made after a discussion with the master teacher and the university supervisor.

The student teacher will share their discipline plan with the university supervisor as part of the student teaching requirements.

**Grades**

Student teachers need grades in order to evaluate the student learning and for report cards. They should try to have at least 2 or 3 grades per subject per week. The master teacher will share their format for grading with the student teacher. It is suggested that master teachers give the student teacher a photocopy of their grade book to allow student teachers to practice recording grades. Student teachers are not to record grades in the master teachers’ grade book!

**Instructional Assistants in Classrooms**

The master teacher should discuss the student teacher’s responsibilities with the instructional assistant. Many times it is difficult for an instructional assistant to sit back and watch student teachers make mistakes. Although instructional assistants know the classroom and wish to be helpful, they must let the student teacher take control so he or she may learn from their mistakes.

If the student teacher is to provide work for the instructional assistant working with students, please guide the student teacher in preparing the work. The master teacher may need to serve as the liaison between the student teacher and the instructional assistant.

**Cell Phones**

Cell phones are not to be used during the instructional day. Students are asked to have emergency telephone calls directed to the school office. If the student teacher abuses this procedure, please notify the supervisor immediately.

**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. We 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 in which we service.

**Inservice Days**

Inservice days are considered teaching days. If the district has an inservice day, check with the master teacher or principal to determine if you can attend the inservice. Some districts welcome student teachers, while others feel it is only for employees. If student teachers do not attend the inservice, then they must spend the day in the classroom preparing for instruction.

**Reporting Child Abuse**

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

**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 master teacher’s classroom during the quarter. 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.

**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.

**Special Education Student Teacher Responsibilities**

**Student 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 master 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 Master Teacher.
6. Complete course projects and assignments.
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 Master 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. *Teach for the University Supervisor the following:
   - Elementary: 1 small group lesson
   - Secondary: 1 small group lesson
   - Elementary: 1 whole group Language Arts lesson
   - Secondary: 2 whole group core subject lessons
   - Elementary: 1 whole group Math lesson
   - Secondary: 1 whole group Math lesson

*Teach for the Master Teacher the following:
   - Elementary: 1 whole group Language Arts lesson
   - Secondary: 2 whole group core subject lessons
   - Elementary: 1 whole group Math lesson
   - Secondary: 1 whole group Math lesson

*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.

10. Become familiar with the Evaluation Form. The University Supervisor and the Master Teacher will each complete one at the end of the assigned time. Know the criteria of the evaluation.
11. Return all school equipment and materials upon checking out of school: keys, textbooks, teacher editions, records, etc.
12. Speak immediately with the University Supervisor regarding any misunderstandings with the Master Teacher or any other school site personnel.

**Suggested sequence of phasing-in**

Week 1: observation and minimal participation learning about the school policies and rules. Orientation....getting acquainted with other staff and faculty, facilities, etc.
Week 2-3: involve the student teacher in small group instruction and/or provide opportunities for teaching one or two periods a day
Week 4-5: have your student teacher teach three fourth of the class or three periods a day
Week 6: start assuming the full time teaching responsibilities (full day student teaching begins)
Week 7-8: help your student teacher assume full time teaching responsibilities
Week 9-10: gradually phase out the student teacher’s full time teaching responsibilities
### Candidate’s Competency Evaluation Form

**Candidate’s Name:**

**School:**

**Candidate ID #:**

**Year/Quarter:**

**University Supervisor:**

**Co-operating Teacher:**

**Course:** EDSP 502  EDSP 625/635  or  EDSP 636C  or  EDSP 636F  
**Circle one: Mid-term or Final**

Please use the following rating scale:

- **P** = Proficient
- **D** = Developing
- **B** = Beginning

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<th>Competencies/Ratings</th>
<th>P</th>
<th>D</th>
<th>B</th>
<th>Comments</th>
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<tr>
<td>1. Demonstrates awareness and knowledge of professional, legal and ethical practices. (Ed Specialist Program Standard 2; TPE 12)</td>
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<tr>
<td>2. Demonstrates understanding and addresses diverse learner characteristics and needs of students with Moderate/Severe disabilities including those with cultural and language differences. (Ed Specialist Standard 3, 11; TPE 8)</td>
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<tr>
<td>3. Demonstrates skills in learner assessment, diagnosis, and evaluation. (Ed Specialist Standard 5; TPE 2, 3)</td>
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<td>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)</td>
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<td>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)</td>
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<tr>
<td>6. Demonstrates skills in creating, planning and managing healthy learning environments. (Ed Specialist Standard 14; TPE 11)</td>
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<td>7. Demonstrates knowledge and skills in using educational and assistive technology. (Ed Specialist Standard 6; TPE 4, 6)</td>
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<td>8. Demonstrates knowledge and skills in planning and promoting students’ transitions across settings. (Ed Specialist Standard 7, 8; TPE 8, 9, 12)</td>
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<td>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)</td>
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<td>10. Demonstrates effective communication and collaborative partnerships with staff and community agencies. (Ed Specialist Standard 4; TPE 12)</td>
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<tr>
<td>11. Works effectively with parents, teachers and other professionals. (Ed Specialist Standard 4; 12)</td>
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<tr>
<td>12. Maintains a Case Management system. (Ed Specialist Standard 6; TPE 8, 12)</td>
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<td>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</td>
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</table>

Additional Comments and Recommendations may be placed on back.

Reviewed by:

Candidate:_________________________ Date:_________________________

Co-operating Teacher:_________________________ Date:_________________________

University Supervisor:_________________________ Date:_________________________
California State University, Bakersfield  
EDSP 450 Candidate’s Competency Evaluation Form  

Candidate’s Name:  
Quarter:  
University Supervisor:  

Student Teaching Site:  
Year:  
Co-operating Teacher:  
Date:  

Please use the following rating scale:  

<table>
<thead>
<tr>
<th>Competencies/Ratings</th>
<th>P</th>
<th>D</th>
<th>B</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates understanding of learner characteristics and needs, especially those with cultural and language differences</td>
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<tr>
<td>2. Demonstrates skill in instructional content and practice</td>
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<tr>
<td>3. Implements instructional strategies to accommodate English Language Learners, particularly in the area of Reading/Language Arts.</td>
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<tr>
<td>4. Demonstrates skill in planning and managing the learning environment</td>
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<td>5. Demonstrates skills in managing student classroom behaviors and social skills</td>
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<tr>
<td>6. Demonstrates effective communication and collaborative partnerships with staff.</td>
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<tr>
<td>7. Works effectively with parents</td>
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<td>8. Maintains students records</td>
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<td>9. Demonstrates professionalism and ethical practices (Punctuality, professional behavior)</td>
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<td>10. Demonstrates the ability to use specific pedagogical skills for subject matter instruction</td>
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Additional Comments and Recommendations:

Completed by:  
Signature  
Date  

Completed by:  
O Candidate  
O Co-operating Teacher  
O University Supervisor
Special Education Classroom Observation Form  
California State University, Bakersfield

Candidate Name/Student ID: _______________________________  University Course: ________

School: ___________________________  Type of Class/Program observed: ________________

Grade: _______  # of Students present: ____________  # Paraeducators present: ______________

Rating Code:  
N = Not observed/not applicable  P = Partially Implemented or Observed  F = Fully implemented or observed

Engaging and Supporting Students

<table>
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<tr>
<th>Rating Code</th>
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<tbody>
<tr>
<td></td>
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<td>P</td>
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</tbody>
</table>

- a. Uses knowledge of students to engage them in learning  
- b. Connects learning to prior knowledge, or real-life contexts  
- c. Uses a variety of instructional strategies and resources  
- d. Paces lesson appropriately

Creating and Maintaining Effective Environments

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<tr>
<th>Rating Code</th>
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</table>

- a. Establishes and displays daily routines, schedules & rules  
- b. Promotes mutual respect in the classroom.  
- c. Monitors behavior of the class, group or individual students  
- d. Manages transitions between lessons or activities  
- e. Establishes and maintains a safe learning environment  
- f. Promotes and reinforces appropriate social skills  
- g. Utilizes positive behavior support techniques

Understanding and Organizing Subject Matter

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<tr>
<th>Rating Code</th>
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<tbody>
<tr>
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</table>

- a. Uses multiple modalities of presentation  
- b. Demonstrates curriculum adaptations/modifications  
- c. Uses EL strategies effectively  
- d. Integrates technology into lessons

Planning and Designing Instruction

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<tr>
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<td>P</td>
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</table>

- a. Establishes and articulates goals for student learning  
- b. Begins lessons promptly/avoids wasting time  
- c. Lessons are well organized with clear tasks for students  
- d. Displays evidence of preparation and planning  
- e. Adapts plans and materials to meet assessed learning needs

Assessing Student Learning

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<td>P</td>
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</table>

- a. Uses multiple sources of information to assess learning  
- b. Checks for understanding regularly  
- c. Uses assessment data to guide instruction  
- d. Involves students in self-assessment and monitoring progress

Professional Role and Responsibilities

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<tr>
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</table>

- a. Dresses appropriately  
- b. Interacts in a professional manner  
- c. Follows school’s established procedures and rules  
- d. Maintains confidentiality of student information  
- e. Manages equipment and supplies  
- f. Uses paraprofessional efficiently

University Supervisor Signature     Date    Time
LESSON PLAN
California State University, Bakersfield
Special Education Program

Teacher Name: Date: Time:

School: School District:

Subject Area:

Common Core State Standards:

Objective(s):

Student Prerequisite Skills:

Paraprofessional duties:

Materials:

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

Adaptations:

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<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
<th>Technology</th>
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</thead>
</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:

Identify How Lesson will be Evaluated for Effectiveness:
Notice of Need to Improve

Candidate’s Name: _____________________________ School: ________________________________
Candidate’s School District: ___________________________ Program: M/M M/S Clear
University Supervisor: ______________________________________ Quarter:_______ Year: ________

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

| The undersigned have met and agreed to the criteria for successful completion of the course. |
| --- | --- | --- | --- |
| Candidate: _____________________________ | Signature | ___ / ___ / ___ Date |
| Support Provider: _____________________________ | Signature | ___ / ___ / ___ Date |
| University Supervisor: _____________________________ | Signature | ___ / ___ / ___ Date |