



San Diego State
University

SPECIAL EDUCATION DEPARTMENT CLINICAL PLACEMENT HANDBOOK

*Preparing highly-effective, socially just
teacher leaders*

2025-2026

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SECTION 1: CREDENTIAL PROGRAM OVERVIEW

Welcome to the Department of Special Education at San Diego State University! We are thrilled to welcome you to our Aztec family and to work with you on your journey in becoming special educators. Being a teacher is one of the most influential roles one can have as a career. We are committed to provide you with opportunities and experiences that will prepare you to be highly effective educators for all of our diverse students, who deserve the absolute best.

The Department of Special Education is housed in the College of Education. The 2023 *U.S. News & World Report* ranking #1 in Best Education in the California State University system, #1 Best Education School in San Diego County and #6 Best Education Schools in California. National rankings are just one way of recognizing the accomplishments and influence of our faculty, staff, and students. We are especially proud of the College of Education's outstanding graduates, who take leadership roles in school communities across the globe, our high graduation rates, and influential field research, publications, and major grants coming into the institution. You have been admitted to a pool of talented, committed individuals who passionately seek to make a difference in the lives of those they will serve.

Our goal in the Department of Special Education is to prepare you to be thoughtful, reflective, excellent educators who advocate for your students. As educators, we believe that education is the foundation for equitable, informed, and socially just citizenry. We are committed to help you grow as educators who will prepare the next generation of citizens, who are advocates of all students, equitable in thought and practice, and actively work against all acts of racism, discrimination and oppression. We commit to actively working against the historical and systemic racist ideologies and practices.

The credential program is a challenging endeavor, and we will be supporting you through every step. This handbook is one of many of your support resources. It is a comprehensive, informative guide to multiple aspects of our credential program. It is meant to guide you as you progress through the program. We look forward to sharing this journey with you.

Special Education Department Mission Statement

The Department of Special Education (SPED) is committed to making a difference for people with disabilities and their families with diverse lived experiences by increasing their success in schools, workplaces, and community settings. We aim to develop the untapped potential of individuals with disabilities, support their talents, and to make a significant positive impact on their learning and life environments with the focus of improving outcomes through professional development and social change.

Diversity Statement

The Department of Special Education at San Diego State University recognizes diversity, equity and inclusion as fundamental values of all department programs and the communities we serve. Accordingly, the faculty and staff in the department are committed to community partnerships that embrace this mission, and we strive to be a catalyst for change in support of students of all abilities, races, ethnicities, nationalities, sexual orientations, gender identities, religions, ages, social classes, socio-economic statuses, immigration statuses, political views, and veteran statuses. We are dedicated to supporting a safe, responsive, and equitable learning environment.

Pathways to Obtaining a SPED Credential

Location	Delivery Model	Pathway
Main Campus	Hybrid	Traditional Student Teaching (2 or 4 semesters)
Main Campus	Hybrid	Residency (2 semesters)
Main Campus	Hybrid	Intern (4 semesters)

Overview of California Commission on Teacher Credentialing (CTC)

The Department of Special Education credential programs are accredited by the California Commission on Teacher Credentialing (CTC). More information can be found at <http://www.ctc.ca.gov/>. The CTC is an independent governmental entity that accredits educator credential preparation programs by setting standards for credential programs as well as beginning teacher performance expectations. It monitors the implementation of standards and expectations set by California state law (SB 2042) for preparing teachers. These standards and expectations are embedded in course and program assessments.

- *Standard 1: Program Design and Curriculum* – Teaching credential programs must be grounded in an articulated theory of teaching and learning that is research- and evidence based. Our program reflects a social constructivist perspective that emphasizes opportunities for students to make strong connections between theory and practice (Vygotsky, L.S., 1977. The development of higher psychological functions. *Soviet Psychology*, 15, 60-73.).
- *Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)* - The Teaching Performance Expectations (TPEs) describe the set of professional knowledge, skills, and abilities expected of a beginning level teacher.
- *Standard 3: Clinical Practice* - Clinical practice must develop teacher candidates through a series of developmental experiences. Credential programs must provide 600 hours of clinical practice experience “across the arc of the program.”
- *Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements* – These stakeholders coordinate efforts in order

to monitor and assess teacher candidates' progress in the program.

- *Standard 5: Implementation of a Teaching Performance Assessment* – Candidates must complete and pass teaching performance assessments in order to qualify for a California credential.

Overview of Teaching Performance Expectations (TPEs)

The Teacher Performance Expectations (TPEs) form the basis for the performance of teacher candidates. These standards help teacher candidates identify areas to focus ongoing professional growth (See Appendix A for a full description):

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

Each credential program has specific items under each TPE, depending upon the student types that the credential covers. The indicators can be found in each credential's competency rubric:

- [MMSN](#)
- [ESN](#)
- [ECSE](#)

Overview of Program Courses

Although there is some overlap between credentials, each credential also holds its own program of study (POS). Students may elect to enroll in a 2- or 4-semester program.

- MMSN: [2 semester](#); [4 semester](#)
- ESN: [2 semester](#); [4 semester](#)
- ECSE: [2 semester](#); [4 semester](#); [ITEP](#)

SECTION 2: CLINICAL PRACTICE POLICIES AND PROCEDURES

Overview of Clinical Practice Experience

Clinical practice experiences include fieldwork (e.g. observations, tutoring, etc.) and student teaching. Working in the classroom and on school sites is a critical part of teacher candidates' experience in the teacher credential program. There are two courses that offer SPED teacher candidates with clinical practice experience:

- *SPED 502: Field Experience in General and Special Education*, involves introductory observation and limited participation opportunities across a range of programs, ages and settings within both general and special education. This is a prerequisite course for the program, with potential to waive through certain undergraduate majors (e.g., Liberal Studies and Child and Family Development) or prior work experience.
- *SPED 980: Advanced Practicum*, extends the opportunity to apply the skills and knowledge they are acquiring, intensifies the involvement and responsibility of the credential candidate, and requires demonstration of the competencies required for recommendation for the Education Specialist Credential. Candidates enroll in two semesters of SPED 980 for a total of a yearlong student teaching placement.

Student Teaching Placements

Teacher candidates are responsible for making sure they are eligible for student teaching. They must have a Certificate of Clearance and must have subject matter competency (e.g., CSET exam or waiver). The process for placement in a student teaching position is dependent upon the credential pathway:

- *Traditional teacher candidates*: The Program Coordinator facilitates student teaching placements by communicating with school district partners. Teacher candidates complete a survey that allows the Program Coordinator to find the most appropriate placement for the candidate. **Traditional teacher candidates may not contact schools or districts to make their own student teaching placements.**
- *Residency candidates*: Residency candidates are in a specialized placement that offers access to a mentor teacher, as is the case with a traditional candidate, but have the opportunity to begin and end the year along the district calendar. Residency candidates must apply and interview in a district that has an established residency partnership with SDSU SPED.
- *Intern candidates*: Intern candidates are hired by the school district as teacher-of-record while they are still completing their preliminary credential. Interns and internship placements undergo a vetting process. Interns receive support from a district intern support provider, as well as a SDSU support provider, throughout the duration of their internship. Information regarding

internship eligibility, expectations, roles & responsibilities, and internship documents can be found in the [Internship Handbook](#) and on the [Internship Information & Resources Website](#).

Candidates must adhere to the department's student teaching expectations. Candidates are always encouraged to display professionalism and a strong work ethic. We strongly recommend candidates participate in opportunities at the school site (when appropriate) including faculty meetings, parent-teacher conferences, field trips, Open House/Back to School Night, etc.

Important Events

Please be aware of important events and plan accordingly to attend. See emails for specific dates, times and locations:

- SPED Candidate Orientation
- SDSU coursework assignments and deadlines
- CalTPA deadlines/timelines
- SDSU academic calendar including add/drop deadlines, holidays, etc.
- University Supervisor observations and conferences
- School-site meetings (e.g. faculty meetings, grade-level meetings, Back-To-School nights, parent-teacher conferences, school board meetings, etc.)
- School-site field trips
- School-site holidays and breaks

Schedules may vary across placements due to district schedules. Specific dates will be announced throughout the year by Program Coordinators, Instructors, Supervisors, and/or Mentor Teachers or School Administrators. Keeping organized is a key to success in this program.

Professional Dispositions

The Department of Special Education expects teacher candidates to nurture, uphold, and sustain professional dispositions on school sites, in university classes, and in all other professional settings. (California State University Chancellor's Office, Executive Order 1302) We also urge students to be very aware of their online presence and social media; what is posted becomes public, even if "privacy" is intended. It is wise to remove any and all questionable posts and photos and maintain a professional disposition in all platforms. Essential elements of professional dispositions that candidates must display and demonstrate include but are not limited to the following:

- **Respects others'** opinions, experiences, and knowledge and being open to new ideas
- Maintains **respectful and timely communication** with all members of the university and school site communities
- Demonstrates a **positive attitude** and acts with compassion, kindness, and courage

- **Applies feedback** and seeking ways to improve, grow, and develop
- Uses professional **judgment** and seeks support when needed
- Maintains a **positive work ethic**, is always **well-prepared and on time**, and is committed to **professional growth**

[A full list of expected professional dispositions](#) is introduced to candidates at new student orientation. Candidates are asked to sign the document, indicating that they have read and understand that demonstration of appropriate disposition for teaching is required for full recommendation for a preliminary credential.

Improvement Plan Process

If candidates are not meeting expectations for coursework or clinical practice, an improvement plan may be initiated. Candidates are encouraged to initially contact their course instructor or University Supervisor when facing challenges in the program. Program Coordinators also should be notified if students are struggling with any aspects of the program. If a teacher candidate has difficulty meeting program requirements in courses or clinical placement, a program [Improvement Plan](#) serves as an agreement with a collaboratively developed plan. The [Improvement Plan](#) is intended to provide support to the candidate so specific areas of growth are clear and the plan to meet those areas of growth are appropriate and observable. Stages of support include:

- Communicating with candidate the specifics of the concern
- In consultation with the candidate, the support team (University Supervisor, Mentor Teacher, and Program Coordinator) will draft an Improvement Plan that includes a description of TPE or area requiring improvement, action items agreed upon and a timeline for implementation and review.
- The candidate's support team (US, MT, PC), in consultation with the candidate, will determine if the Improvement Plan goals were met, if an incomplete or clinical practice extension is appropriate, or if the candidate has not sufficiently met the Improvement Plan goals.
- In the case of goals not being met, the candidate will have the option to submit any agreed upon changes to the credential program of study or to appeal any committee decision to the Department Student Support Committee.

Substitute Teaching Employment

Teacher candidates with a valid Emergency 30-Day Substitute Permit may have the opportunity to substitute teach during a student teaching assignment only under the following conditions:

- Teacher candidates **are registered in the school district's substitute teacher pool**. This means teacher candidates must research and follow through with the school district's procedures for gaining employment as a substitute teacher.
- Teacher candidates **must obtain approval from the Program Coordinator and**

the school site administrator. The administrator is responsible for ensuring that all CTC, district, and collective bargaining policy requirements regarding such employment are followed.

- Teacher candidates may sub for any employee in the district on a day that they are not student teaching. They may sub for their mentor teacher or paraeducators in their placement classroom on any day, with mentor teacher approval.

Legal Documents

All candidates will be asked to sign the following documents during their program orientation session:

- [Release of Liability Waiver](#)
- https://risk-management.sdsu.edu/_resources/files/studentinjuryreportingprocedures-spring2018.pdf

Insurance

The California State University system provides worker's compensation and liability insurance for teacher candidates while they are engaged in student teaching or other field-based credential classes. This means teacher candidates are only covered while they are actively enrolled in credential program courses. Candidates may purchase additional liability insurance from a variety of insurance sources. For example, membership in the Student California Teachers Association (SCTA) provides up to one million dollars of liability insurance and free legal referrals. (See this website for more information: <https://www.cta.org/for-educators/member-benefits>.)

SECTION 3: CREDENTIAL PROGRAM POLICIES AND PROCEDURES

Teacher candidates are expected to comply with the procedures, regulations, and deadlines of the SDSU General Catalog, SDSU Graduate Bulletin, the Department of Special Education Credential Program Handbook, and course syllabi. Candidates are individually responsible for the information contained in these documents. It is important to be familiar with the policies including registration, attendance, email and other Internet communications, student conduct, grades, final examinations, leaves of absence, and related matters. Information in these documents is subject to change as university and program rules, policies, and curricula change. **All communication will be through candidates' SDSU email.** It is the candidate's responsibility to stay informed of policies and to access their SDSU email for all updates.

Course Registration

It is each teacher candidate's responsibility to register for all courses, including practicum experiences (SPED 970; SPED 980) by the "add/drop" deadline for late registration (check the university academic calendar online at: https://registrar.sdsu.edu/calendars/academic_calendars).

A series of administrative steps, including finding the candidate a student teaching placement site and pairing them with a University Supervisor, must occur before students can register for practicum experiences. Candidates will receive a section number and registration information from their Program Coordinator near the beginning of each semester.

Attendance and Absences

Teacher candidates are expected to attend all SDSU credential classes and student teaching days. In their course syllabi, University Instructors describe attendance policies for their respective courses. In case of an unavoidable absence or tardy during student teaching, candidates must notify their Mentor Teacher(s) at least one hour before school begins. In addition, candidates must notify the University Supervisors that day. Candidates may be asked to submit verification documents, such as medical notes, for an extended absence.

All absences from student teaching other than immediate emergencies must be approved in advance by the Mentor Teacher, and the University Supervisor. Please note: Vacations, weddings, etc. are not excused absences. Candidates must plan and schedule around their SDSU obligations whenever possible. If there is a conflict between SDSU classes and student teaching, SDSU classes take precedence. **More than three absences and more than three tardies per semester is excessive and may result in grade reduction, program modification, or dismissal.**

Religious Observances

In accordance with University Policy on Absence for Religious Observances, by the end of the second week of classes, teacher candidates must notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate candidates who notify them in advance of planned absences for religious observances.

Grades

Teacher candidates **must maintain a 3.0 cumulative grade point average** in all professional education coursework. In addition, a **minimum grade of C or CR (credit)** is required in each individual class. Candidates must meet both these standards in order to advance in the program.

AI Policy

Students should not use generative AI applications in any course that is part of their credential program's course of study, except as approved by the instructor. Any use of generative AI outside of instructor-approved guidelines constitutes misuse. Misuse of generative AI is a violation of the university policy on academic honesty and will be reported to the Center for Student Rights and Responsibilities.

Student Conduct Policy

Teacher candidates are enrolled students of SDSU; as such, they must take it upon themselves to read and abide by the Student Conduct Code. The Student Code can be found here: <https://sacd.sdsu.edu/student-rights/student-conduct>. In addition, teacher candidates must abide by the alcohol and drug policy. The Student Conduct Code prohibits the following:

- The use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- The use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university-related activity.

Copyright Policy

SDSU respects the intellectual property of others and expects faculty and teacher candidates to do the same. It is best to assume that any material (e.g., graphic, html coding, text, video, or sound) on the Web is copyrighted unless specific permission is given to copy it under the Creative Commons License (<http://creativecommons.org>).

SECTION 4: CLINICAL PRACTICE EXPERIENCE

Teacher candidates are supported in their classroom settings by gradually acquiring more responsibility in their clinical practice experience as the semester progresses. The progression of the semester will be determined by a pacing guide that is specific to each credential type.

Overview of Candidate Support Team

Student teaching immerses teacher candidates in the necessary experiences to become effective Ed Specialists. Candidates will engage in a variety of activities in the areas of effective lesson planning, teaching and learning process, classroom environment, school politics, and much more. The team below is here to provide support to candidates throughout the program.

- Program Coordinator
- Site Coordinator
- Intern Coordinator
- University Supervisor
- Mentor Teacher/District Intern Support Provider
- School Site Administrator
- SPED Office Staff
- SPED Department Chair
- Student Disability Services
- Cohort Peers

Roles and Responsibilities

Teacher Candidates' Roles and Responsibilities

General Expectations

All Candidates are required to adhere to the following expectations.

1. Adhere to the dress policy at your assigned school. Clothing should be professional and be neither provocative nor revealing.
2. Get to know the students. Talk to them. Know their names, cultural backgrounds, special needs, etc. Establish a positive rapport with students using a variety of techniques including verbal and non-verbal communication.
3. Maintain professional interactions and relationships with paraprofessional staff, related service providers, and other teachers and administrators.
4. Collaborate effectively with paraeducator staff, beginning by observing how the mentor teacher communicates their roles and expectations, and then moving into facilitating regularly-occurring check-ins.
5. Punctuality is a vital and necessary characteristic for all professionals. In the event that you are late or absent, it is your responsibility to promptly notify the school site office, and make sure your schedule and lesson plans are available for your Substitute Teacher.
6. Excessive late arrivals or absences can result in an unsatisfactory performance

evaluation and viewed as unprofessional conduct.

7. Plan all lessons in advance and make them available should your site administrator, Intern support provider or University Supervisor wish to review lesson plans. Lesson plans should be carefully designed so that any professional can clearly understand your intentions.
8. Confidential student information must be respected and only discussed with administration and team members who work directly with the student. Never, under any circumstance, post information about your students or school site in any form on social media.
9. Accept constructive feedback as it is given with the expectation that performance may be improved through efforts to demonstrate the purpose of the feedback.
10. Attend faculty staff meetings and any supervision duties assigned to all teachers.
11. Attend all school functions (e.g., PTA meetings, IEP/IFSP meetings) and other school site events that your mentor teacher attends and/or that are required by your University Supervisor, so long as they do not interfere with your course schedule.
12. Follow all school district policies and procedures for Mandated Reporters of Suspected Child Abuse. It is the duty of all mandated reporters to report, not investigate. If you have any knowledge or reasonable suspicion of child abuse you should not hesitate to inform your site administrator immediately.
13. Anticipate ways to be helpful. Know when to observe and when to take initiative. Look for ways to assume the various Mentor Teacher responsibilities, while assuming more teaching responsibility.
14. Part-time work and other activities must be adjusted around coursework, student teaching assignments, preparation time, debriefing time, etc.
15. Be prepared for their meetings and observations with their University Supervisor. This includes timely communication in regards to planning and scheduling, submitting lesson plans prior to the pre-conference meetings, recording all observations and posting to SIBME in a timely manner.
16. Participate in parent-teacher conferences and make other family contacts as required by the University Supervisor and deemed appropriate by the Mentor Teacher.
17. Follow the established supervision timelines and pacing guides.
18. Communicate with your mentor teacher and university supervisor regarding schedule changes and absences during your student teaching.

Intern candidates must also need to adhere to:

1. Follow all employment policies and information from the hiring District.
2. Register for and successfully complete all coursework and fieldwork/student teaching in sequence and on schedule.
3. Assume the role of Teacher-of-Record for the assigned classroom and completing all case management responsibilities.
4. Participate with District Intern Support Provider (D-ISP) and University Intern Support Provider (U-ISP) in the development of an SDSU Individual Intern Plan of goals and expectations, no later than three weeks after the start of employment as an Intern.

6. Successfully complete and submit on time, all required monthly Internship logs to the Intern Program Coordinator.
7. Initiate and participate in a once-a-semester meeting with the District Intern
8. Support Provider (D-ISP), School Principal, and University Intern Support Provider (U-ISP) to review progress on goals within the Individual Intern Support Plan, any needed areas of increased support, and to identify goals for the next semester.
9. Enroll in the CTC required Intern support courses every semester until an application for a preliminary educational specialist credential has been filed:
 - a. DLE 925
 - b. Sped970A
10. Intern Teachers must notify the Intern Coordinator and their assigned University Credential Analyst before a change in the Intern placement can be made.

Disposition Expectations

Highly qualified teachers, by definition, meet professional standards of excellence in knowledge, skills, and dispositions. The College of Education expects teacher candidates to nurture, uphold, and sustain professional dispositions at all times. Teacher candidates are expected to demonstrate professional behavior and dispositions on school sites, in university classes, and in all other professional settings. The Department of Special Education [Disposition Form](#) can be accessed using the linked text. All candidates sign that they have reviewed the department Disposition Form during orientation of the initial SPED 970 seminar.

Of utmost importance to a candidate's successful completion of the credential program toward becoming an employable new professional is the ability to work with others. Essential elements of professional dispositions that candidates must display and demonstrate, to include, but are not limited, to the following:

- Being open to new ideas
- Respecting the opinions of others
- Creating and sustaining positive rapport and respectful communication with all members of the university and school communities, including culturally and linguistically diverse families
- Respecting the experience and knowledge of all members of the university and school communities
- Solving problems instead of complaining
- Maintaining a positive attitude
- Acting with integrity and kindness
- Holding oneself personally and professionally accountable
- Responding to feedback and seeking ways to improve, grow, and develop
- Using mature judgment
- Maintaining a strong work ethic and being well-prepared for all endeavors

Being an effective teacher is more than just having and imparting content knowledge and skillfully delivering lessons. Being an effective teacher is about being a

professional. Students preparing to become special educators are expected to conduct themselves in a highly ethical manner that is consistent with the Council for Exceptional Children Code of Ethics and Standards of Professional Practice as well as with SDSU Statement of Student Rights and Responsibilities.

Coursework Expectations

In all courses, each Candidate is expected to contribute to a positive learning environment. Being on time to class, not leaving class early, turning off cell phones and, in all class-related interactions, treating others in a manner that is courteous and promotes mutual respect and equality of others will facilitate this process.

Further, students are expected to exhibit academic conduct that reflects the highest levels of honesty and integrity. The Student Disciplinary Procedures for The California State University specifically prohibit cheating or plagiarism and provide that such acts may result in a student being expelled, suspended, placed on probation, or given a lesser sanction.

Helpful Tips for Starting a New Clinical Practice Placement

Following are tips to help candidates get acquainted with their school sites:

- Initiate an appointment to meet with your Mentor Teacher.
- Learn about the school site emergency procedures.
- Check with the School Administrative Assistant to complete a personal information card/form in case of an emergency while at the school site.
- Gather information about the school, district, community, and classroom. Learn about the demographics. Some of this information is available in the School Accountability Report Card (SARC) on school district websites.
- Learn the location of administrative offices, health offices, classrooms, restrooms, cafeteria, library/tech center, outside grounds and fields, book rooms, work rooms, supply rooms, etc.
- Make a list of all the important school site community members and their contact information. Include the following: principal, vice-principal, office/administrative staff, custodian, nurse, counselor, general educators, grade-level and/or subject-matter chair and colleagues.
- Walk or drive around the community. Observe landmarks and surroundings.
- Learn district procedures and policies about confidentiality, referrals, mandated reporting, sexual harassment, etc.
- Learn about school site policies and procedures for copying, material acquisition, media check-out, lunch area rules and consequences, notification procedures for school absences, etc.
- Set personal and professional boundaries. For example, candidates should not engage in social networking with students or parents, or share personal contact information to engage in informal communications with students or parents outside the school program.

Program Coordinator's Roles and Responsibilities

- Secure student teaching placements.
- Match teacher candidates with Mentor Teachers and University Supervisors.
- Conduct orientation meetings for Mentor Teachers, University Supervisors, and teacher candidates. Disseminate relevant materials to each.
- Maintain ongoing file of Mentor Teachers and University Supervisors
- Submit the Mentor Teacher stipend forms to the Department Coordinator.
- Provide teacher candidates with their program's course of study.
- Coordinate and support the activities of the University Supervisors, providing direct consultative assistance in instances where candidates are failing to meet competency.
- Monitor and oversee the progress and performance of candidates using POP Cycle data.
- Help resolve any problems that may arise from student teaching. Involve the Chair as needed for high-level concerns.
- Provide University Supervisors, School Site Administrators, and Mentor Teachers with information they need such as handbooks, guidelines, and forms.
- Monitor and support teacher candidates as they complete their CalTPA.
- Ensure teacher candidates administer and collect student permission slips.
- Work with the CalTPA Coordinator to support candidates who need to retake the assessment.
- Involve the SPED Department Chair and Student Success Committee, as needed, to support teacher candidates.
- Distribute and collect candidate evaluations of practicum experiences.

Site Coordinator's Roles and Responsibilities

Site Coordinators oversee the direction and vision of their assigned districts. They play an essential role in supporting SDSU's partnership with local school districts. In the Department of Special Education, the Site Coordinator is a role in certain partnered districts. In other words, not all districts where teacher candidates are placed have a site coordinator. Site Coordinator's duties include but are not limited to:

- Work with the Program Coordinator to recommend student teaching placements.
- Plan and provide two Mentor Teacher Workshops per semester that address the needs of Mentor Teachers, including but not limited to: coaching strategies, credential program expectations, schedule, and assessments, etc.
- Plan and co-facilitate two Governance Meetings per semester.
- Help resolve any problems that may arise in student teaching in partnered districts.

University Supervisors' Roles and Responsibilities

University Supervisors provide in-classroom support to teacher candidates. They assist teacher candidates in their growth toward becoming professional teachers and help promote an understanding between partner school sites and the university in a mutual

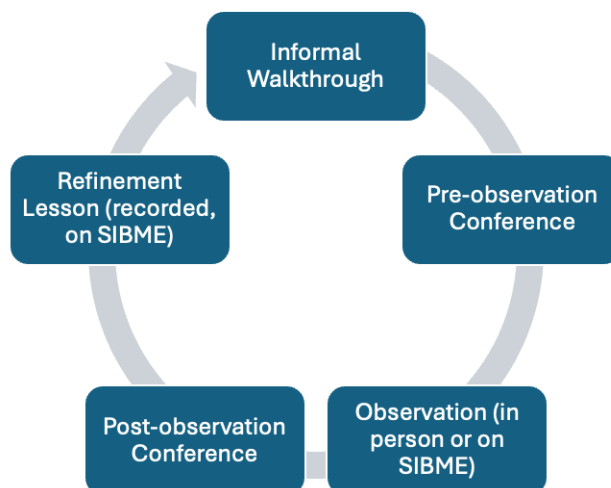
effort to develop new teachers. To provide this professional guidance, the duties of the University Supervisors include, but are not limited to, the following:

- Contact teacher candidates as soon as contact information is received from the Program Coordinator. This first communication helps develop a relationship for ongoing support.
- Assist in establishing an appropriate channel and climate of communication. Communicate with the Program Coordinator and Intern Coordinator (if applicable) immediately if there is a problem or issue regarding the candidate and/or student teaching placement.
- Follow the supervision schedule found in the University Supervisor Canvas Course.
- Guide the teacher candidate through the SPED credential program [pacing guide](#).
- Conduct weekly interactions with teacher candidates. These interactions could be direct or indirect interactions. Direct interactions may include weekly check-ins, troubleshooting, reflective conversations, leading topic-based discussions, informal walkthroughs, pre- and post-observation meetings, formal observations, and recorded Sibme observations. Indirect interactions may include gathering or reviewing resources for the candidates, assigning webinars or readings on necessary topics, and meeting or communicating with the mentor teacher/district intern support provider.
- Provide teacher candidates with written and verbal feedback following an observation. Align feedback and reflective conversations with TPE criteria as much as possible.
- Lead the candidate in reflective discussions that challenge the candidate to think beyond what they see in their mentor teacher's classroom. These conversations can include varied instructional strategies that enhance the mentor's approach and contribute another layer of professional insight to the candidate's teaching toolkit.
- Conduct pre- and post-conferences prior to and following each observation. These can be conducted via Zoom.
- Review and make constructive suggestions for lesson plans and schedules that support diverse student needs and provide support to paraprofessionals.
- Communicate with Program Coordinators and Intern Coordinator (if applicable) whenever teacher candidates experience unsatisfactory progress that might result in a failing grade for student teaching.
- Work with the Program Coordinator and Intern Coordinator (if applicable) to provide growth plans for struggling teacher candidates. Refer to specific TPEs and standards; establish timelines as needed.
- Maintain records and critical incident logs when a Teacher Candidate is having difficulties and may need additional support (or a growth plan) and share with Program Coordinator and Intern Coordinator (if applicable).
- Check in with Mentor Teachers at least monthly to discuss teacher candidates' progress and performance. Respond to any concerns raised by the Mentor Teacher.

- Complete and submit all the required forms.
- Remind and assist Mentor Teachers to complete and submit required forms.
- Report final grades for SPED 980 on my.SDSU.
- Participate in department-sponsored and/or credential-specific professional training opportunities and meetings in order to keep current with supervision strategies and expectations. The CTC requires professional training of University Supervisors to develop their understanding of the developmental progression of beginning teachers, the TPEs, state- adopted academic content standards, theory practice connections, and effective professional communication skills.
- Lead final evaluation (and if necessary, mid-term review) triad meeting with Teacher Candidate and Mentor Teacher to complete Qualtrics evaluation. The Program Coordinator can be included as needed.

This chart serves as a suggested guideline for how to structure or organize the required supervision observations:

Supervision Cycle [POP Cycle]



All lessons need to be video recorded. Teacher candidates are responsible for filming their lessons and for uploading them onto SIBME in a timely manner. University Supervisors must annotate the lessons using SIBME.

Mentor Teachers' Roles and Responsibilities

Mentor Teachers are classroom teachers and professional mentors for teacher candidates. For intern candidates, the Mentor Teacher is the District Intern Support Provider. Mentor Teachers open their classrooms to teacher candidates and apprentice them into the profession. They provide formal and informal feedback on a regular basis. There are many benefits to being a Mentor Teacher. Mentor Teachers have reported that hosting teacher candidates makes them more relevant as they learn new things from teacher candidates. Candidates also provide much needed instructional support for students.

Mentor Teachers are carefully selected in collaboration with our school partners. They must meet the following conditions in order to qualify as a professional mentor:

- Approval from School Site Administrator to host teacher candidates.
- Valid Clear credential authorizing the student teaching assignment; this means Mentor Teachers must have the credential their teacher candidates are working to obtain.
- At least three years of successful full-time teaching experience as a credentialed teacher.
- Exemplary skills in implementing evidence-based and high-quality practices for diverse student populations, particularly English Language Learners.
- Commitment to creating and sustaining inclusive environments, such that learners with disabilities have meaningful access to general education curriculum and interactions with their peers.
- Exemplary skills in observation and coaching techniques to foster learning in adults.
- Willing to complete ten hours of initial professional training.
 - The California Commission on Teacher Credentialing requires professional training to develop understanding of the developmental progression of beginning teachers, the TPEs, state-adopted academic content standards for students, theory-practice relationships in the program's curriculum, and effective professional communication skills.
 - This professional training requirement may be met through professional development opportunities led or sponsored by SDSU.
- Willing to adopt a co-teaching model for mentoring a Teacher Candidate.

Duties and responsibilities appropriate for Mentor Teachers include:

- *Planning* - During the first week, it is helpful to develop a tentative schedule by which the teacher candidates will assume various responsibilities. Cohort Leaders/Site Coordinators may provide a suggested timeline to aid this process. Mentor Teachers assist and guide teacher candidates' daily lesson plans and long-range plans. See [Pacing Guide](#) for detailed roles/responsibilities over student teaching semester for Mentor Teacher, University Supervisor and Candidate.
- *Demonstrating/Modeling* - Mentor Teachers provide important models for teacher candidates. They model effective and current strategies for teaching and learning, including class management. They may help coordinate

observations of other teachers so that teacher candidates can see a variety of teaching and assessment strategies, effective management and discipline systems. Mentor Teachers share how they assess and provide feedback leading to further student learning. SDSU expectations for Mentor Teachers include the ability to clearly articulate and model effective teaching practices to teacher candidates, including student engagement and analysis of student work to inform instruction.

- *Encouraging Reflection* – Mentor Teachers prompt teacher candidates to analyze and discuss the effectiveness of their own practices with that of their teacher candidates. They guide the candidate in reflecting on teaching methods, effectiveness of teaching methods in relation to student learning outcomes.
- *Giving Feedback* – As mentors, Mentor Teachers need to frequently provide constructive feedback in written and verbal form for areas of strengths and areas for growth, based on the TPEs. In addition to formal observations, Mentor Teachers discuss professional issues, characteristics of learners, teaching skills, individual students, classroom climate and learning environment, record-keeping tasks, general matters of routine, etc.
- *Committing Time* – Mentor Teachers are committed to spending time with teacher candidates for the purposes of planning and giving feedback to help teacher candidates mature in their roles as teachers. This requires schedule times to plan and reflect daily, if possible.
- *Communicating with University Supervisors, Program Coordinators and Intern Coordinator (if applicable)* – Mentor Teachers communicate regularly with University Supervisors about the progress of their teacher candidates. They are encouraged to ask University Supervisors for help or suggestions when needed. Mentor Teachers contact University Supervisor, Program Coordinator, and Intern Coordinator immediately if the work of teacher candidates is unacceptable. University Supervisors and Program Coordinators will work closely with Mentor Teachers to resolve any problems in a timely manner.
- *Assessing the Teacher Candidates' Professional Growth* – A major responsibility of the Mentor Teacher is to provide regular feedback to teacher candidates. Mentor Teachers are responsible for contributing to Progress Reports and Final Reports. Evaluations are based on multiple sources of data, including observations, feedback sessions, and products/assignments completed. Feedback can be written or verbal, should be based on the observable behavior, and contain specific examples of strengths and areas of growth. The final report will be conducted as a triad meeting between the Teacher Candidate, University Supervisor, and Mentor Teacher. The University Supervisor will submit the final evaluations.

In rare cases, there may be a need to remove a teacher candidate from the placement. Please consult with the University Supervisor and Program Coordinator if you have concerns regarding your candidate. Please note that teacher candidates will be removed from the classroom if they are physically or emotionally unsafe for a variety of reasons which may or may not be a result of the school site. This includes but is not limited to issues related to harassment, abuse, hostile workplace, trauma, allergies,

medical conditions, etc. Mentor Teachers can also request a candidate be removed from their classroom. Depending on the circumstances, the candidate must meet with the Program Coordinator, University Supervisor, Intern Coordinator (if applicable) and SPED Department Chair to discuss the next steps for the candidate. It can be a serious matter when a Mentor Teacher removes a candidate and could lead to the dismissal of the candidate from the program.

School Site Administrators' Roles and Responsibilities

Clinical practice experiences rely on participation and commitment from school district partners. The Department of Special Education is particularly appreciative of the teachers and administrative staff persons that make these clinical practice experiences possible and valuable. Some of these duties include:

- Approving and coordinating placements with Mentor Teachers at their school.
- Selecting Mentor Teachers who can work effectively with teacher candidates and who meet the high standards required of Mentor Teachers as outlined in the section entitled "Mentor Teachers' Roles and Responsibilities."
- Setting up a school culture in which Mentor Teachers have time to work with teacher candidates.
- Welcoming teacher candidates as professionals and helping them be seen as members of the school faculty.
- Introducing teacher candidates to the philosophy/mission of the school and its policies, emergency procedures, mandated child abuse and harassment reporting protocol, etc.
- Inviting teacher candidates to attend relevant school sites professional growth opportunities that might be of interest or benefit them.
- Working with University Supervisors, Program Coordinators, and/or Site Coordinators to assist them in the facilitation of the remediation of teacher candidates if the need arises.
- If School Site Administrators have questions or concerns, they should first discuss with the University Supervisor and University Intern Support Provider (if applicable), who will then likely loop in the Program Coordinator and/or Site Coordinator.

Online Systems for Supervision Support

The Department of Special Education uses a variety of methods to support candidates, Mentor Teachers, and University Supervisors. These methods include, but are not limited to: SIBME, Canvas, and Pearson. Program Coordinators will inform candidates of any required fees for these programs.

This chart provides an overview of the online support systems in the credential programs:

ONLINE SYSTEM	FUNCTION	SUPPORT
SIBME	• Repository for student teaching observations • Vehicle for feedback of teaching performance • Virtual collaboration tool (via “Huddles”) • Delivery vehicle for CalTPA to Pearson platform	https://help.sibme.com/en/ How to upload a video Huddles
Canvas	• Course/Learning Management System • Resources • Announcements Platform	For all technology related questions, please contact IT @SDSU: https://library.sdsu.edu/computers-technology#libchat_hub
Pearson	• CalTPA submission	

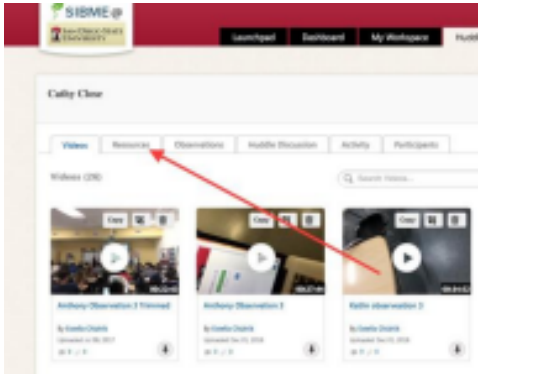
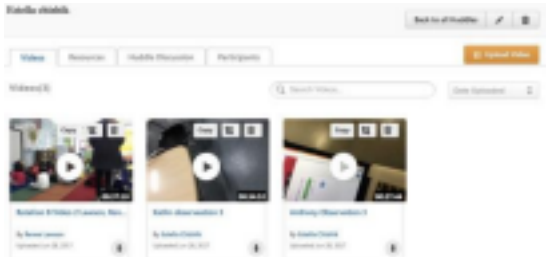
SIBME

The Special Education credential programs use SIBME to satisfy the CTC requirement of transcribing and annotating observations. SIBME, which stands for Seeing is Believing Me, is a web-based tool to help candidates identify important teacher-student and student-student interactions that can affect student achievement. There is a subscription fee for SIBME (equivalent to the cost of a textbook for seminar). University Supervisors will use SIBME to observe recorded lessons. By doing so, University Supervisors can:

- Highlight teacher candidates’ successful interactions or pedagogical behaviors.
- Highlight teacher candidates’ areas of growth by focusing on tangible pedagogical behaviors.
- Encourage self-reflection by asking questions about teacher candidates’ pedagogical choices.

Additionally, teacher candidates are asked to review their own lesson recordings via SIBME in order to facilitate reflection and self-assess for opportunities to improve their teaching practice.

The following chart is an overview of the main SIBME features:

Huddle: Teacher candidates will record their teaching and post the video recordings in their designated coaching Huddle. A Huddle is a private collaboration space. A Huddle consists of a teacher candidate, his/her University Supervisor, his/her Guide Teacher, and his/her Cohort Leader. All parties have access to the same content.	
Resources: In the Huddle, there is a section for resources. This is where teacher candidates will post written lesson plans that are connected to the video recordings.	
Videos: This is where video-recorded lessons are located.	

Pacing Guide

A [pacing guide](#) is provided for Candidates, Mentor Teachers, and University Supervisors to ensure that Candidates are exposed to all the necessary elements of becoming a special education teacher. Additionally, the pacing guide embeds suggestions for how Mentor Teachers can utilize a gradual release of responsibility.

SECTION 5: EVALUATION OF CLINICAL EXPERIENCES

Teacher candidates are given feedback about their teaching performance from both the Mentor Teacher and University Supervisor. Teacher candidates will receive formal and informal reports about their performance (See [Appendices for Student Teaching Forms](#).) In addition, teacher candidates will receive written feedback in the form of annotations of their recorded lessons on [SIBME](#) (Seeing Is Believing Me), an online platform used for student teaching. Teacher candidates are issued “Credit” or “No Credit” for their final grade in student teaching. The University Supervisor is responsible for issuing the final grade in my.SDSU.

There are several forms used in the evaluation and assessment of teacher candidates. These forms provide a developmental foundation for continuing professional growth leading to recommendation for a Preliminary Credential.

- *SIBME annotations* – Candidates and University Supervisors will engage in review of candidate lesson recordings on SIBME. Each individual will annotate the video, posing connections to the TPEs and highlighting moments of strength and growth.
- *Cumulative Rubric* - Mentor Teachers and University Supervisors use the cumulative rubric to rate the candidate’s performance along the TPEs. This is completed after each POP Cycle and again at the end of the semester. Our expectation is that all candidates reach a “competent” rating for all TPEs by the end of the semester. Each credential has its own cumulative rubric:
 - [MMSN](#)
 - [ESN](#)
 - [ECSE](#)
- *Midterm Evaluation* - The midterm evaluation follows the pacing guide and offers an opportunity for the Mentor Teacher and University Supervisor to provide a progress update and feedback to the teacher candidate in the middle of the semester.
- *Improvement Plan* - The improvement plan highlights specific areas that need improvement, as well as action steps and a timeline for the candidate to make the improvements.

Leave of Absence (LOA)

Student teaching may be interrupted for a variety of valid reasons. Reasons include medical/health, death, pregnancy/birth, etc. When this occurs, teacher candidates must contact their Program Coordinator as soon as possible. The Program Coordinator recommends an appropriate course of action to maintain both program integrity and the best interests of the individual. Candidates in this situation may need to seek a Leave of Absence (LOA) to attend to life issues. Teacher candidates **in good standing**

may submit a request for a Leave of Absence (LOA), for circumstances beyond their control that force them to interrupt their program of study. A LOA may be granted for up to one academic year. It can be extended for another year by petitioning the Student Support Committee. An absence extending beyond the agreed-upon time requires re-application to both the University and the credential program.

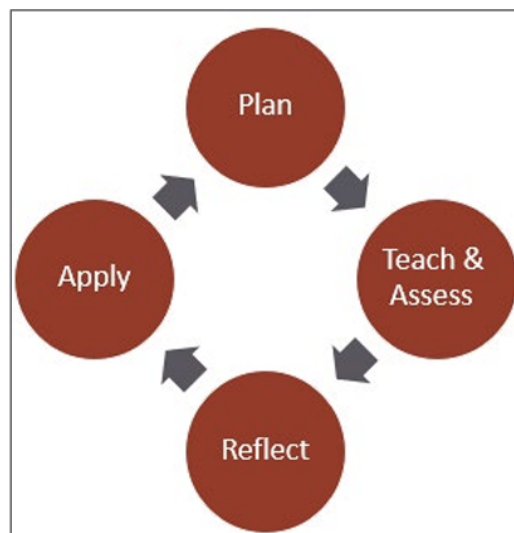
Candidates must then complete the Leave of Absence paperwork in my.sdsu and meet with the Assistant Dean of Student Affairs. Teacher candidates must obtain all the necessary signatures and provide any necessary documentation. In addition, teacher candidates must keep their status **updated every semester**. If teacher candidates fail to follow all the necessary steps, they will have to re-apply to the University in order to return to the program.

SECTION 7: CalTPA

Overview of CalTPA

Embedded in every teacher credentialing program in the state of California is a Teacher Performance Assessment that assesses each teacher candidate's implementation of the Teacher Performance Expectations (TPEs). The SDSU SPED Department utilizes the CalTPA. The CalTPA was designed to provide candidates the opportunity to demonstrate their ability to **plan** asset-based instruction and assessments, **teach and assess** learning of a class (self-contained, co-taught, etc.) of actual students with IEPs, **reflect** on their practice (for both themselves and all their students), and **apply** what they learned through their teaching, assessing, and reflection to future learning experiences for their students.

Candidates will complete the CalTPA in their student teaching/internship placement. Candidates are encouraged to write a letter of introduction (examples provided) to distribute to all the students in their placement that explains their role as student teacher and to request permission to film the child for the purposes of their student teaching and the CalTPA submission. A department-approved audio/video recording consent form is provided.



Teacher candidates submit the CalTPA in two cycles:

- Cycle 1: Math (Fall semester) - Learning About Students and Planning Instruction
- Cycle 2: Literacy (Spring semester) - Assessment-Driven Instruction

Each cycle follows the plan → teach & assess → reflect → apply cycle of steps pictured above. Templates are provided by the CCTC to guide candidates through the most pertinent information to include for each step. Additionally, assessment guides tell candidates what evidence to include for each step and also include the rubrics that are

used for final scoring.

To guide candidates through CalTPA submission, they will enroll in SPED 970B, a practicum course that includes instruction on the Steps of the CalTPA, provides access to the CCTC assessment guides, templates, and rubrics, and facilitates peer review and faculty check-ins with students. The practicum course also defines internal deadlines for each step of the CalTPA to help keep students on track for the final electronic (online) submission to Pearson near the end of the semester.

Once received by Pearson, each candidate's submission is scored by trained professionals who follow strict protocol for scoring reliability, including triple scoring of any failing or borderline teaching events, and participate in regular benchmarking for scorer accuracy.

SECTION 8: RESOURCES

The Department of Special Education directs and supports all components of the Mild/Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education credential programs. The Department of Special Education and SDSU have a strong network of support, and we encourage you to contact us for questions and support.

SPED Resources

TITLE/POSITION	NAME	OFFICE	EMAIL / URL
Department Chair	Dr. Bonnie Kraemer	NE 88	bkraemer@sdsu.edu
MMSN Program Coordinator	Dr. Regina Brandon	NE 90	rbrandon@sdsu.edu
ESN & ECSE Program Coordinator	Ms. Janice Chan	NE 94B	jchan2@sdsu.edu
Intern Coordinator	Ms. Ginger Joyce		gjoyce@sdsu.edu
SPED CalTPA Coordinator	Dr. Chris Brum	NE 97	cbrum@sdsu.edu
SPED Department Coordinator	Ms. Luz Torres	NE 70	ltorres@sdsu.edu
SPED Admissions Coordinators	Ms. Stephanie Kearney Ms. Dalia Corrigan	LH 255	skearney@sdsu.edu cdalia@sdsu.edu
Office of Student Success		LH 259 619-594-6320	teach@sdsu.edu
Credential Analyst	Ms. Nhung (Ann) Nguyen	LH 259 619-594-1998	nnguyen@sdsu.edu
College of Education's Assistant Dean for Student Affairs	Dr. Patricia Lozada-Santone	LH 346 619- 594-1426	plozadas@sdsu.edu

SDSU Resources

SDSU Student Ombudsman		SSE 1105 619-594-6578	ombuds@sdsu.edu
SDSU Career Services		SS 1200 619- 594-6851	careerservices@sdsu.edu http://career.sdsu.edu
Counseling &		Calpulli, 4th floor	https://sacd.sdsu.edu/cps

Psychological Services		4401 619- 594-5220	psycserv@sdsu.edu
Health Services		Calpulli Center 5700 Hardy Ave. San Diego, CA 619- 594-4325	https://sacd.sdsu.edu/student-health-services shs@sdsu.edu
Student Disability Services		Calpulli Center, Suite 3101 619-594-6473	https://newscenter.sdsu.edu/student_affairs/sds/sds@sdsu.edu
Center for Rights and Responsibilities		SSW 1604 619-594-3069	https://sacd.sdsu.edu/student-rights csrr@sdsu.edu
Writing Center		LLA 1103 619-594-3543	https://writingcenter.sdsu.edu/ This links to an email. http://writingcenter.sdsu.edu writingcenter@sdsu.edu
Campus Police		619-594-1991 *911 for emergencies	http://police.sdsu.edu

Student Success Resources

Student Services

Support for academic services, such as the Writing Center, Scholarships, etc., is available at <https://academichelp.sdsu.edu/academic-support>

The Counseling and Psychological Services offers confidential counseling services by licensed psychologists, counselors, and social workers. More info can be found at their website or by contacting (619) 594-5220. You can also Live Chat with a counselor <https://sacd.sdsu.edu/cps> between 4:00 pm and 10:00pm, or call San Diego Access and Crisis 24-hour Hotline at (888) 724-7240.

Student Disability Services

SDSU is committed to providing reasonable academic accommodation to students with disabilities, in accordance with the Americans with Disabilities Act (ADA). The Student Disability Services provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Ability Success Center for information regarding accommodations. It is the

teacher candidate's responsibility to contact the [Student Disability Services](#) to avoid delays in the receipt of accommodations. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until candidates have presented their instructors with an accommodation letter from Student Disability Services.

DACA Students

SDSU is committed to providing a safe and welcoming campus environment for all students, faculty and staff. This is especially pertinent to undocumented and DACA students. Assistant Deans for Student Affairs and Educational Opportunity Program (EOP) counselors are trained to provide guidance to undocumented and DACA students. Teacher candidates who are DACA students can call [\(619\) 594-6298](tel:6195946298) or email eopappt@sdsu.edu to schedule an appointment with EOP. Please visit <https://sacd.sdsu.edu/financial-aid/financial-aid/how-to-apply/daca> for more information.

This is the message from the CSU Chancellor's Office: *"The CSU has affirmed its commitment to 'protecting access, affordability, intellectual freedom, inclusivity, and diversity for all students . . . including supporting DACA students.' Discrimination, harassment, or retaliation against students, faculty, and staff on the basis of race, religion, gender, sexuality, disability, nationality, immigration status and other categories of identity is prohibited. If you have concerns about your status at the university, please visit <https://sacd.sdsu.edu/eop> for information or contact the Dean of Students or the Assistant Dean for Student Affairs in your College."*

Section 9:

Appendix A:

Teacher Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning
1. Demonstrate knowledge of subject matter, including the California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with

disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, • instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret ELs' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

TPE Domain 7: Effective Literacy Instruction for All Students
7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards ³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support, and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy
7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities.
7.4 Provide literacy instruction for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals;

reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 Foundational Skills

Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text.

Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.

Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.

Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.

Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.

Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions.

Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and

contexts.

Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.

Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.

Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.

Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship

7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.

Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.

Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction.

Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics.

Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences.

Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Appendix B:

[Improvement Plan](#)

Appendix C:

[Video Consent Form English](#)

Appendix D:

[Student Teaching Pacing Guide](#)