

Welcome to Supervised Field Experiences in the Preliminary Education Specialist Credential Program at California State University, San Bernardino (CSUSB)! For the courses in supervision, the instructor (aka: University Supervisor) comes to the candidate (aka: Teacher Candidate) in a public school classroom. The rest of this handbook is organized to provide information on program policies relative to supervised fieldwork (aka: supervision; student teaching), placements during supervision, the responsibilities of support personnel, and the responsibilities of the candidate during supervision. In ESPE 531, candidates were introduced to the ethical responsibilities and guidelines for special education teachers. It is recommended that candidates refer to the textbook<sup>1</sup> from that class. The Council for Exceptional Children (CEC) Ethical Principles and Practice Standards are attached in Appendix A of this handbook for reference. All candidates, university supervisors, and faculty representing the CSUSB College of Education Special Education Programs are expected to reflect a commitment to these standards of ethical practice.

## Placement

Supervision staff members place candidates in fieldwork settings. Student teaching is two quarters (10 weeks each) of full days in a public school. Placements will be made at two different grade levels with students demonstrating a range of disabilities within the category of the credential authorization (e.g., mild/moderate disabilities; moderate/severe disabilities; early childhood special education). Student teaching for the Education Specialist Preliminary credential is a full-time assignment for one quarter each of ESPE 620 (concurrent with no more than 2 required credential courses) and ESPE 621 (concurrent with no more than the final 2 required credential courses). Each quarter of student teaching follows the university's academic schedule. Candidates may not schedule vacations during their assignments. Candidates who have unexpected time conflicts or who miss days due to illness or family emergencies must consult with their University Supervisors to determine if the time can be made up during the academic quarter.

No concurrent course work should be taken beyond the required Preliminary Education Specialist credential courses without permission of the Program Coordinator. Candidates who hold a valid California Multiple Subject, Single Subject, or another authorization of an Education Specialist credential must successfully complete ESPE 621 but are not required to complete ESPE 620 *except* in the Early Childhood Special Education (ECSE) program.

### ***Procedures for Applying for Supervision***

Candidates must apply for supervision by submitting an application form on-line which can be found at <http://www.surveygizmo.com/s3/1678079/SPED-Student-Teaching-Fieldwork-Application-Placement-Request> . The application must be submitted by the third week of the quarter **prior** to the desired fieldwork quarter. The first section of the application requires personal contact information and information regarding the student teaching courses in which the candidate needs to enroll. The second section is a placement request form that requires the candidate to identify a preference for placement region. Candidates may not request a specific school site, resident teacher, or grade level. The final section is an affidavit disclosing relatives employed at schools or school districts in the CSUSB service area. Candidates may not be placed at a school site where relatives work or attend. Candidates should not contact a district, school principal, or teacher regarding placement as this unprofessional and may delay placement. The Coordinator of Supervision and school district personnel place teacher candidates. Once a placement request has been sent to the district, it is difficult to change. Therefore, it is critical to provide accurate information on the application form. Candidates are admitted to

Supervision when they have met all of the requirements for full classification in the Education Specialist Preliminary credential programs at CSUSB. Admission to supervised student teaching is based on the following criteria and conditions:

1. Original written verification of the Basic Skills requirement.
2. Original written verification of a passing score on the CSET examination or appropriate subject matter competency (NOT required for candidates in Early Childhood Special Education)
3. Two written recommendations by persons who can address scholastic performance and suitability for teaching
4. A written personal narrative to be reviewed and approved by the Special Education Program Coordinator
5. Verification of a negative tuberculin examination within the last four years
6. To qualify for student teaching, candidates must have earned a B- or better in all coursework, with the exception of 530 and 531. Grades for these courses must be a B or better. Overall GPA must be a 3.0 or higher.
7. Certificate of clearance or evidence of a credential or permit authorizing public-school teaching in California
8. Verification of an approved Coursework Plan including documentation of approved course substitutions (*see Appendix A for procedures on processing a petition for a course substitution*)

Candidates are notified by email regarding their admission to fieldwork. The email will contain the date, time, and location of a mandatory orientation meeting. The meeting may be in person or via Zoom. At this meeting, candidates and supervisors will meet. Fieldwork criteria and policies will be shared.

## Supervision Policies & Procedures

### ***Procedures to Appeal Denial of Supervision Placement***

Upon denial of supervision admission, candidates may submit a petition requesting reconsideration of the decision. Petitions are acted upon no sooner than the quarter following the denial. The procedures for appealing the decision are as follows:

1. Candidates must consult with their faculty advisors to determine what procedures for a coursework plan, course substitutions, or program requirements must be fulfilled before proceeding with student teaching.
2. Candidates must obtain a petition form from the Special Education, Rehabilitation and Counseling Department in CE-243.
3. Candidates must provide evidence in the petition that the reason(s) for the denial has/have been rectified or provide compelling reasons why the decision should be reversed.
4. Candidates should attach a copy of the denial notice to the petition and submit to the Special Education, Rehabilitation and Counseling Department in CE-243.

The petition must be received by the last work day of the third week of the quarter for action resulting in a decision regarding the candidate's eligibility for supervision during the next (subsequent) quarter. Notification of the decision will be emailed to the candidate.

### ***Substitute Teaching Policy during Student Teaching***

The following conditions must be met before a candidate may substitute teach for their own master teacher during the student teaching assignment:

1. Candidate must fulfill district's substituting conditions
2. Candidate must receive approval from the University Supervisor
3. Candidate may *only* substitute for the Resident Teacher
4. Limit substitute teaching to two days at a time unless cleared with the Fieldwork Coordinator

### ***Withdrawal from Supervision***

Candidates who are unable to complete their student teaching assignments must withdraw following the procedures outlined below. Failure to comply with these procedures will result in a grade of "NC" or no credit. A withdrawal from fieldwork is permissible only for serious and compelling reasons. These include: (a) accident or illness (physical or mental), (b) serious personal or family problems, (c) military transfer, or (d) moving away or employment transfer from the area. The procedures for withdrawing from fieldwork are as follows:

1. Consult with your University Supervisor, the Special Education Fieldwork Coordinator or faculty advisor.
2. Complete the necessary forms or procedures as advised. The procedures will vary depending on which week of the quarter the candidate is requesting a withdrawal. Specific forms and documentation are required by the university for a withdrawal requested after census (see My Coyote for census dates each quarter). Requests for withdrawal after census must be submitted prior to the end of the seventh week of the quarter in order to be considered.

Notification of the decision will be mailed to the candidate. A grade of "W" will be assigned for approved withdrawals. A candidate whose withdrawal is not approved or a candidate who leaves the supervision site without proper consultation will be assigned a grade of "NC" or no credit and they will need to follow the Repetition of Student Teaching policy. The refund of fees to candidates who withdraw from fieldwork is based on university policy. Candidates who have an approved withdrawal from fieldwork may reactivate their application for fieldwork. The deadline for requesting reactivation of the application is the same as that for fieldwork applications; the last working day of the 3<sup>rd</sup> week of the quarter prior to enrolling in student teaching. Reactivation requests should be submitted to the Fieldwork Coordinator.

### ***Dismissal from Supervision***

Candidates may be dismissed from Supervision for any reason when the district of placement requests. The district is not required to document any specific reason for the dismissal. Candidates who are dismissed will receive grades of "NC" or no credit. Dismissed teacher candidates must follow the Repetition of Student Teaching policy if they wish to continue in the program.

### ***Repetition of Student Teaching***

A candidate who receives an “NC” grade for student teaching may petition to repeat student teaching. The procedures for submitting a petition to repeat student teaching are as follow:

1. Discuss the situation with the University Supervisor and the Fieldwork Coordinator of Special Education credential program.
2. Obtain petition form from the Special Education, Rehabilitation and Counseling Department in CE-243.
3. Attach an explanation in writing regarding why permission should be given to repeat student teaching.
4. Attach a recommendation in writing from the University Supervisor.

The petition and the supporting attachments must be submitted to the Special Education, Rehabilitation and Counseling Department in CE-243 no later than the last work day of the 3<sup>rd</sup> week of the quarter prior to the quarter when the candidates would like to repeat student teaching. The petition will undergo review by a program faculty committee including the program coordinator, the candidate’s university supervisor, and faculty from the Special Education program. Notification of the decision will be mailed to the candidate. The decision of the committee is final. Candidates who have been given permission to repeat student teaching will have their application reactivated and will be notified of the next mandatory orientation meeting by mail.

### ***Dismissal from the Special Education Credential Program***

Student teaching candidates who earn a grade of “NC” or no credit for two attempts at Supervision are dismissed from the Special Education Credential Program. A candidate who is dismissed may meet with the special education fieldwork coordinator regarding counseling to seek other career opportunities.

Intern candidates who earn a grade of “NC” will be dismissed from the intern program but may be eligible to move to the student teaching pathway. If the candidate receives a “NC” grade in the second supervision setting, s/he will be dismissed from the Special Education Program.

## **Responsibilities of Support Personnel**

Three individuals have major responsibilities in supporting the candidate during supervised student teaching: (1) the university supervisor who will observe and evaluate teaching performance and assign a grade; (2) the resident teacher at the school site that will mentor the candidate and observe and evaluate teaching performance; (3) the principal in whose school the candidate is placed.

### ***The University Supervisor***

The University Supervisor is a person skilled in human relations, knowledgeable about teaching methodology and supervision practices, and competent in subject matter and teaching students with disabilities. As such, the University Supervisors are given the responsibility for making recommendations relative to the success of the candidates they supervise. The University Supervisor establishes the necessary liaisons among the university, school, and classroom by (a) scheduling observations and conferences, (b) establishing and maintaining lines of communication among all parties, (c) mediating when problems occur, (d) providing formative feedback and summative evaluation of the candidate’s performance (e) and work with the candidate and resident teacher to develop the Individual Development Plan for all Education Specialist candidates in their final quarter of supervision.

**The Individualized Development Plan.** (See Attachment A for template and example)

The Individualized Development Plan (IDP) must be written during the final quarter of supervision, before the candidate exits the preliminary credential program. The IDP must include the following components:

1. A statement of the candidate's career goals and the progress toward meeting those goals that have been made to date.
2. A copy of the final competency evaluation relative to the Teaching Performance Expectations (TPE).
3. An assessment of the candidate's strengths, weaknesses, and skills relative to the California Standards for the Teaching Profession (CSTP)
4. Identification of the future specific emphasis for professional development in the Clear Credential Program.

The University Supervisor's responsibilities include, but are not limited to the following:

- Orienting candidates to their roles as a Teacher Candidates
- Competencies expected of the Teacher Candidates
- Lesson planning (detailed at first; more general later in the experience)
- Professionalism
- School hours and time commitments
- Participation in school-related activities (e.g., parent meetings or conferences; open house; staff development; etc.)
- Visiting the candidate in accordance with the program policy, conducting formal and informal observations and conferences, and preparing formative (midterm) and summative (final) evaluations based on the competency forms for each course and each Education Specialist credential authorization
- Being knowledgeable of methods for instruction, policies and procedures in Special Education, state-adopted academic content standards and curriculum, curriculum and instructional adaptations for individuals with disabilities, state approved and district-adopted alternative curriculum, curriculum development, implementation, and evaluation, and principles of growth, development, and learning
- Assisting the candidate in improving skills in planning, selection of materials, instruction, evaluation, organization, and management
- Helping the candidate relate his or her student teaching experiences to previous academic learning and current professional pedagogy and practice
- Assisting the candidate to reflect on his or her experiences
- Checking the candidate's portfolio notebook (student teaching only) and helping on lesson planning, organization, and reflection as needed
- Being available to conference with the Teacher Candidate and Resident Teacher as the need arises
- Conferencing with the Resident Teacher and assisting him or her in evaluating the competencies of the Teacher Candidate

- Developing a Professional Growth Plan for candidates who are not demonstrating proficiency in specific competencies and who must improve in order to earn credit for fieldwork.
- Assigning a final grade for student teaching (CR/NC) for Supervision in consultation with the Resident Teacher
  - A passing grade of “CR” or Credit” requires ratings of 3 (consistently present/demonstrated)
  - A non-passing grade of “NC” or no credit requires a clear description of the circumstances that resulted in the non-passing grade and a written recommendation regarding the candidate’s continuation in the credential program.
- Submitting your grades at the end of each quarter through your faculty center in MyCoyote.
- Syncing and sending all required forms online in DigiCoach app (including copying the student on the DigiCoach email) *within 24 hours of each visit*.
- Making recommendations, in consultation with the Fieldwork Coordinator of Special Education, about the course of action to be taken regarding withdrawal of a candidate from an assigned placement and the repetition of Student Teaching assignment.
- Supporting candidate to create Individual Development Plan (final fieldwork quarter for both student teaching and internship only)

### ***The Resident Teacher***

Part of student teaching is working with other professionals at a school site. Generally, these are teachers and other certificated service providers who have a record of successful teaching experience and who demonstrate a personal enthusiasm for teaching. They are open-minded, self-reflective, and flexible and they encourage the development of these qualities in teacher candidates. They have skills in interpersonal relationships and are willing to share professional knowledge and skills with those learning the profession. They understand that providing guidance to a candidate is a professional responsibility and they accept this responsibility seeing it as another level of teaching. The Resident Teacher is selected by the school district and the university; he or she is the person in whose classroom the Teacher Candidate is placed.

To help make the Supervision experience a rewarding one and one that provides the candidate with a beginning knowledge of the various responsibilities of the classroom teacher, the following list is provided as a guide for the Resident Teacher:

- Introduce the candidate to faculty and staff at the school site and provide a tour of the facility
- Introduce the Teacher Candidate to the students in the class and their parents as fellow teacher and colleague; give a sincere welcome and indicate confidence in him or her as a teacher
- Assign a place (table or desk) in the classroom as a base of operation for the Teacher Candidate
- Arrange for regular meeting times with the Teacher Candidate at least once per week; be open to and available for questions on a daily basis
- Discuss your philosophy of education and your expectations for a Teacher Candidate
- Review relevant school policies and procedures; consider the following:
  - responsibility for attending meetings including IEP meetings, staff meetings, etc.
  - fire, earthquake, and lock-down drills
  - playground and school rules
  - reporting of child injury and illness

- releasing students during school hours
- communicating with parents and maintaining confidentiality of student information including procedures for accessing IEP and other student information
- using the library, computer center, or other specialized areas
- selecting curricular and adaptive materials; acquaint Teacher Candidate with district guidelines for curriculum
- ordering materials and supplies
- utilizing support services including supervising instructional assistants, and collaborating and consulting with other teachers and service providers
- following the chain of command for resolution of problems
- Provide an orientation about classroom routines and procedures such as:
  - bell system, intercom, and telephone
  - daily, weekly, monthly schedule
  - entry and exit routines
  - class lists and seating charts
  - opening and dismissal routines
  - classroom management and transition routines
  - classroom discipline system
  - schedule of pull-out services and service providers
  - folder for a substitute and procedures for your absence
  - reports and record-keeping
- Brief the Teacher Candidate on classroom procedures for instruction including:
  - grouping of students (heterogeneous, cooperative, ability grouping)
  - small group work including learning centers
  - individualized instruction
  - utilization of various instructional materials (e.g., teacher's guides, trade books, audiovisual materials, computers, visual materials, etc.)
  - records of student progress monitoring
  - relating teaching to state-adopted academic content standards
- Discuss daily, weekly, and long-range plans early enough so that the Teacher Candidate can make revisions and modifications as necessary
  - share materials and ideas for planning and teaching
  - give feedback on written lesson plans
  - require lesson plans for your review before the lesson is taught and initial approved plans; if daily plans are not prepared and approved **at least three days prior**, permission for the Teacher Candidate to teach the students must be withheld and the University Supervisor must be notified
  - provide the Teacher Candidate with a minimum of two weeks to plan, teach, and reflect on their own
- Model various instructional strategies and talk with the Teacher Candidate about your planning process
- Help the candidate understand individual children through the use of student records and observations
- Allow the Teacher Candidate to begin teaching as soon as possible; first quarter (ESPE 620) Teacher Candidates should begin with individual and small group instruction, preparation of bulletin boards, and working at learning centers
- Work with the University Supervisor for joint supervision of the Teacher Candidate by:

- becoming familiar with the competencies for evaluating the Teacher Candidate's performance
- being available for conferences to discuss the progress of the Teacher Candidate (you can expect contact with the University Supervisor roughly every other week)
- planning special experiences to meet special needs
- informing the University Supervisor and Principal about problems and successes that have occurred or are anticipated to occur
- requesting a special visit by the University Supervisor when need warrants immediate attention
- Observe and give written feedback on lessons
  - offer honest encouragement
  - offer positive feedback as well as suggestions for improvement
  - inform the University Supervisor as soon as possible when the Teacher Candidate encounters serious problems
- Accept differing teaching style or technique than your own and allow the Teacher Candidate to adapt and modify materials and procedures in order for him or her to develop personal ways of working and teaching
- Meet with the University Supervisor to prepare a joint midterm evaluation of the Teacher Candidate and be available for a conference about the evaluation with both the Teacher Candidate and University Supervisor
- Maintain a professional attitude in the presence of students if there is a problem situation
- Maintain confidentiality; a Teacher Candidate's performance should only be discussed with the Teacher Candidate, University Supervisor, or the Principal
- Complete a final evaluation of the Teacher Candidate and meet with the Teacher Candidate and the University Supervisor for a final conference

### ***The Principal***

The Principal acts as a support person for the candidate and the University Supervisor. By accepting candidates as professionals, the principal helps them achieve status as a member of the faculty. The main responsibilities of the Principal include the following:

- To assist in the selection of Resident Teachers
- To welcome and help orient the candidate and University Supervisor to the school, staff, and building procedures
- To provide assistance and support to the candidate, Resident Teacher, and University Supervisor
- To provide information about:
  - the school including philosophy, resources, disciplinary procedures, funding, special programs, resource personnel, after-school programs, parent involvement, etc.
  - the district including policies, support personnel, curricular resources, etc.
  - the community including ethnic and socio-economic composition, recreational and cultural resources, health services, etc.
- To ensure that cumulative records and IEP information are available to the candidate in order to assist him or her in instructional planning, IEP development, and IEP meeting participation
- To ensure that the Substitute Teaching policy described in the Placement section of this handbook is enforced so that Teacher Candidates are not exploited and have every opportunity to learn the skills required to be a teacher

## Responsibilities of the Teacher Candidate

The teacher candidate is a credential candidate at California State University, San Bernardino (CSUSB). During Supervision, the Teacher Candidate will continue to develop professional knowledge, skills, and dispositions needed to be a successful teacher. In order to achieve this goal, candidates have numerous responsibilities, some of which may be conflicting. Candidates are continuing to learn new skills and strategies from University instructors while at the same time transitioning from acting as an observer/participant to acting as a full-time teacher. The following sections provide descriptions of requirements for ESPE 620 and ESPE 621, assignments, and the guidelines for Teacher Candidates required for Supervision.

**Requirements for ESPE 620.** ESPE 620 is the initial supervised field experience course in which the candidate is supported and supervised by a Resident Teacher and a University Supervisor. In this course, the emphasis for candidates in the Mild/Moderate Disabilities (ESPE 620A) and Moderate/Severe Disabilities (ESPE 620B) programs is to Engage and Support All Students in Learning (TPE 1) in addition to the other TPEs with an emphasis on the group of students. Candidates in the **ECSE credential program** complete ESPE 620C in Early Intervention settings with students between the ages of birth and 2 years, 11 months and their families. In these experiences, the candidate must be *teaching*, not simply observing. University supervisors make contact with the candidate and resident teacher at least five times a quarter. Candidates are evaluated relative to specific competencies by *both* the Resident Teacher and the University Supervisor.

**Assignments.** Candidates are required to document their student teaching experience and competencies in a portfolio. The items listed below as well as any other documentation that illustrate the candidate's competencies and formative experiences as a teacher candidate must be included in the portfolio. The University Supervisor may require the candidate to keep reflections or other assignments in the portfolio for the final competency evaluation. The portfolio is kept by the teacher candidate and should be available for review by both the Resident Teacher and the University Supervisor throughout the quarter for evaluation.

- **Quarter Plan** established with University Supervisor and Resident teacher outlining the teacher candidate's activities as he or she transitions into assuming daily teaching responsibilities (see p. 11 of the handbook for examples and more information)
- Regular classroom schedule of activities for students
- Copies of observation notes by supervisor
- Evidence of knowledge of the school site, the community it serves, and the resources available for students and teachers on site.
- Evidence of knowledge of the students being served in the student teaching assignment including IEP goals, services, and service providers.
- Examples of written lesson plans with University and/or Resident teacher evaluations and reflections
- Evidence of participation in IEP meetings and the development of an IEP
- Evidence of participation in parent conferences or activities involving parents
- Copies of Midterm and Final competency evaluations

**Credential Note:** All candidates in the Education Specialist Preliminary Credential program must complete the CPR requirement and the health requirement (HSCI 540) PRIOR to being recommended for the credential even if these requirements are not listed on the program plan or the track course sequence received at the New Student Orientation.

*CPR requirement.* The infant, child and adult CPR class must be hands-on. Candidates can complete a CPR class through agencies that meet the criteria of the American Heart Association or American Red Cross. One resource for meeting this requirement is an agency called First-Class CPR in Bloomington that provides CPR classes 7 days a week. Information regarding First-Class CPR can be found at [www.FirstClassCPR.com](http://www.FirstClassCPR.com) or call (877) 510-7277. FirstClassCPR will discount the training to \$45 upon showing your CSUSB ID. The CPR certification must be HANDS-ON and must cover infant, child, and adult.

*Health requirement.* In the event a candidate cannot complete HSCI 540, we will accept the following earned with a grade of B- or better: UCR Extension: EDUC x451.01 *Implementation of Health Instruction Framework for California Schools*; UCSD Extension: EDUC 30057 *Health Education for the Teacher*

**Requirements for ESPE 621.** ESPE 621 is the culminating supervised field experience course in which the candidate is supported and supervised by a Resident Teacher and a University Supervisor. In this course, the emphasis for candidates in the Mild/Moderate Disabilities (ESPE621A) and Moderate/Severe Disabilities (ESPE 621B) programs is to demonstrate competency in all TPEs with an emphasis on the individual needs of students. Candidates in the **ECSE credential program** enroll in ESPE 621C and work in preschool settings with children with disabilities between the ages of 3 and pre-kindergarten. In these experiences, the candidate must be *teaching*, not simply observing. University supervisors make contact with the candidate and resident teacher at least five times a quarter. Candidates are evaluated relative to specific competencies by *both* the Resident Teacher and the University Supervisor.

**Assignments.** Candidates are required to document their student teaching experience and competencies in a portfolio. The items listed below as well as any other documentation that illustrate the candidate's competencies and formative experiences as a teacher candidate must be included in the portfolio. The University Supervisor may require the candidate to keep reflections or other assignments in the portfolio for the final competency evaluation. The portfolio is kept by the teacher candidate and should be available for review by both the Resident Teacher and the University Supervisor throughout the quarter for evaluation.

- **Quarter Plan** established with University Supervisor and Resident teacher outlining the teacher candidate's activities as he or she transitions into assuming daily teaching responsibilities (see p. 11 of the handbook for examples and more information)
- Regular classroom schedule of activities for students
- Copies of observation notes by supervisor
- Evidence of knowledge of the school site, the community it serves, and the resources available for students and teachers on site.
- Evidence of knowledge of the students being served in the student teaching assignment including IEP goals, services, and service providers.
- Examples of written lesson plans with University and/or Resident teacher evaluations and reflections
- Evidence of participation in IEP meetings and the development of an IEP

- Evidence of participation in parent conferences or activities involving parents
- Copies of Midterm and Final competency evaluations
- Copy of the **Individualized Development Plan**

**Credential Note:** All candidates in the Education Specialist Preliminary Credential program must complete the CPR requirement and the health requirement (HSCI 540) PRIOR to being recommended for the credential even if these requirements are not listed on the program plan or the track course sequence received at the New Student Orientation.

*CPR requirement.* The infant, child and adult CPR class must be hands-on. Candidates can complete a CPR class through agencies that meet the criteria of the American Heart Association or American Red Cross. One resource for meeting this requirement is an agency called First-Class CPR in Bloomington that provides CPR classes 7 days a week. Information regarding First-Class CPR can be found at [www.FirstClassCPR.com](http://www.FirstClassCPR.com) or call (877) 510-7277.

*Health requirement.* In the event a candidate cannot complete HSCI 540, we will accept the following earned with a grade of B- or better: UCR Extension: EDUC x451.01 *Implementation of Health Instruction Framework for California Schools*; UCSD Extension: EDUC 30057 *Health Education for the Teacher*

To develop the **Quarter Plan**, the candidate will need to review with the Resident Teacher his or her plans for the time that the candidate will be in the classroom, check state-adopted academic content standards and/or alternative curriculum objectives, and review textbooks and other instructional materials. This assignment is due by the end of the second week of Supervision or by the first University Supervisor visit, whichever comes later. The following questions should inform the planning:

1. What teaching activities will be done the first week?
2. When will the teaching of Language Arts and Math begin?
3. When will the teaching of small groups begin?
4. When will the teaching of the entire class begin?
5. When will the teaching of the class for the entire day begin and will the Resident Teacher be present or out of the room?
6. When will the candidate assume daily responsibility for planning and teaching two full weeks?

Below are examples of Quarter Plans for each quarter:

Example for ESPE 620 – By the end of:

*Third week* – have assumed responsibility for planning and teaching Reading /Language Arts

*Fifth week* – have assumed responsibility for planning and teaching Mathematics

*Eighth week* – have assumed responsibility for planning and teaching both small groups and the entire class

*Quarter* – have assumed responsibility for two full weeks of teaching

Example for ESPE 621 – By the end of:

*Third week* – have assumed responsibility for planning and teaching Reading/Language Arts and Mathematics

*Fifth week* – have assumed responsibility for planning and teaching across subject matter with adaptations for IEP goals and English Learners

*Eighth week* – have assumed responsibility for planning and teaching both small groups and the entire class

*Quarter* – have assumed responsibility for two full weeks of teaching

It is the candidate's responsibility to submit lesson plans to the Resident Teacher at least three days in advance of the anticipated date for teaching the lesson. As will be discussed in the responsibilities of the Resident Teacher, Resident Teachers are required to withhold permission to teach until lesson plans have been approved. The submission schedule and format expectations should be agreed upon by the Resident Teacher and Teacher Candidate. An example is provided below:

- Teacher candidate submits lesson plans to the resident teacher for Monday, Tuesday, and Wednesday on Wednesday of the previous week
- Resident teacher reviews the plans and returns them with comments and suggested revisions on Friday, so the teacher candidate has the weekend to make any alterations deemed necessary
- Teacher candidate submits lesson plans for Thursday and Friday on Monday
- Resident teacher reviews the plans and returns them on Tuesday with suggestions so teacher candidates can make changes prior to teaching the lesson.

### ***Guidelines for Teacher Candidates.***

The following guidelines are provided to assist the teacher candidate in the transition from participant/observer to full-time teacher. No timeline is given for the responsibilities included under these guidelines. The Teacher Candidate and Resident Teacher should work out a schedule that meets the needs of all involved. Teacher Candidates are required to assume daily teaching responsibility for a **minimum** of two weeks. The guidelines are organized into four categories of responsibilities:

1. *General responsibilities* – those that pertain to professionalism
2. *Early responsibilities* – the types of activities that the teacher candidate should engage in as he or she begins the experience
3. *Increasing responsibility* – activities for the teacher candidate as he or she develops and is able to engage more actively in the teaching day
4. *Full responsibility* – teaching on a full-time basis

#### *General responsibilities:*

- Be punctual and regular in attendance; as a minimum, follow the contract day of the teachers at the school
- Be carefully and thoroughly prepared as well as mentally and physically fit to teach
- Be appropriately dressed and well groomed at all times
- Learn and follow the school rules and regulations
- Familiarize yourself with the district regulations governing your conduct as a teacher
- Attend faculty meetings, PTA meetings, and other school-related functions
- Follow the school procedures for reporting any absence you incur; in addition, inform the Resident Teacher and University Supervisor
- Maintain the required portfolio notebook described in the Assignments section above
- Complete all written assignments required by the University Supervisor promptly
- Follow the schedule of the school district for holidays with respect to Student Teaching and follow the university schedule for holidays with regard to concurrent course attendance

- Keep in mind that the classroom is a place to learn how to become a teacher despite differences with the Resident Teacher's point of view, teaching strategies, discipline, and classroom environment
- Adhere to the policy that the Resident Teacher's personality, teaching methods, room environment, etc. are not to be discussed with other teachers, Teacher Candidates, friends, relatives, or strangers
- Treat information learned about students and parents in the course of your assignment as confidential knowledge except when it is the legal responsibility of the teacher to do otherwise; in the latter situation, confer with and take direction from the Resident Teacher
- Professionally receive and act upon constructive feedback offered by the Resident Teacher and University Supervisor
- Inform the University Supervisor as soon as possible of any problem situations relating to any phase of the student teaching experience (e.g., personality conflicts, value conflicts, problems in meeting requirements, etc.); if concerns cannot be discussed with the University Supervisor, the Supervision Director or Program Director should be notified instead; it is critical to maintain professionalism and speak to the appropriate party; discussion in the hallways and teachers' lounge is not professional

*Early responsibilities:*

- Observe specific aspects of the classroom instead of trying to take everything in at once
- Assist the Resident Teacher particularly in routine management (roll call; lunch count; transitions; etc.) and supervision duties (recess; lunch; bus)
- Observe the children and begin to become acquainted with their work and social habits; become acquainted with their IEPs and other materials related to the students in the class **REMEMBER** this information is confidential and must be treated in a professional manner
- Arrange a specific time with the Resident Teacher for assistance in planning and critiquing your work a minimum of at least once per week
- Develop a Quarter Plan for teaching various areas of the curriculum

*Increasing responsibilities:*

- Continue the *Early Responsibilities* as appropriate
- Check lesson plans, assignments, and materials with the Resident Teacher at least three days before they are to be used; the Resident Teacher is expected to withhold permission to teach unless these plans are complete, submitted at least three days in advance of the time they are to be used, and have been approved and signed by the Resident Teacher
- Continually engage in self-evaluation of your teaching performance; your own reflection is required as a part of the lesson plan
- Hold frequent feedback and planning conferences with the Resident Teacher
- Plan to confer with your University Supervisor during each visit; the University Supervisor will visit at least five times throughout the quarter; the total number of visits will depend on the progress being made by the Teacher Candidate

*Full responsibility:*

- Continue other responsibilities as appropriate
- Assume responsibility for a **minimum of two full weeks of teaching** unless specified differently in a Professional Growth Plan

- Address all competencies for student teaching; competencies should be reviewed regularly during conferences
- Each quarter of supervised student teaching you will receive an email to evaluate the University Supervisor, Resident Teacher, and program experiences.

Please refer to the course syllabus and the candidate competency form for more information on performance expectations. Please list the contact information for (a) the Teacher Candidate, (b) the Resident Teacher, (c) the University Supervisor, (d) the Principal, and (e) the school office and classroom on this page for easy reference.

## Evaluation

In the Special Education credential program, candidates are evaluated on their performance by faculty, resident teachers, and university supervisors. Evaluation of performance includes critical reflection on the part of the candidate, bi-weekly observations, and portfolio assessment. This formative assessment informs the summative evaluation of the candidate's performance on the average scores across the criterion-based assessment of DigiCoach. Formative evaluation acts as a catalyst for the reflective, critical processes necessary to become an effective teacher. It requires critical interaction between the candidate and the evaluator about the knowledge base and professional standards for your credential authorization. Summative evaluation assesses the candidate's performance relative to a specific set of professional competencies for beginning teachers. These approaches combined result in evaluation as a process as well as a product. The results inform the candidate's professional development while also determining competency levels. To earn a passing grade, candidates must receive an average score of at least 3 in every competency area.

In addition to being evaluated, candidates evaluate the effectiveness of their faculty instructors, resident teachers, and university supervisors. This section will outline the procedures for candidate's evaluation as they prepare to enter the teaching profession as well as the evaluation of faculty, resident teachers, and university supervisors.

### ***Academic Performance Policy***

The academic requirement for the credential program is a grade point average (GPA) of 3.0 with no course grade below a "B-" with the exception of ESPE 530 and ESPE 531 which have a passing grade requirement of "B" or better. If you earn a grade lower than these requirements, you will need to retake the course before completing courses that have that class as a pre- or co-requisite. By university policy, candidates may repeat ONE COURSE – ONE TIME ONLY in order to have the non-passing grade discounted. The candidate is responsible for filing a Discount of Grade petition with the office of Graduate Studies. A description and instructions for completing the form can be found on the Graduate Studies web pages at: <http://gradstudies.csusb.edu/currentStudents/discountGrade.htm> .

If a candidate's GPA in all Education and Special Education courses (as well as all other courses required in the credential program) falls below a 3.0, the candidate will be placed on Academic Probation by the office of Graduate Studies and Assessment and Planning. Candidates on Academic Probation will be notified by mail, a notation will be made on their transcripts, and a hold will be placed on registration for the following quarter. Candidates on Academic Probation will have one quarter to improve their GPA to a 3.0 and they must consult with a faculty advisor to determine what actions need to be taken or if they need to be advised of other career options. Candidates on Academic Probation will not be admitted

to Supervision. Candidates who do not rectify their GPA will be dismissed from the university and the credential program the following quarter.

## Evaluation of Teacher Candidates

**Formative evaluations.** In bi-weekly visits, the university supervisor will provide formative evaluations on each candidate's progress. The university supervisor will arrange to observe the candidate teaching and provide written feedback on DigiCoach. The university supervisor will share feedback regarding the observation with the candidate to identify strengths and make suggestions for improvement. For student teacher candidates, the resident teacher will also provide formative feedback, often daily, on progress.

**Summative evaluations.** The university supervisor will provide a written assessment of the candidate's progress on the DigiCoach after each visit. If necessary, a professional growth action plan will be developed. At the end of the quarter, the university supervisor and resident teacher will review all collected data regarding student performance to determine a final grade.

It is important to note that first quarter teacher candidates who earn a quarterly average rating of at least 3 in all areas, will earn credit for the quarter. If a candidate does not earn an average of at least 3, a grade of no credit (NC) will be assigned. S/he may petition to retake the first quarter of fieldwork one time. Second quarter teacher candidates who earn a quarterly average of at least 3 in all areas will earn credit for the quarter. If a second quarter candidate does not earn an average of at least 3, s/he may petition to retake the second quarter of fieldwork one time as long as no other quarter of fieldwork has been repeated. This policy includes intern candidates who have moved to the student teaching track. See the Repetition of Student Teaching policy in this handbook.

## Evaluation of Resident Teacher and University Supervisor

Candidates are required to evaluate their resident teacher and university supervisor each quarter that they are enrolled in a student teaching course (i.e., ESPE 620 and 621). **During the 8<sup>th</sup> week of each quarter of supervised student teaching you will receive an email to evaluate the University Supervisor, Resident Teacher, and program experiences.** All evaluations are completed anonymously and the university supervisor is prohibited from reviewing ratings or comments until the grades have been posted according to university policy. The resident teacher does not have access to the ratings or comments from teacher candidates.

University supervisors are hired as adjunct university faculty and they are evaluated on a standard university form called the Student Evaluation of Supervisor Effectiveness (SESE). This form is completed anonymously and the results are used in the annual retention evaluation conducted by the College of Education for all adjunct faculty. If a full time faculty member is also a university supervisor, this evaluation is included in their personnel file and utilized in the scheduled reviews of faculty performance. The evaluation of the resident teacher is used primarily to identify resident teachers that have made a positive contribution to the preparation of teacher candidates so that they could be considered for future assignments.

## **Special Education Intern Programs: Mild/Moderate; Moderate/Severe; Early Childhood Special Education**

### **Placement**

Each intern candidate must secure full-time employment as a teacher in a special education setting in the category of his/her credential authorization (e.g., mild/moderate, moderate/severe, early childhood special education). The contract must be with one of CSUSB's partner school districts or county offices of education. An intern must remain as teacher of record and be continuously enrolled in intern fieldwork for six academic quarters (not including summer).

### ***Procedures for Enrolling/Continued Enrollment in Intern Fieldwork***

Each intern candidate must enroll in intern each of the six quarters of their intern program fieldwork (ESPE 622 A – Mild/Moderate; 622 B – Moderate/Severe; or 622 C – Early Childhood Special Education). Once a candidate has been fully admitted to the intern program (e.g., employed), he/she will automatically be permitted to enroll in field supervision each quarter. It is the responsibility of the intern candidate to register for ESPE 622 A, B, or C along with other required coursework.

### ***Retention/Dismissal from the Intern Program***

Each intern must earn a grade of credit (CR) each quarter of intern fieldwork. In order to earn CR for the quarter, each competency must score an average of "3" or higher. If the Intern candidate should fail to meet either the University's competencies or the District's performance criteria during the course of the program, the candidate may be dismissed by either party upon written notification to the other party and the Intern candidate. Retention and dismissal decisions will be collaborative between the University and District at a meeting prior to University grades being determined. The final district dismissal decision will be at the discretion of the District. If an intern candidate does not pass a quarter of intern fieldwork, the candidate may petition to enroll in student teaching. Permission to enroll in student teaching is not guaranteed. Program continuance will be at the discretion of the University.

### ***Responsibilities of Support Personnel***

Three individuals have major responsibilities in supporting the candidate during supervised fieldwork: (1) the University Supervisor who will observe and evaluate teaching performance and assign a grade; (2) the District Support Provider that will mentor/support the candidate; (3) the site evaluator (principal, assistant principal). Intern Program Directors are responsible for facilitating the daily operation of the intern program, providing support to intern candidates, supervisors, and district personnel, as well as coordination of the evaluation process as needed.

## **The University Supervisor**

The University Supervisor provides overall guidance and support to the intern candidate throughout the entire internship. S/he makes recommendations relative to the success of the candidates. The University Supervisor establishes the necessary liaisons among the university, school, and classroom by (a) scheduling observations and conferences, (b) establishing and maintaining lines of communication among all parties – including intern directors, (c) mediating when problems occur, and (d) providing formative feedback and summative evaluation of the candidates' performance.

The University Supervisor's responsibilities include, but are not limited to the following:

- Making contact with the site evaluator and district support provider and/or resident teacher by the first observation date.

- Visiting the candidate at least five times each quarter (approximately every other week) and providing the candidate with written feedback following each observation/visitation.
- Providing formative (midterm) and summative (final) evaluations based on the quarterly competencies.
- Providing information regarding instruction, policies and procedures in Special Education, state-adopted academic content standards and curriculum, curriculum and instructional adaptations/modifications for individuals with disabilities, state approved and district-adopted alternative curriculum.
- Assisting the candidate with planning, selection of materials, instruction, evaluation, organization, and management
- Assisting the candidate with reflection.
- Supporting the intern candidate in preparing for and/or attendance at IEP meetings.
- Developing a Professional Growth Plan to identify specific activities and written assignments as needed to help candidates focus on competencies that must be addressed to successfully meet all of the competency requirements.
- Submitting grades at the end of each quarter through your faculty center in MyCoyote.
- Sync and send all required documentation through DigiCoach App
- Consulting with the Fieldwork Coordinator of Special Education regarding retention and dismissal of the candidate.
- Supporting the creation of the Individual Development Plan (IDP) for candidates in the final quarter of supervision.

#### ***District Support Provider***

- The district support provider should be a professional who holds a credential in the same authorization area as the intern candidate (mild/moderate, moderate/severe, or early childhood special education) and has experience teaching in the classroom. The district support provider supports the intern candidate with district policies and procedures, IEP process/meetings, and district program models.

#### ***Site Evaluator***

The site evaluator is generally the principal or assistant principal but may be a district designee. Since the intern is a contracted teacher, the site evaluator carries out his/her regular administrative duties. In addition, the site evaluator meets quarterly with the intern and the university supervisor to review and sign off on progress toward intern competencies and to discuss any necessary supports.

#### ***Responsibilities of the Intern Candidate***

The intern candidate represents California State University, San Bernardino (CSUSB). As a full-time, contracted employee, the intern candidate is expected to assume all teaching and related responsibilities required by the districts. Internships must be completed within a two-year time period. Under extenuating circumstances, an intern candidate may apply for a one-year, non-renewable intern credential extension. This request must be supported by the employing district, the intern director, and approved by the Commission on Teacher Credentialing. *If an extension is approved, the intern candidate must continue to be supervised in the classroom setting. Enrollment in a formal supervision course is at the discretion of the intern program director.*

During the internship, the candidate will further develop professional knowledge, skills, and dispositions needed to be a successful teacher. In order to achieve this goal, the intern candidate will have numerous responsibilities. As a full-time, teacher of record in special

education classrooms, the candidate will have opportunities to implement new skills and strategies from coursework. The major responsibility for the intern candidate is to balance full-time teaching, coursework loads – including participation in professional development opportunities, and his/her personal life.

### **Evaluation of Intern Candidates**

**Formative Evaluations.** The university supervisor will arrange to observe the candidate teaching and provide written feedback on an observation form. Based on bi-weekly observations/conferences, the university supervisor will provide formative evaluations on the candidate's progress. The university supervisor will identify strengths and develop supports, as necessary.

**Summative Evaluations.** Using the formative evaluations and evidence provided by the candidate, at the end of each quarter, the university supervisor and site evaluator develop a final summative evaluation of the candidate's performance based on the district expectations and the university competencies. *In order to be recommended for the Preliminary Education Specialist Credential, candidates must earn an average of "3" or higher in each of the competency areas by the end of the quarter.*

### **Academic Performance Policy**

The academic requirement for the credential program is a grade point average (GPA) of 3.0 with no course grade below a "B-" with the exception of ESPE 530 and ESPE 531 (formerly ESPE 529) which have a passing grade requirement of "B" or better. If a candidate earns a grade lower than a B- in any education course, he/she will be required to retake the class before completing courses that have that class as a pre- or co-requisite. By university policy, candidates may repeat ONE COURSE - ONE TIME ONLY in order to have the non-passing grade discounted. The candidate is responsible for filing a Discount of Grade petition with the office of Graduate Studies. A description and instructions for completing the form can be found on the Graduate Studies web pages at: [https://www.csusb.edu/sites/csusb/files/Discount%20of%20Grade-Instructions\\_1.pdf](https://www.csusb.edu/sites/csusb/files/Discount%20of%20Grade-Instructions_1.pdf) .

If a candidate's GPA in all Education and Special Education courses (as well as all other courses required in the credential program) falls below a 3.0, the candidate will be placed on Academic Probation by the office of Graduate Studies and Assessment and Planning. Candidates on Academic Probation will be notified by mail, a notation will be made on their transcripts, and a hold will be placed on registration for the following quarter. Candidates on Academic Probation will have one quarter to improve their GPA to a 3.0 and they must consult with a faculty advisor to determine what actions need to be taken or if they need to be advised of other career options. Candidates who do not rectify their GPA will be dismissed from the university and the credential program the following quarter.

### **Evaluation of University Supervisor**

Every quarter each candidate is required to evaluate the university supervisor. **During the 8<sup>th</sup> week of each quarter of your internship you will receive an email to evaluate the University Supervisor, Resident Teacher, and program experiences.** All evaluations are completed anonymously and the university supervisor is prohibited from reviewing ratings or comments until the grades have been posted according to university policy.

University supervisors are hired as adjunct university faculty and they are evaluated on a standard university form called the Student Evaluation of Supervisor Effectiveness (SESE). This form is completed anonymously and the results are used in the annual retention evaluation conducted by the

College of Education for all adjunct faculty. If a full-time faculty member is also a university supervisor, this evaluation is included in their personnel file and utilized in the scheduled reviews of faculty performance.



**Special Education Program**  
**Individualized Development Plan**

Candidate: \_\_\_\_\_

ID: \_\_\_\_\_ Credential: ( ) Mild/Mod. ( ) Mod./Sev. ( ) ECSE

**Goals for Employment in Special Education**

**Briefly describe your professional goals related to employment in Special Education?**

**Briefly describe what you have done so far to advance these goals?**

List three (3) objectives and activities to meet these objectives related to achieving your employment goals you identified:

Objective:	Description of activities to advance objective:	Date of Completion
1.		
2.		
3.		

**Professional Development**

**Briefly reflect on your strengths, weaknesses, and skills related to California Teaching Performance Expectations and California Standards for the Teaching Profession (CSTP).**

Candidate: \_\_\_\_\_

List and describe activities to advance two (2) objectives related to your reflections for Professional Development:

Objective:	Description of activities to advance objective:	Date of Completion
1.		
2.		
3.		

The date of completion for each objective should be filled in by the candidate in collaboration with the Education Specialist Induction Program representative in the evaluation of the IDP prior to setting a specific emphasis in the development of the Individualized Induction Program (IIP).

**Signatures**

IDP Development Date: \_\_\_\_\_

Candidate: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

please print name here: \_\_\_\_\_

IDP Evaluation Date: \_\_\_\_\_

Candidate: \_\_\_\_\_

Induction Program Rep.: \_\_\_\_\_

please print name here: \_\_\_\_\_

Candidate: \_\_\_\_\_

ID: \_\_\_\_\_ Credential: ( ) Mild/Mod. ( ) Mod./Sev. ( ) ECSE

**Goals for Employment in Special Education**

**Briefly describe your professional goals related to employment in Special Education?**  
 I would like to work in a SDC class serving K-6<sup>th</sup> grade children having Down syndrome, autism, and other developmental disabilities. I would like to work in a school in A Particular School District in a Particular County of California.

**Briefly describe what you have done so far to advance these goals?**  
 I have completed all of my M/S coursework except the second student teaching for my Preliminary M/S credential. I have made a connection with Sue Smith who is the principal/coordinator for the special education programs at Any School District.

List three (3) objectives and activities to meet these objectives related to achieving your employment goals you identified:

Objective:	Description of activities to advance objective:	Date of Completion
4. Network with special education teachers and administrators in the region and in My Particular County.	Determine which professional organization or conferences that these professionals attend and become a member of these organizations.	
5. Apply for credential and complete application package for the districts that have SDC classes.	Find out the procedures for applying for the credential and complete those procedures by the end of the quarter; find out which districts and schools have SDC classes.	
6. Obtain a MS degree in Special Education emphasizing M/S at CSUSB.	Continue taking required courses of MS program and prepare for the comprehensive exam.	

**Professional Development**

**Briefly reflect on your strengths, weaknesses, and skills related to California Teaching Performance Expectations and California Standards for the Teaching Profession (CSTP).**  
 I feel that I am strong in my knowledge and applications of specific evidence-based practices for creating and maintaining effective environments for student learning. I am strong in providing communication and behavioral interventions in M/S. I also have an in-depth understanding of Function Communication Training involving FBA and environmental changes. I am knowledgeable in PBS strategies including visual supports, PECS, token economy, priming, etc. My weakness is in IEP procedures and in developing specific and meaningful IEP goals and objectives. Another area of my weakness is in assessing student learning. I need to learn more about progress monitoring and Curriculum-based measurement methods. I also need to learn about organizing subject matter for student learning content specific pedagogy. I have little experience in direct instruction. I also need to practice curriculum-based measurement for progress monitoring. I have less experience in collaboration and conflict management with colleagues and para-educators. -----omitted-----

Candidate: \_\_\_\_\_

List and describe activities to advance two (2) objectives related to your reflections for Professional Development:

Objective:	Description of activities to advance objective:	Date of Completion
4. I will be able to lead an IEP team to develop specific and meaningful IEP goals and objectives.	I will participate in IEP team meetings in the school. I will visit SDC classes and talk to teachers about how to conduct IEP meetings. I will read more about IEP procedures and developing specific and meaningful goals and objectives.	
5. I will be able to work collaboratively with para-educators, related service providers, and peer tutors.	I will visit SDC classes and talk to teachers about how they manage SDC classes and how they work with para-educators and related service providers. I will visit SDC classes and talk to teachers about how they manage SDC classes and how they utilize peer tutors. I will read instructional articles about conflicts resolution in working with para-educators.	
6. I will be able to implement direct instruction method and progress monitoring methods.	I will attend seminars and workshops about direct instruction and progress monitoring for social and communicative behavior and basic academic skills. I also review relevant websites for direct instruction and progress monitoring such as Intervention Central.	

The date of completion for each objective should be filled in by the candidate in collaboration with the Education Specialist Induction Program representative in the evaluation of the IDP prior to setting a specific emphasis in the development of the Individualized Induction Program (IIP).

### Signatures

IDP Development Date: \_\_\_\_\_

Candidate: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

please print name here: \_\_\_\_\_

IDP Evaluation Date: \_\_\_\_\_

Candidate: \_\_\_\_\_

Induction Program Rep.: \_\_\_\_\_

please print name here: \_\_\_\_\_