

MILLS
C O L L E G E

**Northeastern
University**

STUDENT TEACHING HANDBOOK

EARLY CHILDHOOD SPECIAL EDUCATION

2024-2025



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ABOUT THE ECSE CREDENTIAL

The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to provide services to children ages birth to kindergarten with mild to extensive support needs in the areas of: specific learning disabilities; autism; emotional disturbance; intellectual disability; multiple disabilities; deafblindness; traumatic brain injury; orthopedic impairment; and/or other health impairment.

The Early Childhood Special Education program includes content for teaching English learners that authorizes credential holders to provide instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Education Specialist Instruction Teaching Credential.

The Mills College at Northeastern Master's in Early Childhood Education aligns with the Commission on Teacher Credentialing (CTC) standards for a Preliminary Education Specialist: Early Childhood Special Education credential. The Commission on Teacher Credentialing possesses the final authority to grant a credential.

The Preliminary Education Specialist, Early Childhood Special Education Credential is valid for five years from the date of issuance, which takes place at the end of the program, and once the candidate has fulfilled all program and credential requirements.

Once an individual has obtained the Preliminary Education Specialist, Early Childhood Special Education Credential, they must complete a Commission-approved Teacher Induction program to earn the Clear Education Specialist, Early Childhood Special Education Credential. See [here](#) for more information.

REQUIREMENTS FOR THE CREDENTIAL

Candidates must satisfy all of the following requirements to receive a recommendation for the Preliminary Education Specialist, Early Childhood Special Education credential.

Before Admission

1. Obtain a *baccalaureate or higher degree* from a regionally-accredited college or university.
 - All applicants to Mills College at Northeastern University graduate programs must obtain an undergraduate or higher degree from a regionally-accredited college or university before program admittance. Applicants mail a copy of their final official transcript to Graduate Admissions; send an official electronic transcript from their undergraduate institution of higher education to Graduate Admissions; or upload an unofficial undergraduate transcript along with a diploma or certificate that clearly

affirms that their degree has been awarded. Applicants must include mark sheets showing courses, grades, GPA, and grading scale with all transcript submission(s) to verify completion of this requirement.

- Before a credential recommendation through Mills College at Northeastern, the credential candidate must provide an official undergraduate transcript to the *credential analyst*, which will be submitted to the Commission on Teacher Credentialing. The transcript must be an official paper or electronic transcript issued directly from the institution to the credential analyst (it cannot be the transcript issued to Graduate Admissions or directly from the candidate).

2. Satisfy the [Basic Skills Requirement](#).

- Candidates must now satisfy the Basic Skills Requirement by holding a bachelor's degree or higher from a regionally accredited institution. This change is effective immediately under Senate Bill 153 OR provide an equivalency through prior coursework and/or assessments. Please see the CTC website for more information on [acceptable options](#) for meeting the Basic Skills requirement.

Glossary of Terms

Applicant: An individual who submits an application to an educator preparation program. The applicant may or may not be admitted to the program and may or may not enroll in the program.

Candidate: Individual enrolled in the educator preparation program leading to a license, credential, or authorization.

Cooperating Teacher: Experienced teacher in whose classroom candidates are placed for clinical practice and independent student teaching. Cooperating Teachers model teaching practices for the candidate, support, provide feedback for, and guide candidates in learning to teach.

Credential Analyst: Staff member who provides academic coordination, college navigational support, advising, and credential analysis to candidates.

Department Chair: Faculty member responsible for organizing and coordinating the teacher credential programs, including Single and Multiple Subject credential programs for both preservice and intern candidates. The Department Chair makes decisions on daily program operation, program assessment, observes and guides adjunct faculty, and ensures alignment with program standards.

Program Director: Faculty member responsible for the program's CCTC compliance; monitoring adjunct instructors' teaching, TPE's coverage in curricula, and assignments; links between course content and field placement experiences; and academic advising of students.

Field Coordinator: Staff member who provides leadership, coordination, and oversight for candidates' field experiences as well as liaising Program Supervisors work with overall program coursework.

Program Supervisor: The educator employed and assigned by the Mills College at Northeastern University educator preparation program to supervise the candidate as they complete clinical practice.

Site Supervisor: District-employed experienced teacher or administrator who provides support and supervision for internship teacher candidates or administrator candidates to successfully complete field practice requirements.

Before Student Teaching

In order to begin student teaching, ALL documents listed below MUST be submitted to the Academic Coordinator & Credential Analyst, prior to the placement's start date; this includes placement in the Mills College Children's School. Please upload the documentation to the Early Childhood Education Mills College at Northeastern University supported database system.

3. Obtain a ***Certificate of Clearance*** before beginning student teaching or practicum/field-based experience.
 - California law requires all individuals completing fieldwork to undergo a background check to work in a classroom with children. The Commission on Teacher Credentialing issues the Certificate of Clearance document to individuals who have completed their fingerprinting process. The Certificate of Clearance is not the same as a credential. It does not authorize the holder to provide instruction or services in schools; its sole purpose is to verify that the holder has completed a professional fitness review through the CTC.
 - A Certificate of Clearance is required even if an individual has previous background checks to work with children in other settings, like childcare centers, school districts, the Mills College Children's School, and summer camps.
 - A Certificate of Clearance is not required for individuals who have previously completed the Commission on Teacher Credentialing fingerprint process and have a currently valid document from the CTC, like a Certificate of Clearance, [Emergency 30-Day Substitute Teaching Permit](#), or [Child Development Permit](#).
- a. *To Obtain Your Certificate of Clearance:*
 - i. Print three copies of the [Live Scan 41-LS form](#). Take these to a location offering Live Scan electronic fingerprint services for submission to the Live Scan operator. ([Click here to view a listing of Live Scan locations](#)). You will be required to pay a processing fee to the Live Scan operator for your prints to be scanned. This can vary by location. Retain a copy of the Live Scan form for your records.
 - ii. From the [CTC's Home page](#), use the blue Educator Login button to complete the online application. If you need help completing your online profile and application, see the [Login Help](#) page for directions.
 - iii. Submit by credit or debit card the transaction fee of \$52.50 (all online transactions are subject to a \$2.50 service fee in addition to the \$50.00 application fee). Immediately following the successful submission of the online application, an email will be sent containing a confirmation number.
 - iv. As soon as your background check and fingerprints are cleared, you should receive an email letting you know the Certificate of Clearance has been issued. You can also check to see if your certificate of clearance has been issued by doing a public search for an educator (you!) on the [CTC's website](#).
 - v. To retrieve a copy of the Certificate of Clearance or equivalent document, log into your Educator Login from the [CTC's Home page](#) and take a screenshot of the page showing the valid documents that are currently issued to you.

vi. Submit the screenshot to Canvas.

4. ***Recent proof of negative TB.***

- California law requires that school staff working with children and community college students be free of infectious tuberculosis (TB). A copy of a negative TB test must be submitted to the Program Coordinator when applying for student teaching. To be considered valid, the test must be taken within **60 days** of starting in the placement.
- Many school districts have specific policies regarding TB test recency that require that individuals completing fieldwork provide a test administered *within 3-6 months of their start date* in the placement.

5. Complete training in cardiopulmonary resuscitation that covers ***infant, child, and adult CPR*** skills. Submit a copy of the CPR card with the date the training was completed (front and back, as applicable) that is valid at the time of the credential recommendation.

Before Recommendation for the ECSE Credential

6. Complete a course (two semester units or three quarter units) or pass an examination given by a regionally-accredited college or university in the provisions and principles of the ***US Constitution***.
7. Passage of a Commission-approved Teaching Performance Assessment. Preparation and execution of the TPAs will be supported in the student teaching seminar courses EDUT 6209 and EDUT 6209 (see description of TPEs below).
8. Complete a ***Commission-approved Education Specialist Credential program*** in an education specialist specialty area resulting in a formal recommendation by the Commission-approved program sponsor through which requirements are completed.
9. Passage of the Reading Instruction Competence Assessment (RICA). The candidate is responsible for registering for this assessment through [Pearson organization](#). Information about the assessment can be found on their website as well as from the [CTC website](#).

TEACHING PERFORMANCE EXPECTATIONS (TPEs)

The Teaching Performance Expectations (TPEs) drive the organization of learning throughout the ECSE program. The TPEs are based on the California Standards for the Teaching Profession (CSTP) and detail the knowledge, skills, and dispositions student teachers are expected to develop during their teacher education program and continue throughout their career. Student teachers engage with

the TPEs through course assignments, fieldwork experiences, and the Teaching Performance Assessment (TPA). The TPEs are:

TPE 1: Engaging & Supporting Young Children in Learning

TPE 2: Creating & Maintaining Effective Environments

TPE 3: Understanding & Organizing Subject Matter

TPE 4: Planning Instruction & Designing Learning Experiences for All Young Children

TPE 5: Assessing Young Children's Learning & Development

TPE 6: Developing as a Professional Educator

TPE 7: Literacy

Substandards of each TPE are provided by the Commission on Teacher Credentialing (CTC) in the document "[Preliminary Education Specialist Teaching Credential Preconditions, Program Standards, and Teaching Performance Expectations](#)." Specifically, the standards for ECSE can be found on pages 34-42.

COURSEWORK

The following required courses of the MA in Early Childhood Education meet the requirements for an Early Childhood Special Education preliminary teaching credential. Candidates must complete a [degree audit](#) and meet the [Graduation Requirements](#) for their program.

	Course #	Course Title	Credits
Year 1, Semester 1: Fall			
1	EDUT 6200	Cultivating Critical Consciousness in Practice	3
2	EDUT 6201	Legal Aspects and Program Design of Special Education	3
3	EDUT 6202	Children with Special Needs: Infants and Young Children	3
4	EDUT 6203	Theory & Practice of Early Childhood Education: Infants, Toddlers, & Young Children	3
Year 1, Semester 2: Spring			
5	EDUT 6205	Family Systems & Cultural Diversity: Connections with Schools, Communities, and Hospital Settings	3
6	EDUT 6213	Language Development: Literacy, Communication, & Multilingualism	3

7	EDUT 6207	Positive Behavior Supports & Intervention	3
8	EDUT 6204	Theory & Practice of ECE: Curriculum & Instruction for Children with Special Needs	3
Year 2, Semester 3: Fall			
9	EDUT 6208	Field Experience in Early Childhood Special Education & Infant Mental Health	3
10	EDUT 6210	Graduate Seminar: Research in Education: ECE	3
11	EDUT 6212	Leadership & Administration in Early Childhood Programs	3
Year 2, Semester 4: Spring			
12	EDUT 6209	Field Experience in Early Childhood Special Education & Infant Mental Health	3
13	EDUT 6211	Graduate Seminar: Research in Education: ECE	3
14	EDUT 6206	Assessment & Intervention for Children with Special Needs	3
Total Credit Requirements			42

Course-Credit Transfer Policy for Credential Courses

- Credential courses are eligible for transfer credit if they were completed within the last 10 years. This timeframe is based on common academic practice to ensure that content remains current and applicable. Coursework older than 10 years will be reviewed on a case-by-case basis, considering the relevance of foundational knowledge, any advanced degrees, professional experience, and continued professional development training that may have bridged gaps in content updates. The final decision on course-credit transfer is determined by the institution.

THE STUDENT TEACHING EXPERIENCE

Student teaching is the culminating experience of the Preliminary Early Childhood Education Specialist Credential program. Student teaching is an opportunity for you to demonstrate your understanding of the principles of effective teaching in Early Intervention (EI), preschool, and kindergarten special education. Application of your knowledge will challenge you to evaluate your teaching practices, to reflect on those practices, and to enhance your skills as a professional educator.

A great deal of what you will learn from the student teaching experience is directly related to the support you will receive. Cooperating teachers, administrators, faculty, and supervisors are asked to

make a conscientious effort to ensure that the student teaching experience is positive, productive, and conducive to the immediate and life-long growth and development of the novice teacher.

Contained in this handbook are descriptions of the current requirements and procedures for student teaching. The semester prior to student teaching, students are required to read the Student Teaching Handbook and subsequently meet with their faculty advisor.

Placement and Process

Mills College at Northeastern University has strong existing student teaching partnerships with school sites, districts, and agencies in the East Bay and across the Bay Area. Student teachers are placed within our network following CTC requirements, including a site's capacity to host a student teacher, diversity of the student population, appropriate credentialing of cooperating teachers, and other factors. The program director and academic coordinator/credential analyst determine placement for each candidate.

Student teaching is designed to provide credential candidates with a broad spectrum of experiences with diverse populations of children and families with various special needs. The student teaching sequence begins with two semesters in the Mills College Children's School during the first year. These placements fulfill the requirement for teaching experience in a general education setting with infants and toddlers and with preschool children.

During the second year, student teachers will fulfill the special education teaching placement assignments through:

1. One semester of early intervention (EI) services for infants and toddlers with special needs, and
2. One semester working with preschool children with disabilities in a special education or inclusive program.

The Mills College at Northeastern School of Education places student teachers with qualified cooperating teachers and supports them with supervisors. Program faculty and staff work with school district and organization representatives to identify suitable placements that align with CTC policies and program policies. Program faculty and staff evaluate the following factors when selecting placements:

- The competency of the cooperating teacher, including Special Education training, years of teaching experience, and a Clear Education Specialist, Early Childhood Special Education credential;
- The experiences available to the candidate in the placement; and
- The placement's compliance with local, state, and federal equal access and opportunity laws for those the site serves and employs;
- Diversity of population at the site.

Student Teaching Policies

Student teachers should comply with all professional standards at the placements and adhere to their

policies, such as appropriate dress codes and observation of the holidays of the student teaching placements, rather than those of the Mills College at Northeastern University academic calendars. You will most likely begin your placement prior to the beginning of the college semester, and end the placement past final examinations.

Student teachers must be in their student teaching placements between *15 hours per week* (a minimum of 200 hours per semester), as determined at the start of their placement, in order to meet the required number of student teaching hours. Student teachers in early intervention placements should work with their cooperating teacher to determine schedules that maximize home visiting opportunities. A recommended schedule is for student teachers to utilize most weekday mornings at their student teaching placements, as most classes at Mills College at Northeastern University take place in the afternoons and evenings. Student teachers should plan to spend 3-5 mornings and at least one afternoon in the preschool placement, and at least 3 mornings and one afternoon at the early intervention placement. This schedule may vary depending on the needs of the site.

In the various fieldwork placements, you are expected to participate in as many professional experiences as possible. You should learn how to use effective communication with families, attend parent conferences, staff meetings, in-service trainings, and IEP/IFSP meetings. In addition, the CTC clarified that the following activities may be included within the total 600 clinical practice hours across the program:

- Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including final student teaching
- Co-planning time, with veteran practitioners for lessons that the candidate will deliver,
- Working with veteran practitioners, grading, and analyzing student work, reflecting on lessons, and planning for the needs of individual students,
- Time working with professional learning communities, grade level and department meetings (Guidance on Clinical Practice and Supervision of Preliminary Education Specialist Teaching Candidates, effective summer/fall 2022).

Individuals who hold jobs in special education settings may be able to fulfill one semester of student teaching in their place of employment if appropriate to the ECSE credential authorization. For that to occur, a credentialed teacher on site must be willing to serve as the cooperating teacher. The credentialed teacher must meet all the qualifications that the Mills College at Northeastern University program and the Commission on Teacher Credentialing mandate. Mills College at Northeastern University must also have a Memorandum of Understanding (MOU) with the site before program faculty and staff may consider it for a potential placement location.

THE STUDENT TEACHING TEAM

Educators, including professors, the program director, supervisor, and cooperating teacher, form a team to support aspiring early childhood special educators. Together, we aim to facilitate your entrance into the profession and to enhance your ability to provide quality education and services to young children with disabilities and their families.

The following program structures are designed to coordinate our efforts:

- At the beginning of each placement, a three-way conference will be arranged between the cooperating teacher, the student teacher, and the Mills field supervisor.
 - The purposes of the first meeting are to make acquaintances, share thoughts about the structure of the fieldwork placement, discuss goals for the student teaching experience, articulate when and how to offer constructive feedback, and talk about student teaching responsibilities and assignments.
- A three-way concluding conference will occur within two weeks of the end of each placement, for the purpose of evaluating the student teaching assignment. Prior to this meeting, your cooperating teacher, field supervisor, and you will complete a [digital evaluation](#), which will be used to guide your work as a beginning educator.

Cooperating Teacher

The Definition of the Cooperating Teacher: The experienced teacher in whose classroom the preliminary candidate is placed for clinical practice and independent student teaching and who models teaching practices for the candidate as well as helps and guides the candidate in learning to teach.

The Role of the Cooperating Teacher: The cooperating teacher/student teacher relationship is very important as it sets the tone for the learning process. This relationship must be based on a relationship with open, sensitive, and supportive communication. Cooperating teachers help student teachers build confidence, welcome them to the teaching placement, and provide information regarding school and agency policies. The cooperating teacher's responsibility is to model the professional attitude, knowledge, and skills that constitute thoughtful, effective, and caring teaching. Cooperating teachers share their knowledge, visions, and enthusiasm with student teachers and engage them in planning and all class responsibilities. They observe the student teachers in action and provide constructive feedback consistently (at least once weekly) and provide written feedback on the final evaluation form.

Student teachers can expect cooperating teachers to provide academic and professional guidance consistent with best practice, assist in planning intervention strategies, and observe and debrief their work in a constructive manner. Cooperating teachers will share their expertise in other positive ways such as helping students develop curriculum materials, assess students and family needs, build relationships with parents, and establish a classroom climate that facilitates learning. Cooperating teachers must also be willing to engage student teachers in reflective conversations about practice and provide access to student records and IFSP/IEP goals and objectives.

New cooperating teachers are required by the state to participate in 10 hours of professional development. An 8- hour online program, designed by the San Diego Office of Education, earns you a [Certificate in Clinical Practice Supervision](#). Mills will reimburse you for the \$50.00 registration fee. You will also need to participate in an ECSE workshop for 2 hours, which details our specific expectations.

Mills College at NU Supervisor

The Definition of the Supervisor: The individual assigned to provide supervision and support and/or to assess candidates during field experiences and clinical practice.

The Role of the Supervisor: The Mills Supervisor is the third member of the team along with the student teacher and the cooperating teacher. Supervision should be carried out in a manner that promotes the thoughtful planning, execution, and evaluation of the teaching/learning process by the student teacher in a positive, supportive climate. The supervisor has responsibility for facilitating the association between the field work and Mills course work. Mills supervisors need to remind and encourage student teachers to apply what they are learning in their courses to what they are seeing and doing in the field and vice versa. Mills supervisors are expected to do the following:

- Act as a liaison with the teaching placement and Mills College; and orient cooperating teachers to the student teaching expectations.
- Observe each student teacher a minimum of 6x/semester. Each observation should be preceded by a pre-observation plan to review and/or formulation of plans, and followed by a post-observation conference to debrief, elicit reflection, share constructive feedback, and suggest strategies.
- Coordinate the three-way meetings between the cooperating teacher, student teacher, and the supervisor at the beginning, mid-, and end-points of the placement.
- Compose a summary of each observation and share with the student teacher, seminar instructor, and/or the program director.
- Read student journals and provide feedback on a weekly basis.
- Offer recommendations on a final grade for the field assignment after consultation with the cooperating teacher and seminar faculty member.
- Act as a liaison with the teaching placement and the College and orient cooperating teachers to the student teaching expectations.

New supervisors are required by the state to participate in 10 hours of professional development. An 8- hour online program, designed by the San Diego Office of Education, earns you a [Certificate in Clinical Practice Supervision](#). Mills will reimburse you for the \$50.00 registration fee. You will also need to participate in an ECSE workshop for 2 hours, which details our specific expectations.

Observations of Student Teaching

Observations are at the heart of the student teaching experience. Supervisors will visit student teaching placements, observe the student teachers, and provide constructive feedback concerning their performance. One important consideration when arranging the sequential observations is to schedule them at different times of the day so that observation can be made of the different areas and contexts within each placement. Being observed in a variety of situations can greatly enhance the feedback student teachers will receive concerning their performance.

During the visits, the supervisor will record their [observations](#) of the student teacher's performance. The supervisor's feedback should be specific and constructive, providing detailed information and examples. It is important to point out areas that need improvement, as well as areas of excellence so that desirable practice can be continued. The information gathered from observations often serves as a springboard for discussion during the debriefing sessions. Observations may be performed on-site, or synchronously or asynchronously via video-recording.

Linked with feedback is the need to monitor student teachers' individual development goals, based upon the TPEs. The goals may stem from the debriefing sessions and should be linked to the goals that the student teacher has self-selected at the beginning of the semester. Goals are to be written at the bottom of the observation form.

Following the observation and debriefing, the supervisor will share the completed observation form with the student teacher, who is expected to reflect on the lesson and consider their next steps.

Following the observation, debriefing, and goal setting, the student teacher will receive a copy of the observation documentation. The student teacher is to record reflections of the observed lesson and

make one copy for the portfolio.

Student teachers need to be exposed to many different teaching styles, classroom structures, settings, and environments where services are being provided for infants, toddlers, and preschool children with special needs. Toward this end, student teachers are expected to make three observations in other special education or early intervention programs per semester. Scheduling these observation times should be negotiated between the student teacher and the cooperating teacher.

STUDENT TEACHING SEQUENCE

The student teaching sequence begins with placements in the Mills College Children's School during the first two semesters. These placements fulfill the requirement for teaching experience in a general education or inclusive setting with infants and toddlers and with young children from preschool-kindergarten.

During the second year, you will fulfill the special education teaching placement assignments by providing:

1. Early Intervention (EI) services for infants and toddlers with special needs in the fall semester, and
2. Working with children with disabilities from preschool through kindergarten in a special education or inclusive program the spring semester.

Student Teaching in Early Intervention

Student teachers in early intervention placements are expected to participate in many different experiences, which include the following:

- Plan and implement appropriate curricula that facilitate development, learning, and independence in infants and toddlers with special needs.
- Demonstrate appropriate individualized and family-oriented intervention strategies across developmental domains.
- Participate in the IFSP process and implement IFSP goals that facilitate the development of infants and toddlers, and that consider the family's structure, culture, and values.
- Participate in the assessment of infants and toddlers and compose written reports.
- Establish an environment and a behavior management system to facilitate development, learning, and independence in infants and toddlers with special needs.
- Interact and communicate with parents and other family members in order to honor and engage their culture and values, thereby building a trusting and productive relationship.
- Participate as a member of an interdisciplinary team, coordinate services through other educational programs and community agencies that serve families of children with special needs, and participate in transition planning.
- Provide early intervention services in natural and home environments.

Student Teaching in Preschool-Kindergarten

As a student teacher working with young children with disabilities in preschool through kindergarten, expectations include:

- Plan for instruction and implementation of the lesson plans.
- Demonstrate appropriate individual, small group, and large group intervention strategies across developmental domains.
- Plan and implement instructional strategies that support language and early literacy development.
- Select and evaluate curriculum and achievement outcomes for young children with disabilities.
- Help establish a classroom climate conducive to learning and behavior management.
- Participate in administering informal and formal assessments of young children and summarize the results in writing.
- Participate in the IEP process and implement IEP goals that facilitate the development of the child and that consider the family's culture.
- Help to create a behavior management system to facilitate learning, development, and independence in young children.
- Learn to coordinate the delivery of services by other educational professionals that serve the children and their families.
- Collaborate with staff members and assistants in a team approach within the school environment.

Student Teaching Progression

A guideline of the possible sequence of student teaching responsibilities assists the cooperating teacher and Mills supervisor in planning with and for each student teacher. During the placement, student teachers are gradually introduced to more responsibilities as they demonstrate the ability to do so.

Below is the recommended format for each student teaching placement:

- In the first week or two, the student teacher observes lessons and works with individual children and parents.
- As the placement progresses and as the team deems appropriate, the student teacher gradually assumes more responsibility for planning and implementing individualized and small group intervention activities.
- **SOLO TEACHING EXPERIENCE:** During the last month of student teaching placement, the student teacher will experience solo teaching—taking full responsibility of the classroom for at 1-2 weeks to the extent that is possible. The student teaching team will work together to determine how best to coordinate various aspects of the solo teaching, including but not limited to planning and implementation of activities/lessons, designing and setting up of centers and daily activities, and leading coordination amongst classroom team members.
- By the end of each placement, the student teacher should have experienced all aspects of the program, including but not limited to participation in the assessment and IFSP /IEP meeting; the creation of learning environments and behavior management systems; evaluation of student outcomes; coordination of services with other educational programs and community agencies that serve the children with special needs; home visiting; and transition planning.

We recognize that student teachers begin the program with a wide variety of experience and expertise. Thus, the nature of the field placement for each student will have its own individual

character. As the goal of the program is to prepare teachers who are sensitive to the individual needs of the children and their families, so, too, the goal is that each student teacher is to be treated with sensitivity, flexibility, and responsiveness to support their development as a teacher.

STUDENT TEACHING SEMINAR

Faculty make every effort to enhance the connection between the **course work** taken at Mills and the fieldwork done at the student teaching placements. One way to make this connection will be to give students assignments that relate the two. The Mills course work is designed to provide student teachers with many basic skills. There will be times during the semester that the student teachers need to try certain lessons in their placements and to engage in other activities that will require the assistance of their cooperating teachers. The course work also encourages a reflective, inquiry orientation toward the profession. We rely on the cooperating teachers and field supervisors to help Mills faculty promote that reflective stance.

Students are expected to complete their course work during their student teaching experience and to attend all sessions of the student teaching seminars (EDUT 6208 & 6209). Each semester of student teaching is 3 units, which includes both the fieldwork and the student teaching seminar. The syllabus will be shared the first night of class, along with details of assignments and expectations. The two major assignments are the Digital ECSE Portfolio and the TPA.

Program coursework aligns with student teaching placements. Some assignments require student teachers to try specific lessons in their student teaching placement and to engage in other activities that necessitate their cooperating teachers' assistance. The coursework encourages a reflective, inclusive, and inquiry orientation toward the profession. Cooperating teachers and field supervisors help Mills College at Northeastern School of Education faculty to promote that reflective stance.

In addition, students are expected to participate in their own learning and reflection, while supporting the learning and development of their colleagues/peers. Students will respond to readings and report on their placement in written form weekly. Students are also expected to participate in Professional Learning Communities (PLCs), which are used in the field to help a practitioner gain greater insight into a situation with a child/family/colleague. PLCs provide an opportunity to reflect on the strategies and ethics of your practice as well as your interpersonal interactions, thereby furthering your skills as a professional.

Evaluation & Grading

The evaluation of a student teacher's growth in the student teaching assignment is an on-going process. Formative evaluation should occur on a regular basis during cooperating teacher/student teacher meetings and supervisor/student teacher conferences, including in response to observations and journal entries.

Periodic evaluation of the students' teaching represents one of the ways our students' development as teachers is assessed throughout the program. Other assessments include:

- Analysis of the student teachers' evolving perspective on teaching as it is reflected in the journal writing about their student teaching experiences;

- College supervisor observation reports and progress evaluation, through periodic visits to the student teaching placements and consultations with the cooperating teachers;
- Evaluation of college coursework taken in conjunction with the field experience, including the completion of all portfolio requirements to a satisfactory level (assessed via a rubric).

Within two weeks of the end of the student teaching placement, the final 3-way meeting with the cooperating teacher and Mills supervisor will serve as a summative assessment. Each participant should bring a completed copy of the "[Mills College Evaluation of Student Teaching Fieldwork](#)" form, which is based on the TPEs. The main purpose of this meeting is to provide feedback to facilitate your life-long development as an education specialist in early childhood. As such, the meeting will also be used to create the Individual Development Plan (IDP). The IDP identifies areas of skill and areas for further support and development, based on the TPEs, which will guide your work as a new teacher.

The reflection process and work products required for the TPA will also be assessed by the seminar professor and used to determine your grade as part of that course. (A [rubric](#) based on the TPA expectations will be created once the assessment has been shared). The actual TPA score, determined by state approved assessors, will not be included in the grade for the course.

Northeastern University adheres to academic appeals policies and procedures. Please see the Northeastern University Graduate Catalog [here](#) to view this information.

Digital ECSE Portfolio

Throughout the entire ECSE course sequence, you will have compiled a digital portfolio that includes course assignments such as reflection pieces, presentations, and papers. The portfolio provides evidence of your varied experiences, the depth of your knowledge, and critical reflection, specifically on your own learning, how you supported the learning and development of young children, and your growth as an educator.

During the final two semesters of student teaching placement, you will further develop the portfolio to document your instructional skills and demonstrate your growth as an educator. It serves to structure the student teaching experience for you, the cooperating teacher, and Mills supervisor and assists in reflecting on and enhancing your performance as an education specialist.

During the first session of the student teaching seminar, student teaching portfolio information and material will be presented and discussed. At the beginning of the placement, student teachers will establish at least two goals to work toward during the student teaching experience. These goals will be shared at the seminar and with the supervisor and monitored when a student teaching placement observation takes place. The Mills College at Northeastern University faculty member and supervisor will evaluate the portfolio during the student teaching seminar, discuss the student teacher's professional development as portrayed in the portfolio, and assist the student teacher in reflecting on and enhancing education specialist performance.

The following is a list of the major components of the portfolio during your field placements:

1. Field Placement Activities
 - a. Collaboration as a Triad, with cooperating teacher and Mills supervisor

- b. Journal Reflections (weekly)
 - c. Activity Plans
 - d. IFSP/IEP Development & Meeting
 - e. Assessment Report
 - f. Positive Behavior Intervention Plan
2. Professional Development
- a. Professional Goals
 - b. Resume
 - c. Cover Letter
 - d. Induction Plan

Teaching Performance Assessment (TPA)

For your final two placements in EI and preschool-kindergarten, you will participate in the Teaching Performance Assessment (TPA). The TPA was designed to support the reflective process of teaching, which includes planning, teaching & assessing, reflecting, and applying. The TPA breaks this process down explicitly for novice teachers to critically engage with each component as they begin their profession. *The intention is that this reflective and recursive practice will continue throughout your career.*

The TPA requires candidates to demonstrate their teaching skill through a variety of means: written narratives, lesson plans, student work, assessments, and a videorecording of your work as a teacher. These products will also be used to determine your grade as part of the seminar. (A rubric based on the TPA expectations will be created once the assessment has been shared).

In addition, the state will separately assess your TPA submission, which requires a passing grade to earn your teaching credential. The professors of the student teaching seminars will guide you through the multiple steps and will provide appropriate guidance as detailed by the CTC. The program guide for the TPA will provide specific information about registering for, completing, and submitting the TPA and will be required reading within the seminar class.

GLOSSARY

Candidate: The individual enrolled in the educator preparation program leading to a license, credential, or authorization.

Cooperating Teacher: The experienced teacher in whose classroom the preliminary candidate is placed for clinical practice and independent student teaching and who models teaching practices for the candidate as well as helps and guides the candidate in learning to teach through constructive feedback.

Program Supervisor: The educator employed and assigned by the Mills College at Northeastern University educator preparation program to supervise the candidate as they complete clinical practice.

Site Supervisor: The district-employed experienced teacher or administrator who provides support and supervision for candidates who are not placed in another educator's classroom to complete clinical practice, such as an intern teacher or administrator candidate.

**Mills College at Northeastern University
ECSE STUDENT TEACHING OBSERVATION FORM**

Student Teacher: _____ School: _____

Supervisor: _____ Date: _____

Supervisor Observation Notes	Specific Feedback (Positive & Constructive) and Strategies

What evidence of the TPEs did you observe in this observation? (not all may be seen in one observation)	
TPE 1: Engaging & Supporting All Students in Learning	
TPE 2: Creating & Maintaining Effective Environments for Student Learning	
TPE 3: Understanding & Organizing Subject Matter for Student Learning	
TPE 4: Planning Instruction & Designing Learning Experiences for All Students	
TPE 5: Assessing Student Learning	
TPE 6: Developing as a Professional Educator	
Short Term Goal Based on Observation	