
Department of Special Education Handbook



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CHAPTER 1

Introduction to the Education Specialist Credential Programs Department of Special Education

Welcome to the Education Specialist Credential Programs! You have made a wise choice for your professional development. This chapter provides general information about the College of Education and Department of Special Education.

The chapter is organized as follows:

- The College of Education
- Characteristics of Cal State Fullerton Credential Programs
- Department of Special Education
- Credential, Certificate, and Graduate Programs
- Career Options in Special Education

The College of Education

The College of Education includes four departments (Elementary and Bilingual Education, Reading Education, Secondary Education, and Special Education). Cal State Fullerton's College of Education is the only university teacher preparation program in Orange County accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE is the most prestigious accrediting body in the nation.

The mission of the Department of Special Education is embedded in the Conceptual Framework of the College of Education. These core values, mission statement, and student outcomes and indicators are evident in curriculum and instruction of our programs and assessment of our candidates.

EDUCATION UNIT CONCEPTUAL FRAMEWORK

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK REACH. TEACH. IMPACT.

The conceptual framework for the College of Education (COE) describes the vision, mission, philosophy and goals that complement and reinforce the university's mission, goals, and institutional standards.

Vision

COE's vision reflects our commitment to aim high, eliminate inequity, and take responsibility for the development of educators who effectively meet all students' educational needs:

We aspire to be transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

Mission

In support of our vision, our mission statement directly identifies our commitment to meeting our aims and aspirations as it highlights our attention to equity, inclusion, collaboration, creativity, innovation, and the roles of research, community engagement, and technology in education:

The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a

professional community, we promote creativity, collaboration, innovation, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Philosophy, Purposes, and Goals

COE's philosophy is reflected in the Conceptual Framework's overarching theme—

REACH. TEACH. IMPACT.

These three terms illustrate the purpose and goals underlying our commitment to educator development. Specifically, our purpose is to reach our candidates at every stage of their development so that they have the capacity to impact their students at all levels; to teach using a multitude of instructional and technological strategies so that our candidates will have a repertoire of practices from which to draw when they enter the profession; and to create impact by integrating theory into our practices that are designed to prepare them for future success as professional educators.

Conceptual Framework Outcomes

The theme "Reach. Teach. Impact." is the foundation of the COE's conceptual framework for program-specific learning outcomes that guide the operation of all initial and advanced programs in the college. These outcomes provide benchmarks to ensure that our candidates exit their programs as just, equitable and inclusive educators and leaders who possess the knowledge, skills, and dispositions to:

REACH the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.

TEACH through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.

IMPACT schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

The College of Education Conceptual Framework Outcomes (CFOs) are measured through an annual collection of selected program assessments used to measure Student Learning Outcomes (SLO's). *SLO's will be developed by each program and aligned with the CFOs. Once approved, assessments will be determined, and the assessment system revised to reflect changes.

Just, Equitable and Inclusive Education (JEIE)

JUST EDUCATION. A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

EQUITABLE EDUCATION. A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

INCLUSIVE EDUCATION. A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

JEIE Resources can be accessed [here](#).

College of Education Candidate Dispositions

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increasing ability to promote diversity, engage in collaborative endeavors, maintain professional and ethical standards, and value life-long learning. More on Candidate Dispositions can be found [here](#).

Department of Special Education

The Mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We offer credential programs for Teacher Candidates specializing in Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train Teacher Candidates in pedagogy that is multi-paradigmatic and provide a variety of theoretical perspectives related to teaching.

The faculty of the Department of Special Education is nationally recognized for contributions to the field. Faculty Members are frequently invited presenters at state, national, and international conferences. They serve in leadership roles in state and national professional organizations and are widely published in peer-reviewed journals in the field. Both full-time and part-time Faculty Members teach courses and supervise field experiences in each of the department's three credential programs. Each year the Department grant writing effort generates significant external funding to support student programs and faculty research.

Credential, Certificate, and Graduate Programs

The Special Education Department offers the following programs for the professional development of teachers:

Education Specialist Credential Programs

- Education Specialist, Mild to Moderate Support Needs - Preliminary and Intern
- Education Specialist, Extensive Support Needs – Preliminary and Intern
- Education Specialist, Early Childhood Special Education – Preliminary and Intern

Authorizations

- Early Childhood Special Education
- Bilingual - Spanish & Asian Languages

Graduate Programs

- MSE Concentration in Special Education

Career Options in Special Education

The above programs prepare professionals for the following careers and roles in special education:

- Special Education Teacher
- Early Childhood/K-12/Adult Mentor Teacher
- Resource Specialist Teacher (RSP)
- Inclusion Specialist
- Early Intervention Specialist
- Behavior Intervention Specialist
- Disabilities Specialist
- Member of College Assessment Team
- Member of Community College Disabilities Team
- Private Practice (tutoring)/Educational Therapist
- Staff Development Provider
- Education Consultant

Credential Preparation Center

The [Credential Preparation Center](#) at California State University, Fullerton acts as the liaison between the California Commission on Teacher Credentialing and the credential applicant. The Credential Preparation Center provides quality advisement and certification services to all professional educators it serves. Contact the center for your credential preparation needs.

Notice to Students Regarding Professional Licensure and Certification

California State University programs for professions that require licensure or certification are intended to prepare the student to meet California licensure and certification requirements. Admission into programs for professions that require licensure and certification does not guarantee that students will obtain a license or certificate. Licensure and certification requirements are set by agencies that are not controlled by or affiliated with the California State University and licensure and certification requirements can change at any time.

The California State University has not determined whether its programs meet other states' educational or professional requirements for licensure and certification. Students enrolled in a California State University program who are planning to pursue licensure or certification in other states are responsible for determining whether they will meet their state's requirements for licensure or certification. This disclosure is made pursuant to 34 CFR §668.43(a)(5)(v)(C).

Credential Commencement Ceremony Participation Policy

All program coursework, including all requirements for student teaching, be satisfactorily met and the credential commencement fee must be paid to participate in the commencement ceremony. This includes all Special Education paperwork and evaluations. Candidates that complete program requirements after the ceremony date will be invited to participate in the ceremony the following year. Special circumstances may be presented to a designated committee, and permission to participate will be considered. Please note the \$100 [credential commencement fee](#) cannot be waived, refunded, or prorated, and is paid regardless of participation in the ceremony.

College of Education Virtual Observation Protocol

Protocol for Video Capture

Teacher Candidates can use any device to capture video of their instruction to be used for formal observation, reflection and goal setting. Effort should be made to avoid capturing the faces of birth-22 students in videos.

Protocol for Video Storage

Once a video has been captured, it must be stored in a CSUF account. Videos must not be available on a public platform under any circumstance. Once the video has been viewed by the Clinical Coach, feedback provided using the department approved observation form and the post-observation meeting has been held between the Teacher Candidate and the Clinical Coach, the video must be permanently deleted (videos should be kept for no more than 2 weeks). The only record kept for virtual observations is the observation form itself. Please be sure all communication utilizes CSU Fullerton email and CSU Fullerton accounts, this includes emails, videos, and feedback. If using a recorded lesson as part of a CalTPA submission, the Candidate must adhere to the Pearson video recording policies.

Students must successfully complete all first-semester courses, including student teaching, before enrolling in any second-semester courses. If a student does not pass the first-semester student teaching course, they may not take any second-semester classes.

CHAPTER 2

Program Preparation and the Admissions Process

Congratulations!

If you are reading this, you are considering one of the most rewarding careers possible. Special Educators work across all ages and grades as team members with other educators to assure that students with disabilities receive a free, appropriate, and public education as close as possible to their typical peers. Special Educators make curriculum accessible to all students, make a difference in the lives of children and families, provide leadership where they serve, interact daily as a positive force in the education community, advocate for students and their families, and respect and celebrate diversity.

Earning a California Education Specialist Credential is a two-phase process. Teacher Candidates first earn a Preliminary Education Specialist Credential, which expires after five years. After completing additional coursework, Teacher Candidates earn a Clear Education Specialist Credential.

Once you decide to earn an Education Specialist Credential, there are important decisions you need to make regarding the area within special education in which you would like to be credentialed, the grade level of students you wish to work with, how you will establish your subject matter competency, what prerequisite courses to complete, and whether you hope to be employed while earning your credential. These decisions impact each other and also have implications for your employment setting and potential.

Education Specialist Credential Areas: Which is right for you?

The Cal State Fullerton Department of Special Education offers three Education Specialist Credentials. Each credential authorizes the holder to work with a different population of students with disabilities. The following information was excerpted from Standards of Quality and Effectiveness for Education Specialist Credentials, California Commission on Teacher Credentialing.

- **Education Specialist, Early Childhood Special Education:** Children with a primary disability of deafness or hearing impairment, deaf-blindness, and visual impairment including blindness must be served by a professional holding the authorization specific to the low incidence disability.
- **Education Specialist Instruction Credential: Mild to Moderate Support Needs:** This credential authorizes the teacher to conduct educational assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and special education support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury. Teachers with this credential may teach kindergarten, including transitional kindergarten, grades TK -12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- **Education Specialist Instruction Credential: Extensive Support Needs:** This credential authorizes the teacher to conduct educational assessments related to students' access to

the academic curriculum and progress towards meeting instructional goals, provide instruction, and special education support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury. Teachers with this credential may teach kindergarten, including transitional kindergarten, grades TK -12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

Education Specialist, Early Childhood Special Education: Early childhood special education includes the provision of educational services to children from birth through kindergarten who are eligible for early intervention, and special education, Includes the mild to moderate support needs and extensive support needs listed above.

Once you have made your decision on the type of credential you wish to pursue, you will then need to consider how to establish subject matter competency and what grade levels to emphasize during your credential program.

Demonstrating Knowledge of Basic Skills: What assessment should you choose?

All Teacher Candidates must meet this requirement from one of the options listed on the CTC website: [Basic Skills Requirement \(CL-667\)](#)

Demonstration Subject Matter Competency: How will you demonstrate subject matter competency in a way that meets state and federal requirements?

The Subject Matter Competency requirement is only required for Mild to Moderate Support Needs and Extensive Support Needs Teacher Candidates. This is an addition to the documentation of the basic skills requirement.

For more information on how to meet this requirement, please visit the California Commission on Teacher Credentialing website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>

- Early Childhood Special Education: Subject matter competence for Early Childhood is established through a minimum of 9 units of undergraduate coursework in child development.

The California Commission on Teacher Credentialing requires that Teacher Candidates establish subject matter competency. Please see the CSUF Center for Careers in Teaching website for the most current subject matter competency information:

<https://ed.fullerton.edu/cct/advising/subject-matter-requirements.php>

Grade Level Options: What age level of children do you want to work with?

Your decision about how to establish subject matter competence impacts your decision about what age level of children you will work with. In turn, this influences your selection of your student teaching fieldwork experiences.

If you are in Early Childhood Special Education, this decision is made for you, as all Teacher Candidates complete two fieldwork experiences. One experience is at the infant/toddler and preschool level or TK, and the other experience is preschool, or TK, or K.

Teacher Candidates working toward a credential in Mild to Moderate Support Needs or Extensive Support Needs will be placed in an elementary setting for the first fieldwork course (SPED 487) and either an elementary, middle, high school, or adult transition setting for the second fieldwork experience (SPED 489). As the time nears, you can discuss these options with the program coordinator and/or clinical practice coordinator.

Prerequisite Coursework for All Programs

- Please refer to the Department of Special Education website for more information about prerequisites.

The Internship Program: How soon do you want to be employed?

Because of the high demand for Education Specialists, many are hired before they have completed their credential program. The Cal State Fullerton Education Specialist Internship Program is designed for Candidates who wish to complete credential requirements while currently teaching in their credential preparation area/s in the public schools. These Intern Teacher Candidates should be highly motivated, organized, and capable students who have a schedule that will allow them to assume full-time teaching responsibilities while completing rigorous university coursework.

There are many benefits to completing your credential program as a paid intern. Special program features include (1) supportive classroom visits by university personnel and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom.

However, the Internship Program is not for every student. Many Intern Teacher Candidates find the pace too rigorous, feel that they are not ready to assume full responsibility for a classroom of children, do not have the necessary prerequisite and preservice coursework completed in time to accept an internship, or prefer the gradual induction of the traditional student teaching experience with a supportive Mentor Teacher.

For further information, see Chapter 6 of this handbook.

Admission Requirements and Process

Before you start the admissions process, you should attend a [Program Overview](#) and review the [Admissions Page](#).

The University admission process may take several months and is very dependent upon receipt of the official transcripts.

University Admission requirements include:

- GPA of 2.5 cumulative or in the last 60 units attempted
- All prerequisites pass with a C- or better, including the Ethnic Studies requirement
- Bachelor's degree from accredited university

Teacher Candidates must also indicate, where prompted in the university application, their emphasis of one of the following:

- Mild to Moderate Support Needs (grades TK-12 through age 22)
- Extensive Support Needs (grades TK-12 through age 22)
- Early Childhood Special Education (ECSE) (birth through Kindergarten)

In response to California Commission on Teacher Credentialing standards, Candidates must meet several requirements before they are admitted to one of the Education Specialist Credential Programs. Education Specialist Credential Programs admission requirements may be found on our website: <https://ed.fullerton.edu/sped/>

Planning Your Clinical Practice Placements

Teacher Candidates need to submit a Fieldwork Profile Form, which will be provided to you at your interview. Placements depend on the course being completed, school and district availability, Mentor Teacher qualifications, and whether there is a Clinical Coach who is available to travel to the site location.

Scholarships and Financial Aid

Students completing requirements for a teaching credential have access to financial aid. There are several websites and opportunities that Teacher Candidates become familiar with:

- [College of Education Scholarships and Financial Aid](#)
- [Office of Financial Aid](#)

Candidate Expectations

There are a few more details to be aware of as you prepare for the Education Specialist Credential Program:

- Teacher Candidates are expected to follow the district/agency calendar. Thus, if the Cal State Fullerton spring break falls during your clinical practice, you will be required to student teach during your Cal State Fullerton spring break.
- Attendance is critical. You are required to be in your fieldwork setting for every required hour. You are also required to be prompt and attend all classes. Poor attendance may result in your program removal.
- You may not enroll in classes for which you have not met the prerequisites. Therefore, you need to plan your courses carefully and consult with your Program Coordinator.
- You may not be an Intern unless you have completed all prerequisite and preservice requirements.
- You may be removed from the credential program at any time if you
 - Exhibit academic dishonesty as defined by the University Catalog

- o Exhibit inappropriate student conduct as defined by the University Catalog
- o Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors
- o Fail to meet the standards set by the Commission on Teacher Credentialing, including GPA, and teaching performance expectations.
- o Fail to behave according to the standards of the profession, public schools, university, department and/or program
- o Fail to demonstrate credentialing requirements
- o Fail to pass dispositions, described below.
- Teacher candidates are expected to uphold Early/Initial Dispositions and Final Dispositions as evidenced informally by faculty feedback as needed per faculty judgment, and formally during each semester of clinical practice.

College of Education Credential Programs Committee (CPC) Policies

The Credential Programs Committee (CPC) oversees all credential programs offered by the University. Current copies of Policy One are found on the College of Education main website. Policy One-Standards for Continued Participation in Credentials Programs:

- Individuals who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators.
- Candidates are expected to be knowledgeable about and demonstrate the professional standards for their field of teaching, as well as University standards outlined in the CSUF University Catalog and Department Student Handbook, especially the sections on Student Conduct, Academic Dishonesty, and the expected dispositions and student outcomes as described in the Education Unit's Conceptual Framework.
- Candidates' continued participation in credential programs at Cal State Fullerton is dependent upon their ability to adhere to professional standards as assessed within each credential program.
- This policy summarizes the program removal process.

Candidate Improvement Plan (CIP)

- If the actions of a teacher candidate call into question their professionalism or do not demonstrate adequate progress toward proficiency with the TPEs, policies and procedures are in place to resolve difficulties and determine consequences.
- If the behavior of a teacher candidate is disruptive or unprofessional in a University course or with a University faculty member, the faculty member shall first try to resolve any difficulties with the Teacher Candidate. Failing that, the faculty member shall inform the Program Coordinator and Admissions and Academic Advisor who will conduct fact-finding and try to

resolve any difficulties. If appropriate, a Candidate Improvement Plan (CIP) will be implemented.

- This plan may require a meeting of involved faculty, SAC, Clinical Coach, and Admissions and Academic Advisor. If the candidate does not make adequate progress in remedying the concerns, the candidate may be removed from the program according to the process outlined in Policy One. The Teacher Candidate may appeal the dismissal according to the process outlined in Policy One.
- Candidates at-risk for not demonstrating proficiency with the TPEs in their fieldwork will be placed on a Candidate Improvement Plan. This plan will identify strengths, challenges and a plan for improvement. Evidence of improvement and date for evidence to be submitted will also be identified. The results will be evaluated and the next steps will then be designated. It will be signed by the Teacher Candidate, Subject Area Coordinator, and the Admissions and Academic Advisor.

CHAPTER 3

SPED 487 Initial Clinical Practice in General Education and Special Education Settings (for Mild to Moderate Support Needs and Extensive Support Needs Credentials)

Prerequisites: Basic Skills requirement and Subject Matter Competence, admitted to the MMSN or ESN preliminary education specialist credential program. Co-requisites may be required. Please check with your Program Coordinator.

The Mild to Moderate Support Needs and the Extensive Support Needs Credential Programs are professional education programs that have been designed to help Teacher Candidates acquire the competencies necessary for the successful teaching of students with disabilities in grades TK-12 through age 22.

Description of SPED 487

Student teaching in a department-approved special education or inclusive general education/special education setting, related to skills and competences specified for the completion of the university or state-approved endorsements or certificates. This is a 6 unit course. May be repeated for credit. Credit/No Credit only.

SPED 487 Requirements

This course is graded Credit/No Credit. Incompletes are not given for this course. Teacher Candidates must achieve satisfactory scores on the formal evaluations and earn at least 80% of points to receive Credit. Teacher Candidates who receive a No Credit will need to repeat the course in its entirety and receive grade of Credit before progressing to subsequent program courses. This course may only be taken twice. A second No Credit will result in the Teacher Candidate's dismissal from the Teaching Credential Program.

Candidates must verify a minimum number of hours in the classroom, including a number of hours spent in general education working with students with IEPs. These hours meet CTC requirements. Candidates will receive mentorship from their Mentor Teachers and Clinical Coaches. It is expected that all Candidates maintain a professional disposition, receive feedback with grace, and incorporate feedback to show growth in their teaching. Candidates are responsible for completing all assignments and requirements as detailed in the SPED 487 syllabus and online learning platform.

Formal Evaluations

Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the Teacher Performance Expectations (TPEs) across the length of the student teaching experience.

Should a Mentor Teacher, Clinical Coach, or Program/Clinical Practice Coordinator have dispositional or competency-related concerns, a Teacher Candidate Improvement Plan may be developed. Improvement Plans are written by the Program Coordinator in collaboration with the Admissions and Academic Advisor. Improvement Plans consist of specific objectives that the Teacher Candidate will focus on and be required to meet in order to remain in the course/program.

Initial Dispositions are formally evaluated online between weeks 3 and 5 of Student Teaching by the Mentor Teacher and the Clinical Coach. For interns, only the Clinical Coach will complete the Dispositions Assessment. The Initial Dispositions Evaluation is conducted early in the semester to

ensure students are demonstrating the basic readiness skills and professionalism needed for successful Student Teaching. A minimum total score of 2.0, without any “unacceptable” ratings, are required to continue in student teaching.

At the end of the student teaching experience, the same raters complete the TPE evaluation. A minimum score of 2.75 is required for passing the course.

Should a Teacher Candidate receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the Clinical Coach, the Department (e.g., Clinical Practice Coordinator, Department Chair) will collect information from relevant individuals (e.g., Teacher Candidate, Mentor Teacher, Clinical Coach, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a Candidate Improvement Plan (CIP), or (c) re-place the Candidate and develop a CIP. Two NCs in Student Teaching will result in the Teacher Candidate being removed from the program.

Teacher Candidates should keep in mind that they are at an off campus site with it's own culture and practices. The Mentor Teacher is the teacher of record and may dismiss the Teacher Candidate from their classroom. If that becomes the case, the department will determine the next steps.

Substitute Teaching Guidance

CTC standards require programs to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required for the credential they seek within their student teaching experience. Programs must verify that teacher candidates have ongoing and consistent mentoring and feedback from a district employee (Mentor Teacher or Site Administrator). Teacher candidates are also required to plan, teach, assess, and reflect throughout their student teaching experience which is why there must be parameters to the substitute teaching policy.

All teacher candidates must be in good standing with the program and have their Program Coordinator as well as their clinical coach/university supervisor approval to substitute teach and have it count towards any required program elements. Under no circumstances will a teacher candidate be excused from coursework, assignments or other program requirements to substitute teach.

Fieldwork

Teacher candidates are permitted to substitute teach 25% of the required fieldwork hours in their assigned classroom, excluding fieldwork hours in pre-requisite courses.

Student Teaching – First Semester

Teacher candidates are permitted to substitute teach 25% of the required days in their assigned classroom during their first student teaching placement. The hours can count towards their student teaching hours under the following conditions:

- Their Clinical Coach and their Mentor Teacher both approve in advance.
- The maximum number of days a teacher candidate can substitute teach in their own classroom is:
- Education Specialists
 - Mild to Moderate and Extensive– can complete up to 10 days of substitute teaching

- Early Childhood – can complete up to 5 days of substitute teaching

Student Teaching – Second Semester

Teacher candidates are permitted to substitute teach 25% of the required days at their assigned school site during their second student

CHAPTER 4

Student Teaching Experiences for Mild to Moderate Support Needs and Extensive Support Needs (SPED 489A and 489B)

SPED 489A fulfills the student teaching experience necessary to achieve a specialist credential in Mild to Moderate Support Needs, and SPED 489B fulfills the student teaching experience necessary to achieve a specialist credential in Extensive Support Needs. The experiences are designed to provide hands-on teaching experience with supervision from both the Clinical Coach and the Mentor Teacher.

Definition of the Credential for Education Specialist, Mild to Moderate Support Needs

This credential authorizes the provision of services to individuals in grades TK through 12, to age 22, who have mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury. The credential authorizes provision of services to English learners with disabilities. The Mild to Moderate Support Needs program provides instruction and applied experiences in legal issues, psychoeducational assessment, data-based decision making, instructional programming, behavior management, and collaboration and co-teaching among general and special educators. Credential Candidates learn to develop rapport with students and apply specialized techniques in numerous educational settings.

Definition of the Credential for Education Specialist, Extensive Support Needs

This credential authorizes the provision of services to individuals in grades TK through 12, to age 22, who have extensive support needs. The student teaching experience focuses on research based/data based and age-appropriate programming and instruction, individualized positive behavior support, school and community inclusion, social communication, augmentative/alternative communication and assistive technology, transition, and collaboration.

Course Descriptions

SPED 489a and SPED 489b are 6-unit courses aimed at preparing Education Specialist Candidates to develop the competencies and skills necessary for working effectively with individuals in grades TK through age 22, who have Mild to Moderate Support Needs and Extensive Support Needs, respectively. Fieldwork activities are aligned with the California Commission on Teacher Credentialing Teaching Performance Expectations (TPEs), including TPE7 Literacy specific Mild to Moderate Support Needs or Extensive Support Needs. Code. The purpose of these guidelines is to assist regular education teachers, special education. The [California Dyslexia Guidelines](#) were written in response to the passage of Assembly Bill 1369, Chapter 647, Statutes of 2015, and added sections 56334 and 56335 to California's Education teachers, and parents in identifying, assessing, and supporting students with dyslexia.

Course Requirements

These courses are graded Credit/No Credit. Incompletes are not given for this course. Teacher Candidates must achieve satisfactory scores on the formal evaluations and earn at least 80% of

points to get Credit. Teacher Candidates who receive a No Credit will need to repeat the course in its entirety. This course may only be taken twice. A second No Credit will result in the Teacher Candidate's dismissal from the Teaching Credential Program.

Candidates will receive mentorship from their Mentor Teachers and Clinical Coaches. It is expected that all Candidates maintain a professional disposition, receive feedback with grace, and incorporate feedback to show growth in their teaching. Candidates are responsible for completing all assignments and requirements as detailed in the syllabus and online learning platform.

Formal Evaluations

Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to demonstrate the TPEs across the length of the student teaching experience.

Should a Mentor Teacher, Clinical Coach, or Program/Clinical Practice Coordinator have dispositional or competency-related concerns, a Teacher Candidate Improvement Plan may be developed. Improvement Plans are generally written by the Clinical Coach in collaboration with the Mentor Teacher and Department Program/Clinical Practice Coordinator(s). Improvement Plans consist of specific objectives that the Teacher Candidate will focus on and be required to meet in order to remain in the course/program.

Initial Dispositions are formally evaluated online between weeks 3 and 5 of Student Teaching by the Mentor Teacher and the Clinical Coach. For interns, only the Clinical Coach will complete the Dispositions Assessment. The Initial Dispositions Evaluation is conducted early in the semester to ensure students are demonstrating the basic readiness skills and professionalism needed for successful Student Teaching. A minimum total score of 2.0, without any "unacceptable" ratings, are required to continue in student teaching.

At the end of the clinical practice experience, a more advanced Final Dispositions Evaluation is conducted by the Candidate's Mentor Teacher and Clinical Coach (for Interns, the Clinical Coach only completes the evaluation). The Final Dispositions Evaluation documents the Candidate's ability to demonstrate advanced professional dispositions related to the College of Education's Conceptual Framework.

Also, at the end of the clinical practice experience, the same raters complete the TPE evaluation. A minimum score of 2.75 is required for passing the course. Should a Teacher Candidate receive a Disposition Evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the Clinical Coach, the Department (e.g., Clinical Practice Coordinator, Department Chair) will collect information from relevant individuals (e.g., Teacher Candidate, Mentor Teacher, Clinical Coach, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a Candidate Improvement Plan (CIP), or (c) re-place the Teacher Candidate and develop a CIP. Two NCs in Student Teaching will result in the Teacher Candidate being removed from the program.

Teacher Candidates should keep in mind that as a guest in the Mentor Teacher's classroom, the Mentor Teacher may dismiss the Teacher Candidate from the classroom upon demonstration of

any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom.

Substitute Teaching Guidance

CTC standards require programs to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required for the credential they seek within their student teaching experience. Programs must verify that teacher candidates have ongoing and consistent mentoring and feedback from a district employee (Mentor Teacher or Site Administrator). Teacher candidates are also required to plan, teach, assess, and reflect throughout their student teaching experience which is why there must be parameters to the substitute teaching policy.

All teacher candidates must be in good standing with the program and have their Program Coordinator as well as their clinical coach/university supervisor approval to substitute teach and have it count towards any required program elements. Under no circumstances will a teacher candidate be excused from coursework, assignments or other program requirements to substitute teach.

Fieldwork

Teacher candidates are permitted to substitute teach 25% of the required fieldwork hours in their assigned classroom, excluding fieldwork hours in pre-requisite courses.

Student Teaching – First Semester

Teacher candidates are permitted to substitute teach 25% of the required days in their assigned classroom during their first student teaching placement. The hours can count towards their student teaching hours under the following conditions:

- Their Clinical Coach and their Mentor Teacher both approve in advance.
- The maximum number of days a teacher candidate can substitute teach in their own classroom is:
- Education Specialists
 - Mild to Moderate and Extensive– can complete up to 10 days of substitute teaching
 - Early Childhood – can complete up to 5 days of substitute teaching

Student Teaching – Second Semester

Teacher candidates are permitted to substitute teach 25% of the required days at their assigned school site during their second student

CHAPTER 5

The Early Childhood Special Education Student Teaching Experience (SPED 489 C/D)

The Early Childhood Special Education (ECSE) Credential Program is a professional education program that has been designed to allow future ECSE teachers to acquire the competencies necessary for successful teaching in early intervention (EI) and ECSE settings.

Definition of Credential for Education Specialist, Early Childhood Special Education

The following information was excerpted from Standards of Quality and Effectiveness for Education Specialist Credentials, California Commission on Teacher Credentialing.

Early childhood special education includes the provision of educational services to children from birth through kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws. Children with a primary disability including specific learning disability; autism; emotional disturbance; intellectual disability; multiple disabilities; orthopedic impairment; other health impairment; traumatic brain injury; or deafblind, authorizes service for children birth through kindergarten only.

Early Childhood Special Education Authorization: Adopted for holders of the Education Specialist Instruction Credentials in Mild to Moderate Support Needs and Extensive Support Needs, to be able to expand the authorization to include birth through preschool.

Course Description

Special Education 489C/D fulfills the student teaching experiences necessary to achieve a specialist credential in Early Childhood Special Education. The experience is designed to provide hands-on teaching experience with supervision from both the Clinical Coach and the Mentor Teacher. Fieldwork activities are aligned with the California Commission on Teacher Credentialing Teaching Performance Expectations (TPEs), including TPE7 Literacy, specific Early Childhood Special Education.

Formal Evaluations

Throughout the program, Teacher Candidates are formally and informally assessed on their dispositions toward the teaching profession as well as on their ability to meet the TPEs across the length of the student teaching experience.

Should a Mentor Teacher, Clinical Coach, or Program/Clinical Practice Coordinator have dispositional or competency-related concerns, a Teacher Candidate Improvement Plan may be developed. Improvement Plans are generally written by the Clinical Coach in collaboration with the Mentor Teacher and Department Program/Clinical Practice Coordinator(s). Improvement Plans consist of specific objectives that the Teacher Candidate will focus on and be required to meet in order to remain in the course/program.

In both semesters of clinical practice, Initial Dispositions are formally evaluated online between weeks 3 and 5, by the Mentor Teacher and the Clinical Coach. For interns, only the Clinical Coach will complete the Dispositions Assessment. The Initial Dispositions Evaluation is conducted early in the semester to ensure students are demonstrating the basic readiness skills and professionalism

needed for successful clinical practice. A minimum total score of 2.0, without any “unacceptable” ratings, are required to continue in clinical practice.

At the end of the second semester of student teaching, a more advanced Final Dispositions Evaluation is conducted by the Candidate's Mentor Teacher and Clinical Coach (for Interns, the Clinical Coach only completes the evaluation). The Final Dispositions Evaluation documents the Candidate's ability to demonstrate advanced professional dispositions related to the College of Education's Conceptual Framework.

At the end of the student teaching experience, a TPE evaluation is completed. A minimum score of 2.75 is required for passing the course. Should a Teacher Candidate receive a disposition evaluation with a total score below 2.0, or a score of 1 (unacceptable) on any single disposition item, or is otherwise dismissed from their placement by school personnel and/or the Clinical Coach, the Department (e.g., Clinical Practice Coordinator, Department Chair) will collect information from relevant individuals (e.g., Teacher Candidate, Mentor Teacher, Clinical Coach, Administrator) to assess the rationale and fairness of the decision. The Department will then determine whether to (a) issue a NC and program removal, (b) issue a NC and develop a Candidate Improvement Plan (CIP), or (c) re-place the Teacher Candidate and develop a CIP. Two NCs in Student Teaching will result in the Teacher Candidate being removed from the program.

Teacher Candidates should keep in mind that as a guest in the Mentor Teacher's classroom, the Mentor Teacher may dismiss the Teacher Candidate from the classroom upon demonstration of any unprofessional, unacceptable behavior that is viewed as being a disruption to the functioning of the classroom.

Substitute Teaching Guidance

CTC standards require programs to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required for the credential they seek within their student teaching experience. Programs must verify that teacher candidates have ongoing and consistent mentoring and feedback from a district employee (Mentor Teacher or Site Administrator). Teacher candidates are also required to plan, teach, assess, and reflect throughout their student teaching experience which is why there must be parameters to the substitute teaching policy.

All teacher candidates must be in good standing with the program and have their Program Coordinator as well as their clinical coach/university supervisor approval to substitute teach and have it count towards any required program elements. Under no circumstances will a teacher candidate be excused from coursework, assignments or other program requirements to substitute teach.

Fieldwork

Teacher candidates are permitted to substitute teach 25% of the required fieldwork hours in their assigned classroom, excluding fieldwork hours in pre-requisite courses.

Student Teaching – First Semester

Teacher candidates are permitted to substitute teach 25% of the required days in their assigned classroom during their first student teaching placement. The hours can count towards their student teaching hours under the following conditions:

- Their Clinical Coach and their Mentor Teacher both approve in advance.

- The maximum number of days a teacher candidate can substitute teach in their own classroom is:
- Education Specialists
 - Mild to Moderate and Extensive– can complete up to 10 days of substitute teaching
 - Early Childhood – can complete up to 5 days of substitute teaching

Student Teaching – Second Semester

Teacher candidates are permitted to substitute teach 25% of the required days at their assigned school site during their second student

CHAPTER 6

Intern Teaching

The Cal State Fullerton Education Specialist Intern Program is designed for Candidates who wish to complete credential requirements while currently teaching in their credential preparation area/s in the public schools. These Candidates should be highly motivated, organized, and capable students who have a schedule that will allow them to assume full-time teaching responsibilities while completing rigorous university coursework.

Special program features include (1) supportive classroom visits by university faculty and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom.

California Commission on Teacher Credentialing Definition of Internship Program Internship programs provide opportunities for Intern Teachers to engage in systematic study and supervised practice of teaching while they serve as instructors-of-record with compensation.

These programs provide an alternate route into teaching for individuals who have met certain entry requirements and have demonstrated strong potential to succeed as teachers while completing their professional studies.

Interns participate in planned sequences of instruction, study, consultation and reflection that support the learning-to-teach process. Internships are alternatives to traditional programs that include education coursework and supervised teaching in an experienced teacher's classroom. An internship is a planned program of instruction, study and supervised practice of teaching.

Because Interns have met California's subject matter requirements for teaching, their instruction focuses almost entirely on pedagogical principles and strategies. For one or two years, Interns attend classes, read textbooks, engage in curriculum and instructional planning, and have their classroom practices observed and assessed.

Intern Readiness and Application Process

Intern Program applicants must first be admitted to the Education Specialist Credential Programs. Once all requirements are completed, the Candidate should submit an Intern Readiness Form to the Department Advisor. Once these requirements are met, the Candidate is considered "Intern Ready" and can begin applying for teaching jobs.

The Intern Readiness Form should be submitted prior to the beginning of the semester in which the candidate hopes to intern.

Admissions File Requirements

- Met the Subject Matter Competency Requirement
- Met the Basic Skills Requirement
- Verification of University BA or BS and Date Conferred
- Met the U.S. Government/Constitution requirement
- Admitted to the University and in good standing with the Education Specialist Credential Program.
- Application to the credential program is complete with all required documentation.

Coursework Requirements

NOTE: All prerequisite coursework must be completed prior to beginning the Internship program. Any course substitutions must be approved in advance of beginning the Internship program. Please check the Department of Special Education website for coursework and requirements necessary to begin an Internship.

Procedures for Obtaining C-19 Internship Credential:

Once a Teacher Candidate is “Intern Ready” and has a full-time teaching position or job offer (that includes internship language and a start date), they need to complete the following:

1. Submit the Intern Readiness Form with a copy of your contract or letter of offer with start date to the Department Advisor
2. Department Advisor will check your qualifications and the position offered, confirm that the district is enrolled in the program, and provide you with approval to move forward to next steps via Canvas site.

Acceptance of the Intern Readiness Form and contract/offer letter constitutes acceptance in the Internship Program. If all program requirements have been met, the Candidate will follow an Intern Program Plan and will complete their credential program according to this plan.

In addition, the Teacher Candidate will be issued a University C-19 Internship Credential. This credential authorizes the holder to serve, under the supervision of a Commission-accredited college or university and the holder's employer, in the area listed on the credential. To be eligible for an Internship Credential, Candidates meet the following state, college, and program requirements. This eligibility is tracked on the Intern Readiness form.

The Intern Teaching Assignment

It is the responsibility of the Candidate to obtain an Intern teaching position in their area of competence within the service area of the CSU Fullerton Education Specialist Credential Program. Internships may be arranged with any Orange County school district with whom Cal State Fullerton has an approved internship agreement. However, not all districts in Southern California are within our service area. Contact the Clinical Practice Coordinator to determine if a district is within our service area.

The coursework followed by Intern Candidates is equivalent to the coursework followed by traditional Teacher Candidates. However, Intern Candidates also take the Intern Seminar, SPED 490, for each semester that they are in the program.

Unlike traditional Teacher Candidates who have the luxury of a gradual induction into their student teaching experience, Interns are immediately in full and complete charge of their students and classroom setting. They determine the curriculum, plan learning activities, deliver instruction, monitor student progress, create and maintain the classroom learning environment, administer student discipline, attend to the needs of students, and also fulfill additional responsibilities such as attending IEP and teacher meetings.

Fieldwork Observations, Communications, and Evaluations

Just like their Teacher Candidate counterparts, Intern Candidates are observed in the classroom setting and supported by both a district/agency staff member (instead of a Mentor Teacher, Intern Candidates have a Support Provider) and a Clinical Coach. Observations and communications will

be weekly, and candidates will be monitored closely to ensure that they are effective in the classroom setting.

Intern Candidates will be evaluated by their Clinical Coach. These evaluations are based on Teacher Candidate dispositions towards the Teaching Profession and the Teaching Performance Expectations. Interns who are not proficient in all competences and expectations will be given a NC (No Credit) for their student teaching experience and are subject to program removal.

Substitute Teaching Guidance

CTC standards require programs to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required for the credential they seek within their student teaching experience. Programs must verify that teacher candidates have ongoing and consistent mentoring and feedback from a district employee (Mentor Teacher or Site Administrator). Teacher candidates are also required to plan, teach, assess, and reflect throughout their student teaching experience which is why there must be parameters to the substitute teaching policy.

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Student Teaching – Second Semester

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CHAPTER 7

EdSp California Teaching Performance Assessment (CalTPA) for Mild to Moderate, Extensive Support Needs, and Early Childhood Special Education

As of fall 2022, the CTC requires all Education Specialist Candidates working towards a credential in Mild to Moderate or Extensive Support Needs, and as of fall 2025, those working towards a credential in Early Childhood Special Education, to successfully complete the Teaching Performance Assessment (TPA) to earn a preliminary credential.

The TPAs for Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education require Candidates to complete a series of defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and culminating teaching experiences or events.

At CSUF, our Candidates are required to complete the Education Specialist California Teaching Performance Assessment (EdSp CalTPA), which is comprised of two instructional cycles. To be recommended for a teaching credential, Teacher Candidates must pass the EdSp CalTPA, both the Literacy Cycle and the Math Cycle.

- Math Cycle will be completed during the first semester of the program while Candidates are enrolled in SPED 487 (Mild to Moderate Support Needs or Extensive Support Needs) or in SPED 489C (Early Childhood Special Education).
- Literacy Cycle of the CalTPA will be completed while Candidates are enrolled in SPED 489a/b (Mild to Moderate Support Needs or Extensive Support Needs) or in SPED 489D (Early Childhood Special Education).
- During their first semester of the program, Candidates will enroll in a 3-unit support course, SPED 420: SPED-01 for Mild to Moderate Support Needs or Extensive Support Needs, SPED 420-02 for Early Childhood Special Education.
 - Candidates will submit at least one Cycle (either Math or Literacy depending on the course requirement) by the due dates indicated in SPED 420 course syllabus.
 - Candidates receive credit only when they complete all course requirements, including submitting their TPA Cycle.
 - Candidates do not submit the TPA Cycle, they do not earn a passing grade. They need to have at least attempted to pass the TPA.
- Candidates will register for the CalTPA at the CTC's EdSp CalTPA website.
- The cost associated with the exam can be found on the [CTC EdSp CalTPA Website](#).
- If Candidates do not pass a EdSp CalTPA cycle, that particular cycle can be resubmitted. Information regarding next steps for re-takers will be provided in SPED 420.
- Candidates who do not pass the required EdSp CalTPA cycles during the regular program timeline may be required to enroll in SPED 499 during the Winter or Summer Intersession in order to receive faculty support on a retake submission. SPED 499 may not be offered during the intersession.
- Candidates who do not pass both cycles of the TPA by the end of their Credential Program will

need to re-enroll in SPED 490 for interns and in CRED 701 for traditional credential candidates until they successfully pass both cycles.

- Candidates may participate in commencement as long as all program course requirements are completed. Because submission of at least one cycle is required to pass SPED 420, candidates who do not submit a cycle will not successfully complete the course requirement.

CHAPTER 8

Mentor Teacher Qualifications, Roles, and Responsibilities

Qualifications of Mentor Teachers

To ensure our Teacher Candidates receive a quality experience, we seek to place them with highly qualified Teachers. Mentor Teachers have been screened and judged to be superior teachers with the willingness to serve as a role model and mentor for the Teacher Candidates completing their professional education. Mentor Teachers have completed the Mentor Teacher Professional Development Survey.

When we worked with your district to assign you to this important role, your district administrator determined that you met the following criteria:

- Certified and experienced in the area of the appropriate credential
- Taught for at least three years
- Met the California Commission on Teacher Credentialing 10 hours of professional development requirement related to Teacher Candidate supervision
- Trained to support novice teachers
- Received latest knowledge and skills for supervision and program expectations
- Appropriately evaluated and recognized by the institution
- Provides a model consistent with the best practice

General Information for Mentor Teachers

Teacher Candidates are required to complete two semesters of clinical practice experiences. When Teacher Candidates begin their first clinical practice experience, they have completed at least three pre-requisite courses along with required hours of field observations. Program courses are designed to support clinical practice so that the content they are learning at the University may be immediately practiced and applied in the classroom and what they are experiencing in the classroom can be discussed with their University faculty.

Mild to Moderate Support Needs and Extensive Support Needs Candidates complete a clinical practice experience (SPED 487) in the special education setting with scheduled time in general education during their first semester. During their second semester in clinical practice (SPED 489), Teacher Candidates directly teach for a population of students in their designated credential area. Teacher Candidates arrive at the school's designated "teacher start time" and leave at the school's designated "teacher release time." On the days Teacher Candidates have a scheduled live session class through the University, they may leave prior to their teachers' leave time, but not prior to students' leaving, to log on to their University class on time. Teacher Candidates are to align their vacation with their assigned school, taking fall and spring breaks when the school/district has scheduled them.

Early Childhood Special Education Candidates complete SPED 489C (infant/toddler, preschool, TK or K) in the fall and 489D (preschool, TK, or K) in the spring. The specific days, start times, and end times vary across programs, therefore Teacher Candidates work with our placement coordinator and their assigned Mentor Teachers to meet the required CTC hours appropriate to the program. Teacher Candidates are required to attend and arrive on time to their University classes. Teacher

Candidates are also to align their vacation schedules with their assigned program, taking fall and spring breaks when the program/Mentor Teacher is on break.

Teacher Candidates are assigned a Clinical Coach for each Student Teaching experience. The Clinical Coach's role is to (a) support the Teacher Candidate as well as the Mentor Teacher, (b) facilitate the clinical practice learning experience, (c) evaluate Teacher Candidate progress, and (d) help communicate and address any concerns between the Teacher Candidate and Mentor Teacher.

Responsibilities of Mentor Teachers

District-Related Responsibilities:

- Know and carry out District policies regarding the presence and student teaching of the Teacher Candidate in the classroom.
- Keep the Principal informed of the progress of the Teacher Candidate. If problems arise, it is recommended that you seek the Principal's ideas for possible solutions.
- If there are any issues or events that could potentially jeopardize the safety of the students or Teacher Candidate, report the incident to the site administrator and the Clinical Coach within one business day.

Student-Related Responsibilities:

- Prepare the students in the class for the coming of the Teacher Candidate; create an atmosphere of acceptance by introducing him/her as a fellow teacher and co-worker.
- Protect the educational welfare of the students by making sure that a satisfactory standard of instruction, class work, and behavior is maintained at all times.

Candidate-Related Responsibilities:

- Help the Teacher Candidate to feel "at home" in the school by creating an atmosphere of acceptance and respect, introducing them as a fellow teacher, inviting them to faculty affairs/meetings, and extending other such courtesies.
- Help the Teacher Candidate become acquainted with the school mission, goals/plans, policies, and important documents (e.g., school handbook, school calendar).
- Help the Teacher Candidate understand the goals, strengths, and needs of students in the class. Acquaint them with the students' cumulative records and 504 plans/IEPs.
- Review the Dispositions and TPE Evaluation forms and help the Teacher Candidate identify needs for improvement as early as possible to give them the time to work on these areas prior to being evaluated.
- Demonstrate "expert teaching" by modeling for the Teacher Candidate current best practices as well as professional and ethical behavior.
- Include the Teacher Candidates in your planning, instructing, assessing, and reflecting processes.
- Help provide the Teacher Candidate with the opportunities needed to complete required activities. Adapt and modify classroom programs, procedures, materials, and methods to the extent possible in order to facilitate maximum development of teaching potential.
- Help pace the Teacher Candidate along to ensure the completion of the requirements in a timely and prioritized manner, without the Teacher Candidate becoming overwhelmed.
- Ensure the Teacher Candidate has adequate time to prepare when they are asked to lead a lesson/activity/assessment and try to avoid abrupt change of plans. Require lesson plans before their implementation so that desired changes can be made.

- Have the Teacher Candidate participate in evaluating student progress, reporting to parents, parent conferences, and SST/IEP meetings.
- Make time to engage in frequent (daily, if possible) evaluative discussions regarding progress, strengths and weaknesses of lessons/activities and performance.
- Periodically write specific recommendations regarding the methods, materials, procedures, informational accuracy, successes and problems for the Teacher Candidate to consider. The Clinical Coach should also view these “progress reports.”

University-Related Responsibilities

- Provide the Clinical Coach with feedback on Teacher Candidate dispositions, performance, and progress. If feasible, allot time to meet with the Clinical Coach and/or include them in Teacher Candidate conferences.
- If problems arise, inform the Clinical Coach of the concerns/issues immediately and work together to develop a solution. If shared verbally, please follow up in writing as well.
- In the event that a Teacher Candidate is not making adequate progress on expectations related to dispositions or TPEs, please inform the Clinical Coach.

Recommendations for Providing Support to Teacher Candidates

Before the Teacher Candidate arrives:

- Prepare the students for the Teacher Candidate; you may want to introduce the Teacher Candidate as a co-teacher joining the class from Cal State Fullerton.
- Appropriately inform parents in writing of the coming Teacher Candidate, perhaps noting the advantages of having a Teacher Candidate in the classroom (e.g., reducing student-teacher ratio, more opportunities for team teaching).
- Gather introductory material to share (e.g., your philosophy and important classroom rules/procedures, school and district policies).
- Prepare specific ways to involve the Teacher Candidate on the very first day and throughout the first week- for example, assisting you by writing out the spelling words or the steps of an activity on the board while you give the class initial instructions, taking attendance, passing out /collecting supplies, reading aloud to the class, calling on students to respond to your questions.

During the first week:

- Provide the Teacher Candidate with space to help them stay organized, allow room for prepping, and for the dignity of this adult functioning as a leader in the classroom.
- Help the Teacher Candidate actively participate from the first day onward! The students need to see the Teacher Candidate as a teacher, not an observer.
- Provide the Teacher Candidate with information on the curriculum, standards, classroom schedules/routines, individualized plans, and grading procedures. Give them the textbooks they will need along with other materials including sample unit/lesson plans.
- Give the Teacher Candidate a tour of the school and introduce them to various staff members and administrators.
- Schedule a weekly conference time for planning, questions, and feedback.
- Communicate all expectations clearly. Make sure the Teacher Candidate understands when and how they are supposed to assist you and carry out tasks independently.

- Demonstrate your planning process, including your long-range goals as well as your daily plans and objectives.
- Share your record keeping/data collection procedures and explain how you want the Teacher Candidate to participate in this.
- Explain your style/expectations regarding student behavior and your specific classroom support/management techniques. Explain your expectations for Teacher Candidate participation.
- Discuss your style/approach to providing feedback to the Teacher Candidate .
Remember to:
 - o Be sensitive to the need for effective communication and a professional relationship.
 - o Maintain open, truthful, and direct communication.
 - o Listen effectively and actively.
 - o Provide frequent and positive feedback along with suggestions for improvements.

Teacher Candidate Conferencing, Feedback, Observations, and Evaluations

Scheduled conferencing with the Teacher Candidate, along with ongoing feedback, is a critical part of their experience. Conferences provide needed opportunities for them to ask questions, receive clarification of ideas, and receive feedback on their progress toward mastering TPEs. Conferences should occur at least weekly.

Candidates need as much feedback as they can get. It is not always wise, appropriate, or possible to save this feedback for the scheduled conferences. Brief and informal opportunities for feedback helps Teacher Candidates know whether or not they are on the right track and can save you and them time and trouble!

Schedule more regular observations of teaching as well. Below are suggestions for conducting formal observations and evaluations:

- Observe the Teacher Candidate 's planning, preparing, writing out, delivery, and reflection processes to the extent possible.
- Require lesson plans (activity plans, task analyses) in advance in order to provide early feedback and suggestions. Review and critique these plans to maximize the likelihood of success!
- Remember, although writing detailed lesson plans may seem like unnecessary work to a seasoned teacher, Teacher Candidates are beginners without the years of experience and planning behind them that you have. They must take the time to think through their lessons and reflect after they deliver the lesson.
- Be aware of your own biases prior to evaluating another person; evaluation should focus on Teacher Candidate performance, not personality.
- Remember that Teacher Candidates are often brand new to teaching. Expect some beginner mistakes, nervousness, and lack of experience. Cheer them on while providing constructive feedback to help them grow.
- Help the Teacher Candidate learn the skills of reflection and self-evaluation; help them identify their own strengths and weaknesses.
- You are encouraged to check in with the Clinical Coaches during their visit to discuss Teacher Candidate progress. If the time does not permit this discussion

while the Clinical Coach is in the classroom, they welcome additional communication via phone or email.

Responsibilities of School and District Administrators

School/Site Administrator Responsibilities

- Endeavor to make Teacher Candidates feel welcome and supported as future teachers.
- Provide Teacher Candidates with helpful written materials on school policy, philosophy, curriculum, activities, and the like to give them an overall view of the school and district.
- Notify Teacher Candidates of staff, professional, and committee meetings to which they are welcome.
- Keep informed about the strengths and needs of the Teacher Candidates and discover special interests or talents that may enable them to get involved at the school level.
- Report any incident that may jeopardize the safety of the Teacher Candidate. The report to the Clinical Coach must be within one business day of the incident.
- Assist in the continuous search for new and returning Mentor Teachers by encouraging superior teachers to participate in the training of the “next generation” and making sure they understand the criteria involved:
 - o Being willing and enthusiastic about mentoring a Teacher Candidate .
 - o Being well prepared for and skilled in the field or grade level taught.
 - o Being recognized not only as an effective classroom teacher, but also able to help another person learn to teach.
 - o Being emotionally mature, objective and not defensive.
 - o Being able to work comfortably with an observer in the room.
 - o Being able to approach difficult situations with professionalism and honesty.
 - o Being able to keep organized, give clear directions regarding the responsibility of various tasks, and clearly communicate expectations.
 - o Being willing to dedicate the time to provide regular feedback and complete formal evaluations for the Teacher Candidate .

District Administrator Responsibilities

- Collaborate with the University in the selection of schools and in the screening of potential Mentor Teachers.
- Complete contractual obligations initiated by the University.
- Designate a district official to act in a coordinating position with regard to the program.
- Stipulate and communicate to those concerned the legal implications of clinical practice in the district, such as liability in case of accident and emergency procedures.
- Determine, publicize, and implement district policy relating to Teacher Candidate participation, such as ensuring Teacher Candidates are not used as substitute teachers, specifying the authority of the Teacher Candidates and the limitations thereon, and other matters of policy that the district considers reasonable and appropriate.
- Provide adequate orientation to the district and to district policy, providing Teacher Candidates with necessary and appropriate written materials on the subject, if available.
- Notify the University and the Department of Special Education if there is additional information (e.g., evidence of T.B. tests) that must be on file concerning each Teacher Candidate. Evaluate the program, recommend to University officials modifications and changes, and communicate problems that may arise.

CHAPTER 9

Clinical Coaches Roles and Responsibilities

Functions of the Clinical Coach

The CSUF Clinical Coach is expected to perform a variety of functions (e.g., facilitators, coaches) in order to best achieve the purposes of the CSUF Education Specialist Credential Programs and to serve the needs of the University, public schools, and individual Teacher Candidates.

As a Clinical Coach, you are expected to:

- Learn philosophy, objectives, and organization of the Department of Special Education as well as the cooperating schools.
- Establish and maintain effective relationships between CSUF and the public schools.
- Assist in making Teacher Candidate assignments and recommend reassignments when appropriate.
- Interpret the Department's teacher preparation programs and philosophy to public school personnel.
- Provide feedback to University faculty regarding specific changes occurring within the public schools and their relationship to CSUF teacher preparation programs.
- Serve as a resource person providing information requested by Mentor Teacher, Support Provider, or Teacher Candidate.
- Assist Candidate Teaching participants in understanding and carrying out their roles.
- Recognize that the learning and welfare of the pupils are of primary concern, and CSUF employees and Candidates are guests in the schools.
- Work professionally, respectfully, and collaboratively with all.

Responsibilities of Clinical Coaches

University-Related Responsibilities:

- Seek out, maintain, and enhance your own professional development.
- Maintain currency regarding state and Department teacher preparation program requirements.
- Cooperate closely with University faculty to enhance the special education teacher preparation program.
- Complete and submit forms (e.g., travel reimbursement, end-of-the-semester checklist) in a timely manner.
- Familiarize yourself with the Student Teaching protocols and expectations.
- Complete the required formal evaluations for each Teacher Candidate by the deadline.
- Submit the requested documentation for each Teacher Candidate at the end of the Student Teaching experience, in accordance with the End-of-the-Semester Checklist.
- Provide feedback on Teacher Candidate placements and screen prospective Mentor Teachers for future placements.

School-Related Responsibilities

- Introduce yourself to the Principal and inform the Principal's Office when supervising in a school. Follow school procedures for signing in.
- Be available for special conferences with the Mentor Teacher and/or Principal about the Teacher Candidates and their work.

- Respond to school personnel inquiries in a timely manner.

Teacher-Related Responsibilities

- Assist Mentor Teachers in accessing important clinical practice documents and online sites.
- Encourage co-teaching and the use of the Co-Teaching Training & Resources site.
- Confer, as frequently as needs indicate, with the Mentor Teacher, at their convenience, regarding the Teacher Candidate's progress.
- Assist the Mentor Teacher in preparing and evaluating the Teaching Candidate, and addressing areas of concern.
- Inform the Mentor Teacher of the required evaluations and due dates.

Candidate-Related Responsibilities

- Attend first and final clinical practice seminars.
- Coordinate first day of clinical practice between Teacher Candidates and school sites.
- Help orient Teacher Candidates to the school site.
- Encourage the Teacher Candidate and their Mentor Teacher to access the Co-Teaching Training & Resources site for the Pairing Up Activities, and more.
- Help provide opportunities for Teacher Candidates to complete their requirements and participate in varied activities in the school program.
- Assist the Teacher Candidate in developing a teaching style that is consistent with both sound teaching theory and their personal style and values.
- Identify special considerations of Teacher Candidates.
- Pre-conference, observe, and post-conference with Teacher Candidates on a regular basis.
- Maintain records of Teacher Candidate observations.
- Whenever possible, videotape Teacher Candidates for the purpose of self-evaluation and help them develop self-evaluation skills.
- Counsel Teacher Candidates as concerns arise.
- Serve as a mediator between Teacher Candidates and school personnel should problems arise.
- Work with the Program and Clinical Practice Coordinator to develop a Teacher Candidate Improvement Plan when necessary.
- Complete the required formal evaluations.
- Immediately report to the Clinical Practice Coordinator and Program Advisor any incident that may potentially jeopardize the safety of the Teacher Candidate.
- Communicate frequently with the Clinical Practice Coordinator and Program Advisor if there are any concerns regarding the Teacher Candidate.

Recommendations for Providing Support to Teacher Candidates

- For traditional Teacher Candidates, make your first on-site visit during the first week of Student Teaching, preferably the first or second day. For Interns, schedule your first visit during the first or second week of clinical practice.
- Conduct a minimum of 6 documented observations during the Student Teaching experience. Candidates typically will receive three in-person observations from coaches and three virtual and/or recorded observations from coaches.
- Each of the 6 visits should last 45-60 minutes and include observation, documentation, and feedback of the Teacher Candidates' teaching, as well as pre- and post conferencing.

- Require the Teacher Candidates to submit to you a comprehensive teaching plan and reflection for each of the 6 formal observations.
- Ask the Mentor Teacher and the Teacher Candidate about their preferences for your activity during your visits (e.g., sit in the back of the room, walk around the room, help children with their work, participate in class activities). Be as unobtrusive as possible while adjusting your activity per their preferences.
- Communicate with the Mentor Teacher during or after each visit.
- Maintain all required documentation in accordance with the Clinical coach End-of-the-Semester Checklist. Check-off and submit this material by the due date.
- Keep in mind that many of our student and intern teachers are brand new. Expect and accept beginner mistakes, nervousness, and lack of experience. Cheer them on and provide support as well as constructive, useful feedback to help them grow.
- Be aware of the following potential warning signs, which might be demonstrated by the Teacher Candidate:
 - o Lack of initiative
 - o Excessive absences
 - o Lack of classroom control
 - o Ineffective use of time
 - o Expectations that are too high or too low
 - o Misunderstanding of potential legal problems (rights and responsibilities)
 - o Lack of competency in specific teaching areas
 - o Inaccurate records
 - o Poor communication with parents
 - o Poor preparation
 - o Failure to meet or communicate with Mentor Teacher
 - o Failure to respond to Mentor Teacher suggestions
 - o Inappropriate grooming/dressing
 - o Failure to get along with other school staff
 - o Inability to communicate ideas
 - o Excessive, confrontational behavior
 - o Working too hard (over-anxiety)

These likely warrant a CIP.

End of Handbook