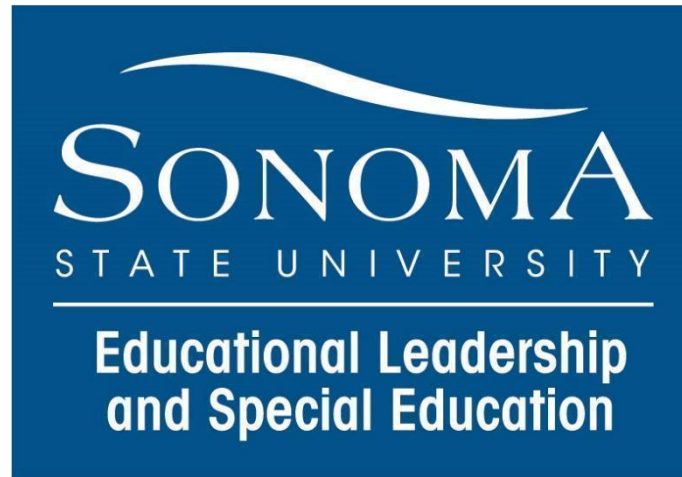




PRELIMINARY EDUCATION SPECIALIST CREDENTIAL HANDBOOK

Mild-Moderate Support Needs & Extensive Support Needs

2024

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Preface

This handbook for the Preliminary Education Specialist Credential program has been developed in collaboration among special education program faculty, the School of Education's credential and student services specialists, and with feedback from students in the program. It is aligned with academic and professional expectations expressed by the California Commission on Teacher Credentialing (CTC), Sonoma State University, and the School of Education. The topics covered in this handbook range from our broad mission and conceptual framework, to specifics about rules and regulations, to information about important program activities.

There is rich information about our program and expectations contained in this handbook and we hope you find it useful. However, we encourage all of our candidates to seek the advice and assistance of appropriate faculty or staff members when more in-depth advising is desired.

As we prepare candidates to teach children with disabilities, the faculty at SSU wishes to encourage you to be an agent in your own education, as well as an advocate for all people with disabilities. We are proud to work with you toward your goal of becoming an effective special educator.

Elizabeth McAdams Ducey, Ph.D.
Education Specialist Program Coordinator
May 2024

Education Specialist Credential Program

At Sonoma State University, the Preliminary Education Specialist Program (ES) prepares special educators who provide effective education, respect, and individualization for individuals with disabilities, and who are committed to ongoing professional growth and reflection in their careers. Specific attributes of our program include:

- Proficiency in curriculum and instruction across life domains for individuals with disabilities
- Faculty committed to providing a high-quality special education teacher preparation program
- Instruction designed to challenge candidates to acquire the knowledge, skills and dispositions necessary to be effective educators and advocates for individuals with disabilities
- Empirically based course content that reflects best practice in special education
- Evening classes
- Learning opportunities that emphasize professional reflection and growth

Social Justice, Mission Statement, And Ethical Principles

The mission of the Education Specialist Program is the advancement of excellence within the special education profession. Central to this mission is the crafting of special education preparation programs that reflect best practice, empirical support, as well as values founded in respect for the humanity, educational progress and improved lives of learners with disabilities. The core values of our program center upon educational and social success as dynamic contributors to quality lives for students with disabilities. Specifically, we prepare special educators who are:

- Adept with high-leverage practices for teachers in special education settings.
- Proficient in curriculum and instruction across life domains for individuals with disabilities, selecting evidence-based practices and programs
- Knowledgeable and thoughtful about assessment practices and connecting various technologies and paradigms of assessment with individualized educational plans for individuals with special needs
- Skilled in the practices and dispositions necessary for effective collaboration with general educators, interdisciplinary team members and parents, aimed at improving educational services for individuals with special needs
- Informed about and appreciative of the myriad of cultural, linguistic, social, emotional and personal factors faced by individuals with special needs and their families
- Committed to inclusive educational practices
- Committed to ongoing professional growth and reflection in their careers

The School of Education Social Justice Mission Statement elucidates the mission and priorities of our program, which is structured to reflect these core values. You will hear the ideas and values contained in the statement discussed often in your classes and you will be expected to reflect upon their influence on your work.



School of Education Social Justice Vision

Advancing social justice in schools and communities through excellence in education.

Social Justice Mission

The School of Education provides transformative educational experiences through teaching, research, and key initiatives. We prepare undergraduates, graduate students, and credential candidates to advocate for social justice in their learning and throughout their careers so that students, schools, and communities flourish.

Core Values

- **We believe** that examining and respecting human differences is central to educational inclusivity.
- **We believe** that collaboration and community partnerships strengthen our work
- **We take** a critical and reflective stance in light of educational and social inequities.
- **We are committed** to equity and access in education for all.
- **We promote** meaningful learning through theoretically sound and research-based pedagogies.

Person-First Language

In our program, we are committed to the use of “person-first language,” which is one element of unbiased language use advocated by the American Psychological Association (APA), the Council for Exceptional Children (CEC), and many other organizations for people with disabilities. By using person-first language, we acknowledge and respect that all individuals are people, before anything else. We define each person not by his or her disability, but by his or her identity. For example, we do not say “a learning-disabled person,” we say “a person with a learning disability.” We say, “a boy with emotional disturbance,” not “an emotionally disturbed boy.”

Faculty members in the Education Specialist Credential Program adhere to these guidelines as they are commensurate with our beliefs about the primacy of people over any abilities or disabilities they may have. It may feel awkward, at first, to speak and write according to person-first language. We will gently correct you when you lapse from this preferred usage and, no doubt, you will soon internalize this more respectful, less biased method of speech!

Non-Discrimination Policy

California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color, caste and ancestry), religion (or religious creed), and veteran or military status [in all education programs and activities operated by the University (both on and off campus), in all education programs and activities operated by the University (both on and off campus), including admissions, retention, graduation and the awarding of credentials – as these terms are defined in Interim CSU Policy Prohibiting Discrimination, Harassment, Sexual Misconduct, Sexual Exploitation, Dating Violence, Domestic Violence, Stalking and Retaliation in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Please see SSU's Catalog for a complete statement of the [School's Nondiscrimination Policy](#).

Overview of Preliminary Education Specialist Credential Programs

The Preliminary Education Specialist Credential Program offers Credentials authorizing work with individuals with Mild-Moderate Support Needs (MMSN) or Extensive Support Needs (ESN). This construction allows us to consider the strengths and challenges that students bring to school rather than the disabilities with which they are labeled. As seen in the table below, each credential area overlaps in terms of the disabilities it covers. The true distinction between MMSN and ESN is in the type and level of supports children need to be successful.

Credential Authorization Areas		
	Mild-Moderate Support Needs	Extensive Support Needs
Federal Disability Categories	Autism Emotional Disturbance (ED) Intellectual Disability (ID) Multiple Disabilities (MD) Other Health Impairment (OHI) Orthopedic Impairment (OI) Specific Learning Disability (SLD) Traumatic Brain Injury (TBI)	Autism Deafblind (DB) Emotional Disturbance (ED) Intellectual Disability (ID) Multiple Disabilities (MD) Other Health Impairment (OHI) Orthopedic Impairment (OI) Specific Learning Disability (SLD) Traumatic Brain Injury (TBI)

All CTC requirements for earning an MMSN credential are also included in the ESN. As such, the design of our program is such that earning the preliminary MMSN credential is a prerequisite for earning the ESN. The preliminary ESN credential adds 2 courses to the program and candidates complete with both preliminary credentials.

Credential Pathways

Candidates may choose one of three pathways to earn the credential. Each pathway takes a different amount of time to complete.

- *Early Childhood Education (ECS) -Special Education Teaching Concentration.* Students in ECS can declare this concentration which allows them to take special education credential classes as part of their undergraduate degree. Students pursuing this concentration need to apply to the credential program and work closely with an advisor. The coursework in this concentration satisfies basic skill and subject matter requirements.
- *Traditional Student Teaching.* The *traditional* credential program is organized into three phases. The first phase is designed for traditional credential candidates and provides coursework required for intern eligibility. The full traditional program spans 3 semesters.

- Candidates who hold a previous credential typically begin the program in Phase Two.
 - Individuals with a multiple subject credential may complete the traditional program within 2 semesters.
 - Teachers with a single-subject credential will have met some preliminary education specialist credential requirements, but will still have 3 semesters of work to do.
- *Intern Teaching.* Interns take the same basic credential coursework, and are bound by the same policies and procedures as all Education Specialist candidates, except for selected fieldwork and student teaching requirements. Interns are provided with university supervision in their K-22 classrooms throughout their internships, which typically range between two and three semesters.

California Credential Program Standards and Teaching Performance Expectations (TPES)

In California, all accredited credential programs must address the *Credential Program Standards, and Teacher Performance Expectations*, which are shaped by state law and published by the Commission on Teacher Credentialing. The full set of standards can be accessed on the CTC website. [Preliminary Education Specialist Teaching Credential Preconditions, Program Standards, and Teaching Performance Expectations 202](#)

The program standards set the requirements for program design, clinical practice, candidate evaluation, and (as of 2024) effective literacy instruction. The TPEs are the specific expectations we have for new special educators. These appear in each course syllabus and are assessed within the program's signature assignments, clinical observations, and CalTPA. Full details about how literacy standards are addressed in our courses and assignments may be [examined in this document](#).

The California Teacher Performance Assessment (CalTPA) and California Literacy Performance Assessment (CalLPA) are summative assessments to all California teaching credentials. They evaluate how candidates implement the TPEs within their classrooms and are described more fully in a later section.

Within our education specialist credential programs, we structure our approach to the teaching of literacy through the lenses of high-leverage (<https://highleveragepractices.org/>) and evidence-based practices. Our literacy courses are based in the Science of Reading and supported by the use of Universal Design for Learning, asset-based assessment, assistive and augmented technology, and connection to culturally-relevant teaching. Instruction in foundational skills, including phonemic awareness, phonics, and spelling is explicit, systematic, and direct. Strategic formal and informal assessments, including progress monitoring, are critical to developing data-based instruction in literacy and all other important academic, functional, and behavior skills. We believe that the teaching of foundational literacy skills is the means by which children may access rich literature and non-fiction text. All of our work in phonemic awareness, phonics, and fluency is conducted so that children may make meaning of what they read and, thereby, of the world in which they live. Developing their expressive and receptive language is facilitated by their becoming literate, which enables children and youth to engage in effective expression of their ideas and knowledge.

We incorporate the California Dyslexia Guidelines in our program to ensure that all students are able to receive the individualized instruction they deserve. The strategies identified in the California Dyslexia Guidelines center on systematic, direct, explicit instruction in literacy skills. The use of assistive technology and universal design for learning are also hallmarks of these strategies. The Dyslexia Guidelines also call for attention to students' social-emotional and cultural-linguistic needs and to individualizing supports to increase their motivation and participation in instruction. All of these important elements of supporting individuals with dyslexia are also the foundations of a special education credential program. Whether our students directly work with a child with dyslexia, each one will practice the strategies and habits of mind that are required to support a child with dyslexia because these are strategies that support all students.

Program Design and Course Requirements

Co-requisite (3 Semester Units):	
Content in typical child development and educational foundations, e.g., EDSP 418, or EDSS 418, or EDMS 419, or EDEC 110 +EDEC 220	
Phase 1 Coursework	
All Candidates without Previous Credentials—17 units	
Focuses on developing an understanding of disability, special education, and developing pedagogical knowledge and skills. Classroom and behavior management, literacy, and addressing the needs of English Learners are all areas of emphasis. Candidates complete 60 of fieldwork in the Early Fieldwork Practicum, a placement facilitated by the Director of Field Placements.	EDSP 421 Foundations of Special Education Pedagogy (4) EDSP 421B Early Field Placement (2) EDSP 424 Classroom Management and Positive Behavior Supports (4) EDSP 425 Teaching Literacy in Special Education (4) EDSP 430 Introduction to Special Education (3)
Phase 2 Coursework	
Focuses on developing skills specific to special educators including the development of collaboration and case management skills, and learning to assess students to plan instruction and develop IEPs. Cycle 1 of the Teacher Performance Assessment (TPA) is completed. There are 90 hours of fieldwork during Phase Two in the same classroom where they will participate as a Student Teacher.	EDSP 422 Collaboration and Case Management in SpEd (4) EDSP 423 Assessment of Students with Disabilities (4) EDSP 474 Teaching Mathematics in the Elementary School (3) EDSP 460 Fieldwork Support and Assessment 1(2) EDSP 460B Pre-Student Teaching in SpEd (2)
Phase 3 Coursework	

Student teaching occurs in the classroom of a resident teacher over the course of twelve weeks, at a minimum. Language development coursework is pursued. Cycle 2 of the TPA is completed.	EDSP 426 Language and Communication Development (4) EDSP 461 Fieldwork Support and Assessment 2 (2) EDSP 465 Student Teaching in SpEd (8)
ESN Coursework	
Candidates wishing to work with students who have extensive support needs will complete 2 additional courses. Carefully planned field experiences may make it possible to earn both the MMSN and ESN credentials at the same time. Please work with an advisor.	EDSP 428 Teaching Students with Extensive Support Needs (4) EDSP 429 Supporting Students with Physical, Health, and Sensory Needs (4)
<i>Interns and Candidates on Emergency Permits</i>	
Interns follow the same program pathway as all candidates with the exception of any fieldwork requirement and related seminar. Interns enroll in a maximum of 13 units, which must include EDSP 481: Intern Seminar OR EDSP 460 OR EDSP 461. Intern program plans are individualized and developed in collaboration with the Intern Coordinator.	
<i>Candidates with Previous Credentials</i>	
• EDSP 430 and EDSP 421 were met in multiple and single subject programs completed after 2011. • Multiple Subject candidates also took courses equivalent to EDSP 425 • EDSP 430B is required for all candidates with previous credentials. • The Teaching Performance Assessment (TPA) results from previous credential waive TPA in EDSP.	

Expectations throughout the Program

Teacher Candidate Ethical and Professional Behavior Policy

Throughout prerequisites and program courses, candidates shall demonstrate personality and character traits that satisfy the standards of the teaching profession as well as the dispositions outlined in the School of Education Mission and Vision Statements. Since teaching is a profession rooted in developing relationships and since teachers are held to high professional standards and behaviors, the School of Education expects all teacher education candidates to demonstrate professional behavior in all components of the teacher credential program.

The teacher education faculty, including field site supervisors, of the School of Education will assess student behavior for correspondence with professional standards and School of Education expectations. These expectations are further described in [Appendix C](#). Faculty will consider student conduct in the initial pre-program interview, all pre-requisite and program coursework, and field placements. Faculty may also consider information from other higher

education faculty, university staff, and public-school personnel who have had direct contact with the candidate. Evidence for these assessments may include course tests and assignments, observations, and interviews.

If a student is shown to have engaged in inappropriate behavior, the following procedures will be followed:

- The candidate will meet with the Department Chair, and/or a relevant faculty member for a discussion of the behavior of concern. This meeting will provide all parties with an opportunity to present information about the incident(s) in question. In some cases, the student will be asked not to attend classes until the case is settled.
- The Department Chair, after consultation with department faculty, will determine an appropriate course of action to address the behavior. Remedies may include, but are not limited to, completion of program-related assignments, recommendation for appropriate counseling, and termination from the program.
- After meeting with the student, the Department Chair must notify in writing all appropriate persons and offices (School of Education Director of Student Services, Dean of the School of Education, and if appropriate, the Disability Services for Students center. The Department Chair maintains all records supporting the decision.
- Students who disagree with the Department Chair's decision may meet with the Dean of the School of Education. If the Dean and the student do not come to a satisfactory resolution, the student may appeal the decision through the [SSU Student Grievance Policy](#).

Please see the Field Placement section of this handbook for further information about ethical and professional behavior specifically related to field placements. For more information about these standards please see the following sources for descriptions of appropriate, professional behavior in the teaching profession: the [California Commission on Teacher Credentialing Rules of Conduct](#) and the [National Education Association Code of Ethics](#).

Advising

Our Education Specialist (ES) Program offers candidates advising sessions during key program events as well as academic advising each semester.

Orientation Advising

In the letter informing you of your admissions into the program, you are provided orientation materials including a video message and program plan. You must watch the mandatory advising video and review the required materials.

Ongoing Advising

Each semester we offer advising sessions, which may be conducted on Zoom, targeted toward your program pathway (e.g., concentration, tradition, intern). Dates for these sessions will be announced in your classes and via email and will occur a week or two prior to registration for the next semester. At these sessions we will provide any significant program updates, provide you an opportunity to ask general programmatic questions, disseminate any needed forms/petitions, and ask that you review your Program Planners to ensure you remain on track with your anticipated course of study.

Candidates in the ECS-concentration are encouraged to seek advising not only from the ES faculty advisor, but also from the ECS advisor.

Note: It is your responsibility to review and monitor your course of study. If you miss a Group Advising session it is your responsibility to seek this information by scheduling an appointment during regular office hours with the appropriate program advisor.

Program Completion Advising

Candidates who are completing the program will be provided a final advising session during their EDSP 461 or EDSP 481 seminar to review all final program requirements and expectations.

Additional Advising

If other questions surface during the semester, please contact the appropriate program advisor or the Department Coordinator for individual advising. Address questions about credentialing requirements to the Credentials Office, 707-664-2832.

Change of Name/Address/Contact Information

Be sure and keep an updated, accurate address on file in the Credentials Office. Please, at all times, use your Sonoma.edu email!

Campus Policies

The School of Education adheres to all SSU policies, a list of which may be viewed in the [SSU Catalog](#)

This section of the handbook highlights some of the more relevant policies.

Class Attendance

Given the professional nature of the Education Specialist program, punctual attendance and active participation in class and online activities will be included as part of the grading criterion for each course. Please refer to each course syllabus for details on the attendance, tardiness, and participation expectations for each class.

The campus attendance policy states:

Class attendance is an important part of a student's university experience. However, there are legitimate reasons for missing class, such as illness, accidents, death of a close family member, jury duty, religious observance or representing the University at officially approved University activities. Students should be cautioned that even though absences may be for legitimate reasons, such absences can impair performance and result in a lower grade. Faculty have primary authority for setting class attendance policy according to discipline standards. There are class activities, such as labs, assignments and discussions that cannot reasonably be made up.

When students are absent from classes, it is their responsibility to provide the instructor with due notice and documentation when possible, and to inform the instructor of the reason for absence. Students are also responsible for requesting, in a timely manner, to make up missed assignments and class work if these are reasonably able to be provided.

Instructors are responsible for providing a clear statement on the course outline about the impact of attendance on students' grades. For students who have missed classes for legitimate reasons, instructors are also responsible for providing an opportunity to complete make-up work or grade substitution, if the instructor determines that such is reasonably able to be provided.

Grades & Incompletes

You must maintain a cumulative 3.0 grade point average (GPA) in all program coursework and receive positive recommendations from your instructors, field supervisors and mentor teachers in order to remain in good standing in the program. In addition, you must earn a letter grade of "C" or better in all required credential courses. This includes successful completion of all course assignments – that is – candidates may not elect to miss or not submit key course assignments as these are tied to specific program or state standards. Please refer to [SSU policy regarding academic probation and academic](#) disqualification.

Incompletes will be permitted in accordance with university policy. The incomplete grade indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated. An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned provided, however, an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health problems. If the Incomplete is not converted within the prescribed time limit, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned a grade.

Grade Appeals and Grievances

Candidates may appeal course grades that they believe to be arbitrary, unreasonable or capricious by following the [University Grade Appeal Procedures](#). All other appeals are covered by the [University Student Grievance Procedures](#).

Further advice about grade appeals and grievances is available at the [Dispute Resolution Board](#) webpage.

Academic Honesty Policy

It is the policy of Sonoma State University to be proactive in dealing with issues of cheating and plagiarism. Faculty members are encouraged to discuss with students academic ethics and the formulation of one's own intellectual material. It is also the policy of Sonoma State University to impose sanctions on students who cheat or plagiarize. Students are expected to be honest in meeting the requirements of courses in which they are enrolled. Cheating or plagiarism is dishonest, undermines the necessary trust upon which relations between students and faculty are based, and is unacceptable conduct. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course; and the possibility of an additional administrative sanction, including probation, suspension, or expulsion.

Avoid plagiarism by following the advice in [this guide](#).

Accommodations for Students with Disabilities

If you are a student with a disability and you require academic accommodations you must register with the campus office of [Disability Services for Students](#). DSS will provide you with

written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made.

Procedures for Waiving a Required Course

Any course in the Education Specialist program may be challenged or waived. If candidates believe that they have taken equivalent coursework, they must complete a [Request for Substitution of School of Education Requirements](#) and submit it to the Department Chair. A grade of “B” or better in previous coursework is required in order to be considered for equivalency. Students must submit the syllabus of the course that they have previously taken and their grade transcript.

Technology Use

The field of special education is greatly supported by the use of technology. In many ways, it has evolved because of technology (speaking/listening devices; text to speech, speech to text; video instruction; digital picture schedules and communication boards; assessment tools; and more) In your course work you will be given opportunities to learn more about the pedagogy and integration of technology in special education classrooms to improve student outcomes and to meet the California Standards for the Teaching Profession (CSTP). Additionally, as a credential candidate you will be required to utilize technology to support your own educational goals such as researching and writing graduate level papers, which is best done via computers. The following is helpful information regarding technology expectations to successfully accomplish your work in the credential program.

- **Email:** It is imperative that you check your Sonoma State email daily for class information, notes from your course instructor, advising, scheduling and more. All official communication at SSU occurs via email.
- **Devices and computer literacy:** You will need access to a computer, tablet, or device; feel free to bring it to classes for note taking, research, or collaborative projects. You must know your way around a computer, navigate the internet using typical browsers, use basic word processing programs, and create electronic presentations.
- **Canvas:** Canvas is a Learning Management System (LMS) that faculty may use to present course content and resources, supplemental instruction, or electronic methods of assignment submission. Be prepared to engage with the LMS as a class requirement.
- **Cameras and Video:** Before taking pictures or videos of your students in classrooms you must first have signed consent from parents or guardians. Pictures and videos, taken with permission, should be used only for academic and instructional purposes and **not ever** placed on public social media sites. Be mindful when taking pictures of classroom walls that sensitive information may be posted on walls and should not be shared publicly.
- **Netiquette:** Internet Etiquette includes respectful and appropriate language when communicating with others in discussion forums online. Also, maintain confidentiality of students, mentor teachers, and peers as you post online.
- **IT Help Desk:** In Schulz 1000, the IT Help Desk provides support to students in learning about software tools and (computer/tablet) devices, as well as with log-in and password issues. (707) 664-HELP (4357)

Certificate of Clearance: Notice of Delay

When a person applies for a Certificate of Clearance or a credential via the California Commission on Teacher Credentialing (CCTC), a thorough criminal background check is performed by the CCTC. In some cases, if an applicant has a previous criminal record, including any DUI charges, the CCTC requests additional documentation before a Certificate of Clearance or credential can be granted. This may result in an applicant appearing on a Notice of Delay list. The policy below describes the implications appearing on such a list would have on a School of Education student.

If you have a previous record and would like to discuss the clearance process prior to applying for your Certificate of Clearance, please contact our office at credentials.office@sonoma.edu or 707-664-2832.

Notice of Delay Policy

When students in our programs are placed by CCTC's Professional Practices Division on a Notice of Delay list, they will be immediately placed on a leave of absence from our program (not necessarily removed from the program) until the issue that placed them on the Notice of Delay list is resolved. Individuals on a Notice of Delay list, by law, are not allowed to participate in pk-12 classrooms.

Students on a Notice of Delay list are not allowed to continue in coursework, field related or not, until the Division of Professional Practices has made a determination about their status. Should a student appear on a Notice of Delay list, he or she must immediately contact the appropriate department chair in the School of Education to address this issue.

If a student is removed from courses and he or she is otherwise making satisfactory progress in the program, the withdrawal will be grade neutral (w); fees will not be refundable under this type of withdrawal unless otherwise allowed by University policy. If a school district continues to allow a student on a Notice of Delay list to participate in a pk-12 classroom, as an intern, substitute teacher or in any other capacity, it is clear that the student will be under the responsibility of the school district and not Sonoma State University.

Important: Being placed on a leave of absence from the School of Education does not equal being on a leave of absence from the University. If an enrolled student does not resolve a Notice of Delay issue & re-enrolls within 1 semester after being removed from coursework, he or she will need to reapply for University admission in order to register for courses in a subsequent semester.

Signature Assignments

Your progress as an Education Specialist candidate is determined by both successful course completion as well as your performance on key programmatic assessments. You are expected to complete all course assignments which are aligned to state standards for teacher preparation. In addition, our program has additional performance measures which ensure that you have anticipated knowledge, skills and activities to become an effective special educator. You must successfully complete each key assessment to be recommended for a teaching credential.

SSU Education Specialist Key Assignments

MMSN	ESN
EDSP 421:EI video and EBP investigation	Everything in MMSN +

EDSP 422: General Education Collaboration Project	EDSP 428: Case study
EDSP 423: Assessment case study, progress monitoring project	EDSP 429: Health and mobility needs report
EDSP 424: Behavior change plan	
EDSP 425: Lesson sets in literacy	
EDSP 426: Language & communication lesson plans	
EDSP 430: Fieldwork Journals	

California Teacher Performance Assessment (CalTPA)

The California Teacher Performance Assessment (CalTPA) is a requirement set by the California Commission on Teacher Credentialing for recommendation for a preliminary teaching credential. CalTPA addresses the Teacher Performance Expectations (TPEs) in MMSN and ESN credential areas.

SSU teacher candidates will complete Cycle 1 of the CalTPA in the EDSP 460 Fieldwork Support & Assessment I class. CalTPA engages teacher candidates in examining the cultural, linguistic, and academic/social assets that students bring to school and uses them as a foundation for future learning. This assessment, completed in the field placement with students, focuses on planning, teaching, reflecting on, and revising mathematics instruction to children from diverse backgrounds.

The California Literacy Performance Assessment (LPA) in EDSP 461 Fieldwork Support & Assessment II, replaces the outdated RICA (Reading Instruction Competence Assessment). Here, candidates assess, plan, teach, and revise 3-5 lessons rooted in foundational literacy skills. It is an opportunity for candidates to demonstrate their ability to provide developmentally and academically appropriate literacy instruction.

Education specialist candidates who already hold a clear credential, whether in general or special education, do not need to take another TPA. Also, candidates adding an ESN credential to an MMSN one will not need to complete a second TPA.

Additional information about the assessment is found at this website:

https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPAEdSp_TestPage.html

Preservice Observation Instrument for Special Education (POISE)

Each time a university supervisor observes a student or intern teacher, the *Preservice Observation Instrument for Special Education (POISE)*, [Appendix D](#) will be used to evaluate the candidate's use of high leverage teaching practices in teaching special education. Candidates will be rated on their use of specific instructional practices and narrative comments will be added to explain the ratings.

Although POISE is a written record, each observation should be followed by a quick debrief between supervisor and candidate for coaching and clarification. POISE is part of our formative teacher candidate assessment system.

Collaborative Evaluation of Performance in Field Experience

Excellent teachers engage in self-reflection about their instructional practices. Not only is it important to recognize areas in which one needs to grow, it is critical to identify areas in which one is already effective. The awareness of what the teacher does well supports continuing that practice, while the awareness of areas where growth is necessary motivates change. For this

reason, each teacher-candidate will engage in self-evaluation, supported by instructors, site mentors and university supervisors. The *Collaborative Evaluation of Performance in Field Experience* ([Appendix E](#)) will be completed each semester that a candidate is in a field placement. The final semester, the candidate will collaborate with his or her mentor and supervisor to identify specific strengths and areas for growth that are related to the *Teacher Performance Expectations*. This evaluation should be seen as formative and is designed to assess progress toward identified areas for growth, as well as assess current status. It may also inform the *Individual Development Plan (IDP)* that teacher candidates leave the credential program with, to begin Induction.

Recommendation for Credential

Recommendation for an ES credential is based upon many factors including successful completion of university coursework, satisfactory completion of all key program assessments, positive evaluation of teaching competencies, and the recommendation of the Department of Educational Leadership and Special Education for the ES credential. This recommendation must be completed before the candidate's application for the credential can be processed.

Application for the Credential

To apply for the ES Preliminary credential, candidates complete the application provided at the exit meeting. The application is turned in to the credentials office, the credential analyst reviews the student's file and given the completion of all requirements and the recommendation of the department, the credential analyst electronically submits the application for the Preliminary credential. Within two weeks of submission, candidates will receive an email from the Commission for Teacher Credentialing requesting an electronic payment at a secure website. Once payment is received, the credential application is typically processed within two weeks. An electronic copy of the credential is emailed to the newly credentialed teacher.

Clear Induction

Upon successful application and receipt of their credential, candidates will hold a Preliminary Education Specialist Credential. Candidates will be required to complete the requirements noted on their preliminary credential prior to issuance of a Clear credential.

Education Specialist Credential Fieldwork

What follows is designed as a working guide for *all members* of the fieldwork team – credential candidates, resident teachers, school administrators and university supervisors. It outlines the roles and responsibilities of each member, the guidelines for planning and implementing teaching activities, and instructional competencies credential candidates should acquire during their assignments. While every effort has been made to be comprehensive and clear, we recognize that not all individual needs can be anticipated; we therefore expect that discussion among team members will be required to clarify and adapt these guidelines to specific school settings and particular situations.

We look forward to a stimulating, rewarding and successful fieldwork experience for all involved.

Description of Field Placements

To prepare our Education Specialist candidates for successful entry into the field of special education, we require that all special education credential candidates participate in field-based experiences during each phase of their credential program. These sequentially designed experiences help bridge theory to practice and culminate in a Student Teacher Practicum or an Internship. Our field-based classes include:

- (1) the Early Fieldwork Experiences
- (2) Pre-Student Teaching Placement
- (3) Student Teaching or (4) Internship.

All credential candidates participating in practicum courses have been formally admitted into our credential program and have completed the statutory requirements (Certificate of Clearance/Fingerprinting, Legal Seminar/Mandated Reporting Requirements) that permit them to begin observing/working in schools.

Selection of Fieldwork Sites and Resident/Mentor Teachers

Following the policy guided by Commission on Teacher Credentialing and developed with the Education Specialist Community Advisory Committee, the Director of Field Placements works with public and nonpublic special education administrators to identify appropriate student teaching placements for the candidates. Placements are selected to be representative of current practices within the field of Special Education. Candidates working as paraprofessionals in a special education setting may be able to fulfill fieldwork requirements in their workplaces if the classroom teacher and school administrator approve.

Criteria for school site selection

- Site personnel adhere to developmentally and culturally appropriate practices.
- Collaboration with families, including those from diverse backgrounds, is valued.
- Students are served in the least restrictive environment; English learners are supported, academic technology is available.
- School reflects socioeconomic, cultural, and linguistic diversity of its community.
- SSU candidates will be able to observe/participate in general and special education classrooms.
- Video capture of lessons for use in educational activities (signature assignments, CalTPA) is allowed.

Criteria for resident/mentor teachers

- Are fully certified (hold a clear education specialist credential) and have at least three years of experience with the credential appropriate to the student population they teach.
- Have been recommended by their administrators.
- Have indicated to the University their willingness to engage in supervision and collaborative teamwork via their agreement to the terms and conditions of our *Field Placement Handbook*.
- Complete the 2-hour SSU orientation (once every 5 years).
- Document 8 hours of professional development in adult learning theory, special education practices, supervision/coaching, etc. (once every 5 years). Hours documented through NCSOE and other institutions are valid at SSU.
- Are flexible and willing to work with the credential candidate to:

- Provide opportunities for candidates to design, organize and implement curriculum.
- Discuss and apply research-based pedagogy that they are learning in their SSU course work.
- Allow opportunities for the above, even when using scripted or mandated programs
- Support the development and implementation of the CalTPA, which is described in detail elsewhere in this handbook.
- Provide opportunities for candidates to observe a variety of instructional models in the class and/or in the school.
- Facilitate opportunities for students to observe or work in general education classrooms that include students with disabilities.
- Meet with the university supervisor to review candidates' progress and review best practice for teacher preparation.
- Assist candidates to develop connections, extensions and appropriate modifications and adaptations to state and mandated curriculum.

Procedure for Matching Candidates with Schools/Resident Teachers

All fieldwork placements will be coordinated by the Director of Field Placements in special education at Sonoma State. Candidates will not secure their own placements. In the case of paraprofessionals, placement in the classroom of employment is permissible if the school district consents.

Candidates will request grade levels and locations where they would prefer to complete their fieldwork via a Google form provided at orientation and advising. These requests will be honored to the extent possible.

The Director of Field Placements will reach out to the appropriate administrator in cooperating school districts to request recommendations or specific placements. Further placement activities take place in the manner directed by each district.

The Director of Field Placements will then match candidates with teachers as well as consult the database of resident teachers who have completed 10 hours of professional development.

Formative Assessment of Field Experiences

Excellent teachers engage in self-reflection about their instructional practices. Not only is it important to recognize areas in which one needs to grow, it is critical to identify areas in which one is already effective. The awareness of what the teacher does well supports continuing that practice, while the awareness of areas where growth is necessary motivates change. For this reason, each teacher-candidate will engage in self-evaluation, supported by the site mentor and university supervisor. The [Collaborative Evaluation of Performance in Field Placements \(appendix E\)](#) is aligned with the Teacher Performance Expectations and is completed during each fieldwork experience.

Early Fieldwork Placement

EDSP 421B: The Early Fieldwork Placement is a course in Phase One of the Preliminary Education Specialist Credential Program. It is designed to provide an overview of special and general education classrooms in the community and support credential candidates in exploring

the teaching profession in a focused, reflective way and beginning to bridge what they are learning at the university with what they observe in district classrooms.

Given the experience that credentialed general education teachers bring to the program, they are exempt from this placement.

- Candidates are placed and observe one special education mentor teacher at a school site.
- Candidates will complete at least 30 hours of observation and participation for each unit of EDSP 421B. For example, taking a 2 unit 421b requires a minimum of 60 hours. These hours will be divided so that observations are dispersed across the semester (approximately 5 hours per week).
- Candidates and mentors will work together to arrange short-term observations of general education classrooms and with other specialists. These observations may include:
 - Adapted PE
 - Speech and language services
 - Occupational therapy
 - Physical therapy
 - Other special education teachers on the campus, possibly with different service delivery models or grades (e.g., a candidate placed in an SDC class may visit/observe in a resource setting)
- Candidates will complete credential class assignments in these settings, including self-evaluating their progress on the Teaching Performance Expectations.

Resident/Mentor and District Participation

Participating schools and classrooms accept Education Specialist candidates one at a time. The candidate is responsible for contacting the mentor teacher to arrange observation times.

We ask that the teacher participate for each candidate in each rotation by:

- Working with the candidate to arrange a schedule for observations.
- Signing a time card of observation hours, provided by the candidate.
- Providing the candidate with a summary of the day's activities that s/he will observe.
- Scheduling at least one meeting to discuss how you make decisions about your curriculum, instruction, assessment, and classroom management.
- Guiding the candidate in developing a lesson plan aligned to the curriculum used in your classroom and appropriate for your students.
- Facilitating observations of as many services listed as possible at your school site
 - General education class
 - Adapted PE

- Speech and language services
 - Occupational therapy
 - Physical therapy
 - Other special education teachers on the campus, possibly with different service delivery models or grades (e.g.: a candidate placed in an SDC class may go visit/observe in a resource setting)
- Inviting the candidate to an IEP meeting, as appropriate.
 - Permitting the candidate to do SSU credential course assignments

Pre-Student Teaching Experience

EDSP 460B, Pre-Student Teaching is a course taken in *Phase Two* of the Preliminary Education Specialist Credential Program. It is designed to allow credential candidates an opportunity to explore the role of Special Education teacher in a systematic and focused way and to prepare them for their student teaching experience. It is also where the candidate will complete cycle 1 of the Teacher Performance Assessment.

- Candidates will work in a special education classroom for 90 hours over 14 weeks. The hours must be distributed across the entire semester, approximately 7 hours per week.
- This experience leads to a full-time student teaching placement in spring semester, in the same classroom.
- Candidates will complete several course assignments in the classroom with a target student.
- Candidates will learn about the school community, classroom curriculum, collaborative partners and the responsibilities of the special education teacher.
- Candidates will complete Cycle 1 of the CalTPA.
- Complete the [Collaborative Evaluation of Performance in Field Placements](#).

Learning about the school, curriculum and individual students. During this time, the student teacher will investigate the community and the school culture; examine the assessment and curricular resources; and learn more about the IEP process and the student population.

Resident/Mentor and District Participation

Because this placement prepares the candidate for full-time student teaching, there are important details the student teacher needs to acquire quickly to become effective in the classroom. The following are some specific types of information and assistance that will benefit the student teacher:

- Provide as much information as you can about the routine aspects of the classroom such as daily schedule, IEP's, ITP's, behavior contract, cumulative folders, lunch count, ordering materials, parent conferences, in-service meetings, and behavior management systems.

- Provide the student teacher with any specific expectations the administrator may have for his/her performance. For example, if all staff members are required to sign-in, should the student teacher follow this directive?
- Assist the student teacher in developing relationships with other support staff, such as instructional assistants, counselors, or therapists who may work regularly with students in the program.
- Allow and assist the candidate to complete all course assignments from SSU, including the CalTPA.
 - a. Candidates will need to teach 1-3 target students a single lesson. They will need to view IEPs to prepare for this work. They will also need to video record the lesson— permission to do this is incorporated into the MOU that SSU has with each district.
- Provide access to curriculum materials and guidance in developing lesson plans. These must include evidence-based practices in literacy instruction.
- Facilitate teaching small groups of students, eventually designing lessons and monitoring student outcomes, if possible.
- Permit the candidate to observe one or more IEP meetings, if possible.
- Make yourself available to discuss how you make decisions about your curriculum, instruction, assessment and classroom management.
- Work with the candidate to prepare for a full-time student teaching placement in the spring.
- Sign a time card of observation hours, provided by the candidate.
- Complete a short evaluation at the middle and end of the placement. ([Appendix B](#))

Student Teaching

Student teaching is a culminating experience that occurs in the final (Phase Three) semester of the program. During the student teaching semester, the credential candidates have opportunities to make connections between theories and best practices learned in their coursework and the realities of classroom life as the full responsibilities of a classroom teacher are assumed.

- Credential candidates student teach for 14 weeks under the guidance and supervision of a District-Employed Mentor Teacher.
- The candidate works in the classroom for the full length of each school day and related professional activities, including faculty meetings, IEP meetings, Back to School or Open House nights, and parent conferences.
- Cycle 2 of the Cal TPA is completed during student teaching.
- Complete [Collaborative Evaluation of Performance in Field Placements \(appendix E\)](#).

Student Teacher: Roles and Responsibilities

This section addresses Sonoma State University's expectations of each student teacher in regards to instructional roles, non-instructional roles, evaluation, and university course work.

Non-Instructional Role

Daily Schedule. The student teacher will follow the daily schedule of the school to which he/she is assigned. Details of the schedule will be developed with the resident teacher.

Absences. The student teacher should notify his/her resident teacher and university supervisor if he/she will be unable to attend. Specific procedures for reporting absences should be clearly outlined.

School Policies and Procedures. The student teacher should become knowledgeable about the total school program. Often there will be a site handbook that should be read. The resident teacher should outline the general rules and procedures by which the school operates.

Dress. The appropriate standard of dress may vary slightly from school to school. Appropriate dress may vary with the age group or specific exceptionality to which a student teacher is assigned. Observe and follow the dress standards of the resident teacher and that of other faculty members.

Interpersonal Skills. The resident teacher may have a different teaching style than the one the student teacher will eventually adopt. However, the resident teacher has been chosen based on recommendations and his/her desire and commitment to working with a student teacher. Therefore, the student teacher should be flexible and willing to adjust to differences in style and setting. Personality differences may occur in student teaching settings just as they do in any professional setting. If an assignment does not seem appropriate for both the student teacher and the resident teacher, a change may be made at the discretion of the program faculty.

Ethics and Confidentiality. The student teacher should use discretion in discussing specific students or specific practices. It is important to adhere to the [*Code of Ethics of the Council for Exceptional Children*](#). Confidentiality should be maintained at all times.

Confidentiality

The communication of confidential information about another person, except within the frameworks authorized by the "Family Educational Rights and Privacy Act" of 1974, is a violation of individual rights. It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States Congress passed the Family Educational Rights and Privacy Act of 1974, which made explicit the principles of confidentiality summarized below.

The communication of confidential information to another person except within the authorized educational framework is a violation of individual rights that are legally protected. Violation of these rights may lead to serious consequences. Student teachers are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative personnel or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in university classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution. It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect confidentiality of the information to which they have access.

While student teachers may be permitted access to the records of certain students under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records. As a student teacher, you will at times have access to student information such as IEPs, test scores, teacher reports, or even verbal comments. All such information comes under the "Family Educational Rights and Privacy Act," which protects its confidentiality. Therefore, student teachers are advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

- Treat all knowledge of students in strictest confidence;
- Discuss specific student information only with your supervising teacher, and ask him/her what you may or may not do with any information;
- Maintain appropriate ethic of confidentiality when students are discussed in the teacher's room or anywhere else;
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, IEPs, etc. Do not leave them where they might get out of your possession.

Instructional Role

Lesson Plans/Activity Analysis. The student teacher will be expected to develop and implement individual and group lesson plans and/or activity analyses. When appropriate, the university supervisor and the resident teacher should be presented with copies of the plans or analyses prior to scheduled observation.

Individual Education Plan (IEP) and Behavior Intervention Plan (BIP). The student teacher should complete a minimum of one IEP as well as develop a behavior management plan for a student in the class. He/she should collect baseline data, develop and implement the plan, and document student change. To the extent possible, follow the format provided by the school for a formal BIP even if it isn't typically used or needed for the behavior you are addressing.

CalTPA Each candidate will complete a performance assessment during student teaching.

The "Take Over". To the degree possible, the student teacher becomes the primary instructor for the total school day. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling. The take over is typically implemented between weeks 9-12 and lasts for at least two weeks. Each class is different, and the specific expectations for the "take-over" should be discussed and planned with the resident teacher and university supervisor.

Evaluation

Preservice Observation Instrument for Special Education (POISE, Appendix D). Lesson evaluation and feedback will be completed routinely and in writing by both the resident teacher and the university supervisor. The POISE observation tool is aligned with High-Leverage Practices in Special Education and will assist the teacher candidate in designing instruction appropriate for students with disabilities. The university supervisor will provide the candidate with a completed POISE after each observation. These evaluations will provide a clear record of performance during student teaching

Informal Feedback. There will be many opportunities for the student teacher to discuss all phases of his/her work with both the resident teacher and the university supervisor. Each student teacher should schedule a regular meeting time with his/her resident teacher. This is the time when questions can be answered, feedback given, and suggestions for improvement noted.

Collaborative Evaluation of Performance in Field Experience (Appendix E) will be completed each semester that a candidate is in a field placement. The final semester, the candidate will collaborate with his or her mentor and supervisor to identify specific strengths and areas for growth that are related to the *Teacher Performance Expectations*. This evaluation should be seen as formative and is designed to assess progress toward identified areas for growth, as well as assess current status. It may also inform the *Individual Development Plan (IDP)* that teacher candidates leave the credential program with, to begin Induction.

Individual Development Plan (IDP, Appendix F). The IDP is developed toward the end of the student teaching experience. The Collaborative Evaluations completed during previous

semesters may inform the plan, which will be carried forward into an induction program. The following questions should be considered:

1. What are my strengths/best qualities?
2. Where or in what ways have I improved?
3. What areas need improvement?
4. What are my plans to make needed improvements?
4. What are my plans to make needed improvements?

University Coursework Component

Student teachers will be expected to attend related seminars at Sonoma State University throughout the student teaching experience. Most student teachers will also be enrolled in an additional credential class to complete their specific credentialing requirements.

Resident Teacher: Roles and Responsibilities

The resident teacher is the individual who is primarily responsible for the daily direction of the student teacher. In this capacity the resident teacher serves as a co-teacher with the student teacher and as co-instructor with the university supervisor. When a teacher agrees to serve as a resident teacher, the following commitments are implied:

1. Model exemplary teaching behaviors.
2. Release a part of his/her role as primary instructor to the student teacher.
3. Guide the student teacher into gradual assumption of all instruction in the classroom.
4. Establish rapport with the student teacher.
5. Assist the student teacher in translating theory into practice.
6. Confer on a regular basis with the student teacher, providing feedback on performance and making suggestions for future instructional plans and activities.
7. Complete evaluation forms at the appropriate intervals.
8. Inform the cooperating principal and the SSU supervisor immediately if there are any serious problems or concerns about the student teacher.

The following sections detail important initial information to be shared with the student teacher, the continuum of student teaching responsibilities as they relate to a transition of increasing responsibility, and evaluation of the student teacher.

Continuum of Student Teaching Responsibilities

The resident teacher should consider the following continuum as a framework for organizing and supporting the student teacher to take over full responsibility of the classroom. This continuum is aligned with expectations outlined in the section titled *Guidelines for Scheduling*.

Initial Observations and Interactions. During the first few days in the classroom, the student teacher should become familiar with classroom procedures and daily routines.

During the first week in the classroom, the resident teacher can assist in the student teacher's active observation by talking frequently with him/her about the activities of the classroom. This will alert the student teacher to the aspects of the program deemed most critical by the resident teacher.

Student teachers will have already completed a field experience prior to student teaching; therefore, it is expected that only one or two days will be spent entirely in observation. During the first week, the student teacher should begin to operate in some capacity as an instructional assistant in the classroom. He/she should also begin a student teaching learning log.

Preparing to Teach. A student teacher should begin by assuming some of the procedural and routine classroom tasks as early as possible. Daily teacher duties including behavior management, attendance grade recording, and data collection procedures should quickly become a part of the student teacher role. This ensures that as the student teacher begins taking on more of an instructional role, these activities will have become routine and easily integrated into the

teaching day. If appropriate, the student teacher should begin to perform the regular duties required of faculty at the school, such as meeting buses, hall duty, and lunchroom duty.

The student teacher also begins working with small groups of students and assisting the resident teacher with other instruction. At this point, all instruction should follow plans developed by the resident teacher.

Partial Instructional Responsibility. In this phase, the student teacher assumes responsibility for planning lessons as well as teaching. He/she plans, discusses, implements, and evaluates lessons with the resident teacher. A great deal of planning must occur at this stage. One way to begin might be to choose a specific subject area (such as math) or a skill area (such as self-help) and have the student teacher plan the instruction for several days. The resident teacher should assist in planning and then should review the plans and make suggestions prior to their implementation by the student teacher.

Throughout this time, the resident teacher continues to provide the student teacher with the necessary support. This includes plenty of time for cooperative planning, feedback on performance, suggestions for the next day and time for informal talk about events in general. At this stage of the student teaching experience, the resident teacher and the student teacher are teaming for most of the instruction.

Full Instructional Responsibility. During the last half of student teaching, depending on entry-level skills, the student teacher should begin to assume responsibility for the full teaching day. This should include scheduling all personnel in the classroom, assuming responsibility for ensuring that students attend all their instructional/designated programs, making parental contact, monitoring behavior programs as well as planning and implementing new and appropriately task analyzed lessons.

Experience has shown that some student teachers are ready more quickly than others to assume the full instructional load. The SSU supervisor may be helpful in determining how quickly to progress. It is important that the resident teacher continue to provide support and feedback to the student teacher during all phases of the student teaching experience. The goal is that each student teacher assumes full responsibility for at least two weeks during the student teaching assignment. Progress towards taking on full responsibility should be discussed at the 6-week evaluation.

Change in Classroom Dynamics. The educational needs of the students in the classroom must always come first. For example, a situation may arise where a program receives several new students at once and the resident teacher has increased demands on his/her time. In instances where the nature of a classroom changes dramatically, it may be necessary to have the resident teacher re-assume responsibility until the situation is normalized. In some cases it may be advisable to seek a new placement for the student teacher. The university supervisor should be consulted if there is concern about a change in classroom dynamics.

Evaluation

The resident teacher plays an important and multi-faceted role in the evaluation of his/her student teacher.

Triadic Evaluation of Performance in Field Experiences. At least once each semester, the mentor teacher and candidate must collaborate to complete the evaluation of field experiences. This allows the team to set goals and measure improvement in a formative way.

Informal Feedback. The resident teacher sets the stage for an easy exchange of information and feedback between him/herself and the student teacher. The student teacher needs to know that the resident teacher is willing to regularly set aside time for informal discussion.

Formal Feedback. We request that resident teachers complete a written lesson evaluation each week, beginning about the fifth week when the student teacher begins taking specific instructional responsibility. Lesson evaluation forms, such as POISE in Appendix D, should be completed throughout to provide a clear record of performance during student teaching.

University Supervisor: Roles and Responsibilities

The university supervisor is the person who assists both the student teacher and the resident teacher in the overall planning, implementation, and evaluation of the individual student teaching experience. The university supervisor also serves as the liaison between the university, the resident teacher, and the student teacher.

General Role and Responsibilities

The university supervisor should establish rapport with the student teacher and the resident teacher to ensure open communication between all participants. Visits should be arranged so both the student teacher and resident teacher have an opportunity to speak with the university supervisor. It may be necessary to arrange a visit outside of the regular supervision time to accomplish this objective.

Both the student teacher and the resident teacher may have many questions as the placement begins. The SSU supervisor is a resource person for both individuals, assisting in clarifying SSU's expectations of the student teacher and the resident teacher. Supervisors provide various levels of support, depending on resident teacher needs and requests of the student teacher.

The following are examples of types of assistance that may be provided by the university supervisor.

1. Visit and observe the student teacher in his/her classroom at least 6 times.
2. Keep records of necessary forms that are distributed to each resident teacher, completed during the placement, and then returned to Sonoma State University at the end of the placement, even if copies of forms are also turned in by the student teacher.
3. Communicate about program objectives, guidelines, and procedures.
4. Assist the student teacher in developing lesson plans and in finding appropriate resources for lessons.
5. Provide feedback and support to the student teacher that supplements comments from the resident teacher.
6. Assist the resident teacher if questions or problems should arise.
7. Refer problems that need further discussion to the Department Chair at SSU.

Evaluation

The university supervisor is responsible for giving both informal and formal feedback to the student teacher.

Triadic Evaluation of Performance in Field Experiences. At least once each semester, the mentor teacher and candidate must collaborate with the university supervisor to complete the evaluation of field experiences. This allows the team to set goals and measure improvement in a formative way.

Informal Feedback. The university supervisor serves as a coach and supporter of the credential candidate. Ample informal feedback enhances candidate performance.

Formal Feedback. University supervisors complete a written POISE instrument during each observation. One copy must go to the candidate and one to the field placement director.

These evaluations assess important interpersonal and professional skills along with instructional skills. These evaluations will be discussed with the student teacher and the resident in three-way conferences. Administrators may be invited to participate. The university supervisor is responsible to collect this information and electronically submit it.

Guidelines for Scheduling Student Teaching

The transition of responsibilities from the resident teacher to the student teacher requires careful planning. Below are suggestions for scheduling that transition. The actual schedule of moving to full-time responsibility for the classroom program depends on the individual situation (ex. readiness of student teacher, classroom demands); but should allow for at least two weeks of complete classroom responsibility in the final phase of the student teaching placement. Please note that the student teaching placement is 14 weeks in duration (unless extended in order to provide additional experience) and is full-time. Student teachers follow the full-time schedule of the program in which they are placed including non-duty time before and after school. During the first month it is expected that students will spend time in the afternoon at the school site becoming familiar with the curriculum, visiting other classrooms, planning and developing lesson plans and other student teacher assignments.

First Phase: Weeks One through Four

Phase One typically lasts for the first month. Student teachers observe and assist during the morning hours of school, beginning to assume instructional responsibilities. In the afternoon they visit other classrooms, examine curriculum and other instructional and assessment resources, begin to plan for their initial teaching responsibilities, and gather information and resources to complete the CalTPA, IEP and behavior plan.

Weeks One and Two

Emphasis during these should be on preparing the student teacher to function as a member of the instructional team. The student teacher may assist the resident teacher in routine tasks and instructional activities. A suggested plan for week one is as follows:

- Participate in routine tasks such as setting up and cleaning up classroom, lunch count, yard/hall duty.
- Assist individuals or small groups during instructional activities.
- Begin planning and organizing materials to complete SSU assignments.
- Perform general classroom duties and provide instructional assistance as requested by the resident teacher.
- Begin teaching for part of each morning using plans outlined by the resident teacher and working directly under that teacher's supervision.

Weeks Three and Four

The student teacher will repeat some of the same activities of preceding weeks but will use his/her own plans. The resident teacher must have the opportunity to review and approve plans for each activity. The student teacher should assume primary responsibility for planning and instruction for at least two activities or groups each day. The student teacher assumes more responsibility for morning instruction during week four. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the professional judgment of the resident teacher. It should also be noted that the nature of a specific program may require that a student teacher assume responsibility more gradually than he/she might in another setting. Suggested activities include:

- Continue activities begun during prior weeks
- Develop lesson plans and implement them after they have been approved by the resident teacher
- Continue activities begun during prior weeks
- Develop lesson plans for half the morning and implement them after they have been approved by the resident teacher
- Assist the resident teacher the rest of the morning

Second Phase: Weeks Five through Eight

During Phase Two, the student teacher continues to assume responsibility for planning and implementing morning lessons. In the afternoon, the student teacher begins to assist the teacher and work with small groups of students. The CalTPA Cycle 2 is typically implemented during Phase Two.

A gradual extension and expansion of all activities takes place during these weeks. During week six, the student teacher begins to assume responsibility for scheduling instructional assistants and other personnel in the program and for ensuring that students go to appointments/other classes at their assigned times.

By the end of this period, student teachers are typically responsible for 75% of the instructional day.

Third Phase: Weeks Nine through Fourteen

Weeks Nine through Eleven

To the degree possible, the student teacher should be the primary instructor for the total school day. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling.

Weeks Twelve-Fourteen

During the final weeks, the student teacher has the opportunity to finish or remediate any remaining responsibilities to successfully complete the student teaching assignment. It is also the time in which the resident teaching gradually resumes the role of the primary instructor.

Resolution of Problems that May Occur During Fieldwork

Placements of SSU students in the classrooms of experienced teachers are made carefully. In most cases, the relationships between the student, the teacher, and the children in the class are rich and rewarding. However, if a situation arises that is not beneficial to any member of those relationships, there are steps that may be taken to resolve fieldwork related problems.

Professional dispositions on the part of the student teacher are of utmost importance. These are further described in the [Professional Expectations for Fieldwork](#) document in Appendix C. If problems arise in terms of professional dispositions and expectations, the university supervisor, mentor teacher, and student teacher should document the concerns on the expectations form.

Having discussed expectations, the following steps must be followed to resolve the problems encountered:

1. The participant-observer, student teacher, or the resident teacher notifies the university supervisor as soon as a concern arises.
2. The university supervisor or Director of Field Placements holds a two-way or three-way conference with the student teacher and/or resident teacher to discuss concerns and find solutions.
3. The university supervisor notifies the Department Chair of the problem.
4. If problems continue, the university supervisor or Director of Field Placements schedules a formal three-way conference with the student teacher and resident teacher. This conference is to result in clear identification of the problems and development of specific, written plans for resolution.
5. The university supervisor or Director of Field Placements notifies in writing the student teacher, the resident teacher, the site principal, and the Department Chair of the problems and the plans for resolution.
6. If the plan for resolution is not followed or is unsuccessful in resolving the problems, the university supervisor or Director of Field Placements consults the Department Chair to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of placement, etc.) and next steps for this case.

Extension of Field Placement Assignment

In circumstances where the participant observer or student teacher is unable to complete the field assignment successfully as outlined in the Program Handbook, and his/her performance indicates potential for further progress, provisions may be made for an extension of the field placement assignment. The decision for extending the assignment is made collaboratively between the university supervisor or Director of Field Placements, the resident teacher, and the Department Chair. In cases where disagreement exists, the Department Chair will make the final decision.

Removal of a Student from a Field Placement

When a student is being considered for removal from a field placement, a number of options are available including:

1. The student may be placed immediately in another field placement with specified stipulations and requirements.
2. The student may be placed in another field placement in the following semester with specified stipulations and requirements.

If the first or second option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken and conditions for the student's continuation in the program. The Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field placement and specify agreements regarding replacement and conditions/requirements for the student's continuation in the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field placement.

If the second option is chosen, the student will receive a no-credit (NC) grade for the first placement and must re-register for the new field placement. The student is expected to complete the repeat placement in the semester immediately following the semester of the original placement. A student may repeat a placement once; if he or she does not meet specified requirements and/or is not successful in that placement, termination from the program is likely.

3. The student may be denied another placement and counseled out of the program.

If the third option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to counsel him/her out of the program. After meeting with the student, the Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and will not be continuing in the placement. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field experience.

4. The student may be denied another placement and terminated from the program.

If the fourth option is chosen, the Department Chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to inform him/her of termination from the program. The Department Chair must document in writing the causes for student termination from the program. The Chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and terminated from the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field experience and encourage him/her to leave the program.

Notification List - Required

☐ Student

- ☐ Site Personnel, e.g., resident teacher, principal
- ☐ University Supervisor
- ☐ Credentials Analyst
- ☐ Department Chair

Notification List – Optional as Appropriate

- ☐ Dean, School of Education
- ☐ Disability Services for Students Office

Immediate Termination of Field Placement

When the presence of the student teacher is detrimental to the classroom or when performance does not meet minimum standards after every effort has been made to resolve identified problems, the student teacher's field placement may be terminated, effective immediately, at any point during the assignment.

Sonoma State University Education Specialist Intern Program

Overview of the Intern Program

The Educational Specialist Intern Pathway at Sonoma State University is a state approved university-based program. This program allows the intern or permitted candidate (PC) to complete the requirements for a Preliminary Education Specialist (PES) credential while employed in a local school district as a special education teacher. The program includes coursework at the university, university supervision in the K-12 classroom, a district support provider, and special support seminars provided by SSU.

The internship program is designed for individuals who are already working or are about to be working in the field of special education who have met the criteria to be an intern described on the following pages. For example, some interns have previous multiple or single subject credentials and join the intern program as a condition of employment when they are offered a job as a special educator. Other interns/PC's have previously worked in special education classrooms as an instructional assistant or a behavioral support specialist and have been offered a position as a special education teacher contingent on enrollment in an intern program. Credential candidates already enrolled in the PES candidates are sometimes offered jobs as special education teachers and choose to complete the credential program as an intern.

Interns take the same basic credential coursework as all of the PES credential candidates and are bound by the same policies and procedures as all ES credential candidates except for selected fieldwork and student teaching requirements. Instead of fieldwork and/or student teaching, interns are provided with university supervision in their K-12 classrooms throughout their internship, typically ranging between two and four semesters. An integral part of the intern program is the intern seminar, where interns meet with their supervisor and other interns to discuss their classrooms while bridging theory and practice, gathering suggestions and support, and discussing topics that are applicable to their current teaching situations.

Because of the increased responsibilities that an internship demands, interns/PC's have their programs allowed down slightly compared to a traditional candidate. This sometimes alters a candidate's original program plan, delaying completion of the ES credential program by one or two semesters. If a student is working on a permit, the hiring district is responsible for applying for the appropriate permit through the Sonoma County Office of Education. Each permit is valid for one year. If a candidate is considered intern eligible (requirements below), the intern credential is valid for two years, provided the intern continues to be enrolled in university classes. It is important that the intern completes both the university coursework and all statutory requirements before the intern credential expires.

Purpose of Internships

The primary purpose of internship programs is to enable candidates to provide a full range of professional services while they pursue preparation that is planned and comprehensive. Internships are particularly suitable for specialties in which shortages exist, and for individuals who are capable of assuming complex responsibilities at an accelerated pace. Private schools are not legally eligible to participate in internship programs.

The California Commission on Teacher Credentialing defines an intern as a person who (1) is enrolled in an internship program accredited by the Committee on Accreditation, and (2) is serving with an Internship Credential that has been issued on the recommendation of the institution that offers the accredited internship program. The California Commission on Teacher Credentialing has the following policy regarding Internship programs:

Because increased responsibilities and accelerated pace are encountered in internships, these programs include appropriate admission criteria for identifying and selecting those applicants who can assume complex responsibilities relatively quickly.

Please Note: The School of Education is not involved in finding internship positions for its students. It is the district/employer's responsibility to certify that interns do not displace certified employees.* If you are interested in an Internship, you are responsible for securing your own employment and communicating with the School of Education credential analyst and Intern Coordinator to complete the Intern Program application process.

** A Memorandum of Understanding (MOU) between the school district and university states that the school district "consult the local bargaining unit on matters pertaining to the intern program" to make sure no certified employees are displaced.*

Intern Qualifications

To be eligible to apply to the Sonoma State University Preliminary Education Specialist (PES) Internship program **you must have the following completed** requirements, which are detailed further below

- Program Admission: Application to the Sonoma State University ES Internship program
- Statutory Requirements
- Legal Seminar
- Preconditions
- Intern Application
- Must be employed at least .50 FTE or more as a special education teacher

Program Admission

If you are already a student in the PES Credential Program and become an intern during the program, completion of the intern application process and filing for an intern credential will automatically admit you into the intern program.

If you have not submitted an application for the ES Credential Program you can find information and the application for the Educational Specialist Internship Program at the following website: <http://www.sonoma.edu/education/applications.htm>

Documentation to accompany the application includes:

- Statement of Professional Goals
- Two current and professional letters of recommendation
- 1 set of unofficial transcripts from all universities and colleges attended
- Verification of having completed 45 hours of Pre-program field experience within the age group you will be teaching
- Employment verification. This must be verified by a letter of employment, on official letterhead from the employing school or district, verifying the date employment began, the type of assignment, and whether it is a full time or part time position (if it's part time the letter needs to specify the percentage of time you will be working).
- Documentation of university Graduate/Postbac Admission or Application

Statutory Requirements

Sonoma State University ES Intern teacher candidates must provide evidence of meeting the statutory requirements prior to employment as an intern. These requirements include:

- Baccalaureate or higher degree
- Verification of U.S. Constitution (college level course or exam)
- Verification of having met subject matter competency via an approved option (passage of the CSET exams, an approved major, or a subject matter waiver program*)
- Basic Skills Requirement (i.e. passage of CBEST exam; or SAT Assessment; or ACT Assessment, or qualifying coursework in the areas of Math, Writing, and/or Reading as per AB 130)
- Copy of valid TB (not older than 12 months)
- A minimum of 120 clock hour* (or the semester or quarter unit equivalent) pre-service component which includes:
 - Classroom Management and Foundations Planning:
 - Reading and Language Arts
 - Subject Specialized Pedagogy/Specialty Specific Pedagogy
 - Teaching English Language Learners
- Verification of Fingerprints: submit one of the following documents
 - Valid or expired Substitute Teaching Permit
 - Valid or expired Emergency Permit OR
 - Certificate of Clearance***

Please Note: For employment purposes, the Education Specialist Intern Coordinator may advise teacher candidates generally on which CSET exams will fulfill subject matter requirements that will align to the intern's desired grade level or special education program of employment. However, it is the student's responsibility to communicate with his/her district hiring director to confirm that the subject matter requirements are met for each specific employment position, and if not, the intern must work with the district to complete any additional requirements.

** Certain degrees can be used to waive Subject Matter requirements. Transcripts will be reviewed for appropriate major after a candidate is admitted into the PES Program.*

*** Can be met through a prior multiple subject, single subject, or educational specialist credential.*

****Please check with your district of employment for CPR verification requirements.*

Pre-service Requirements.

These requirements are commonly met by completing the following coursework or by evidence of prior credential preparation:

Classroom Management and Planning

- EDSP 424 or previous multiple or single subject credential

Communication Skills including Reading

- EDSP 425 or previous multiple or single subject credential

Specialty Specific Pedagogy

- EDSP 421 or previous multiple or single subject credential including a special education class

Developmentally Appropriate Teaching Practices

- EDSP 421 and EDSP 425 or previous multiple or single subject credential

Teaching English Language Learners

- EDSP 425 or multiple or single subject credential with authorization to teach English Learners

Legal Information Requirement:

The legal seminar covers Illegal Discrimination, Sexual Harassment, and Child Abuse. You can meet this requirement by viewing the School of Education Legal Seminar Video cast and passing a test related to the content of that video OR by providing documentation showing you have met this requirement through other trainings.

Intern Application

- Employment verification: A letter of employment, on official letterhead from the employing school or district, verifying:
 - Candidate's name
 - Teaching position/program
 - School site
 - Percentage of time in position
 - Start date and end date
 - Signature of district representative
- Completion of the Intern Credential Application packet.
- Completed and passed the Intern Applicant Interview process
Based on academic progress and professional dispositions and responsibilities

Reading Instruction Competence Assessment (RICA) for Interns

Many of the statutory requirements to earn an ES preliminary credential are met as part of the eligibility criteria for the intern credential. However, for interns/PC's who do not possess a previous multiple subject or single subject credential, there is an additional requirement, passage of the RICA, prior to issuance of their Preliminary credential. As defined by the California Commission on Teacher, the RICA is an assessment that "measures an individual's knowledge,

skill and ability relative to effective reading instruction.” Coursework in the ES credential program helps prepare interns to pass the RICA, in particular EDSP 425. Interns will be advised about the sequence of courses and RICA test dates, and should carefully plan when to take this assessment, if needed, in order to apply for the PES credential before university coursework is completed and while the intern credential is still valid. More information about the RICA can be found at the [RICA website](#).

Intern Program Design

Interns take the same basic credential coursework as all of the ES credential candidates, however, their program is slowed down, which can alter the amount of time it may take to complete the credential program. Instead of student teaching in the final semester of the program, which is typical in a credential program, interns are provided with university supervision in their K-12 classrooms throughout their internship, typically ranging between two and three semesters. An integral part of the supervision is the EDSP 481 Intern Seminar course, which interns/PC's take in their first and second (if applicable) semesters. This course centers on interns/PC's discussing their classrooms while bridging theory and practice, gathering suggestions and support, and discussing topics that are applicable to their current teaching situations. In the intern/PC's two final semesters, they will take EDSP 460 Fieldwork Support and Assessment 1 and EDSP 461 Fieldwork Support and Assessment 2. These two courses are designed to help all candidates complete the CalTPA assessment requirements. Any interns that are admitted into the PES program with a prior Single Subject or Multiple Subject credential will not have to take the CalTPA and will continue to take EDSP 481 in their final semesters.

Interns with a Multiple or Single Subject Credential

Candidates who hold a clear Multiple and/or Single Subject Credential do not need to retake classes that they have already taken in the previous credential program or that meet the same standards as those in the PES program. There are some exceptions including (but not limited to) candidates who held out of state credentials and credentials that do not have English Learner authorization (CLAD, CTEL or SB 2042). The intern director and/or the credentials analyst evaluates all previous credentials and transcripts to determine which, if any, general education courses will need to be taken to complete the ES credential. This is determined on an individual basis. Most interns with previous Multiple and/or Single Subject Credentials enroll in at least 12 units (required classes) each semester and complete the program in three semesters. Some interns, however, prefer to take fewer classes each semester, extending the program over four semesters.

If an intern is struggling to meet competencies in their district K-12 classroom or in their university courses, he or she may be required to take fewer courses each semester and extend the time to complete the ES program.

Interns/PC Supervisors

All interns/PC's will be assigned a university supervisor and a District Employee Supervisor (DES) every semester they are in the Intern Program. The university supervisor is assigned by the Educational Leadership and Special Education (ELSE) department chair and the DES is assigned by a collaboration between the hiring district and the Intern Coordinator.

University supervisors will visit the intern/PC's school site two times per semester to watch the candidate teach and provide feedback. DES must meet with an intern/PC for at least one hour per week and provide "just in time" support for any issues that may arise. Interns/PC's may request a DES from their site, though the final decision is based on district and SSU approval. To qualify as a mentor, all DES must:

- Have knowledge of the context and the content area of Mentees assigned to them.
- Have knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation
- Demonstrate commitment to professional learning and collaboration through effective professional practices.
- Possess a Clear Teaching credential *similar* to one teacher candidate is seeking
- Are able, willing and flexible in meeting the Teacher Candidate's need for support
- Have a minimum of three years of effective teaching experience on a Clear credential.

Intern Evaluation

Excellent teachers engage in self-reflection about their instructional practices. Not only is it important to recognize areas in which one needs to grow, it is critical to identify areas in which one is already effective. The awareness of what the teacher does well supports continuing that practice, while the awareness of areas where growth is necessary motivates change. For this reason, each intern will engage in self-evaluation, supported by the mentor and university supervisor.

Preservice Observation Instrument for Special Education (POISE, Appendix D). Lesson evaluation and feedback will be completed routinely and in writing by both the resident teacher and the university supervisor. The POISE observation tool is aligned with High-Leverage Practices in Special Education and will assist the teacher candidate in designing instruction appropriate for students with disabilities. The university supervisor will provide the candidate with a completed POISE after each observation. These evaluations will provide a clear record of performance during student teaching

Informal Feedback. There will be many opportunities for the student teacher to discuss all phases of his/her work with both the resident teacher and the university supervisor. Each student teacher should schedule a regular meeting time with his/her resident teacher. This is the time when questions can be answered, feedback given, and suggestions for improvement noted.

Collaborative Evaluation of Performance in Field Experience (Appendix E) will be completed each semester that a candidate is in a field placement. The final semester, the candidate will collaborate with his or her mentor and supervisor to identify specific strengths and areas for growth that are related to the *Teacher Performance Expectations*. This evaluation should be seen as formative and is designed to assess progress toward identified areas for growth, as well as assess current status. It may also inform the *Individual Development Plan (IDP)* that teacher candidates leave the credential program with, to begin Induction.

Individual Development Plan (IDP, Appendix F). The IDP is developed toward the end of the student teaching experience. The Collaborative Evaluations completed during previous

semesters may inform the plan, which will be carried forward into an induction program. The following questions should be considered:

3. What are my strengths/best qualities?
4. Where or in what ways have I improved?
3. What areas need improvement?
4. What are my plans to make needed improvements?
4. What are my plans to make needed improvements?

Intern Advising

The intern coordinator serves as the Intern Program advisor. The university supervisor also becomes an important advisor to the intern throughout the intern program, but questions regarding intern requirements and program completion should be directed to the intern coordinator.

Each intern/PC develops a program plan upon entering the intern program with the intern coordinator. The intern/PC is provided with an overview of the Educational Specialist coursework and the program plan is developed with consideration to any applicable course substitutions s/he may be eligible for through a prior credential or coursework equivalency. The program plan outlines all of the courses the intern must complete to fulfill the requirements of the program and when (semester, year) they should be taken. Deviations from the initial plan should be discussed and agreed upon with the intern coordinator prior to implementation. If an intern/PC requests a more accelerated program, the course sequence and number of courses must be approved by the intern coordinator on a case-by-case basis. An intern/PC may not register for courses that aren't approved for the current semester/year within their program plan without approval from the Intern Coordinator.

Prior to the intern's final semester in the program, the intern consults with the intern director to request a review of the program plan and an evaluation of program completion.

Requirements for Continuing in the PES Intern Program

Interns are responsible for understanding the requirements of the intern program and maintaining continuous enrollment and participation in the Internship Program (courses and seminars and all responsibilities pertaining thereto). This includes:

- ☐ Enrollment in university coursework
- ☐ Work with a district support provider
- ☐ Participate in intern meetings and seminars organized by the Intern Coordinator
- ☐ Meet grade point average (GPA) standards
 - 3.0 or better in program coursework
 - C or better in each program course
 - *An intern whose GPA falls below 3.0 will either be required to take fewer classes each semester, be put on probation for one semester or be dropped from the program.*
- ☐ Successfully advance/meet program expectations

- ☐ Receive positive recommendations from your instructors, university supervisor and district support provider
- ☐ Maintain employment as a special education teacher.
- ☐ Accept a special education position that employs them for at least 14 weeks within a semester.
- ☐ Work on a intern credential or permit (e.g., Provisional Intern Permit [PIP], Short Term Staff Permit [STSP], Teaching Permit for Statutory Leave [TPSL], or other permit that considers the intern/PC the teacher of record) Substitute positions and/or 30 Day Emergency Permits will not be accepted.
- ☐ Track professional development hours mandated by the CTC that equal 144 hours per year, with an additional 45 English Language Acquisition professional development.
- ☐ Do not allow the special education position to interfere with his/her/their ability to complete coursework, attend classes on time or otherwise complete the requirements of the PES program.
- ☐ Complete an Individual Development Plan (IDP) prior to completing the PES program.
- ☐ Report any changes to their employment to the Intern Coordinator immediately.

Advancement in the Program/Meeting Program Expectations

Interns whose performance is judged to below standards in any component or phase of the program will be expected to improve and/or repeat problem courses before advancing. The Intern Program Faculty meet regularly to discuss interns' progress and make recommendations that will best assist the interns to acquire the professional knowledge, skills and attitudes expected of all credential candidates in the ES credential program.

If an intern is struggling to meet competencies in their district K-12 classroom or in their university courses, he or she may be required to take fewer courses each semester and extend the time to complete the PES program.

Continued Employment

Interns must continue to be employed as a special education teacher to participate in the intern program. If the intern is laid off from his/her job, not elected to return to the position as a special education teacher, or chooses not to remain employed in the intern position, they are no longer eligible to participate in the intern program. Program coursework will be counted towards completing the ES credential, but the credential candidate will be required to complete the practicum requirement as a student teacher unless three semesters of the intern seminar have been completed and the final practicum evaluation is completed and passed successfully.

Completion and Exit Interview

In the final month of the semester, interns completing the intern program attend an exit interview where the application process for the PES credential and the ES Clear Credential

requirements are described. Interns complete the departmental exit interview and CSU exit survey procedure is explained at this meeting.

Appendices

Appendix B: Evaluation of Pre-Student Teaching Experience

Appendix C: Professional Expectations for Field Placements in Educational Leadership and Special Education

Appendix D: **P**reservice **O**bservation **I**nstrument for **S**pecial **E**ducation (**POISE**)

Appendix E: Collaborative Evaluation of Performance in Field Experience

Appendix F: Individualized Development Plan

Appendix B: Evaluation of Pre-Student Teaching Experience

This evaluation provides the candidate and the Education Specialist Credential Program with feedback prior to student teaching. *This form must be completed twice during the semester and returned to the student's EDSP 460B instructor by the dates indicated.*

Candidate Name: _____ School Site/Setting: _____

Evaluation Statements	Midterm Date	Final Date
Please rate the candidate using the following scale: 1= limited time to observe 2= needs improvement 3= developing appropriately 4= above average	Rating	Rating
Candidate demonstrates reliability, punctuality, and consistency		
Candidate maintains a consistent observation and participation schedule		
Candidate appears passionate about and committed to teaching		
Candidate is approachable and responsive to all students in your class		
Candidate takes initiative to be actively involved in your class and school		
Candidate demonstrates professional and ethical behaviors in all interactions with students and staff		
Candidate demonstrates basic knowledge of common special education practices (IEP, small group instruction, collaboration, class management)		
Candidate readily accepts advice and guidance from resident teachers		
Comments 		
Recommendation to advance to Student Teaching: Please check one and comment below or on a separate sheet. ☐ I would recommend this student advance to student teaching. ☐ I would have some *reservations recommending this student. ☐ I would *not recommend this student advance to student teaching at this time. *Please provide more information on your concerns on a separate page		

Resident Teacher: _____ Teacher Candidate: _____

Signature: _____ Signature: _____

Email or Phone: _____ Email or Phone: _____

Appendix C: Professional Expectations for Field Placements in Educational Leadership and Special Education

Candidate _____ Date _____ Supervisor _____
Mentor _____ School _____

Professional Attributes Expectations	Notes (with dates if possible)
Attendance & Punctuality ◇ Regular punctual attendance at school site. ◇ Participation in the full range of expected activities, time period of placement. ◇ Absences are reported in a timely fashion.	
Reliability/Initiative ◇ Perceives needs and attends to them immediately. ◇ Responsible. Attends to assigned tasks or duties on schedule without prompting. ◇ Creative and resourceful; independently implements plans. ◇ Works effectively with limited supervision.	
Interaction with Students ◇ Treats students with respect and kindness. ◇ Actively seeks opportunities to work with students. ◇ Responds appropriately to students' questions and comments. ◇ Advocates and accepts responsibility for the learning of every child ◇ Uses instructional strategies that provide opportunities for all students to achieve learning outcomes. ◇ Recognizes diversity as an asset and builds on students' backgrounds while teaching.	
Collegiality ◇ Willingly shares ideas and materials and values others' input. ◇ Sensitive to others' feelings and opinions; diplomatic. ◇ Perceives what to do or say in order to maintain good relations with others and responds to them immediately. ◇ Maintains high ethical standards, including confidentiality	
Response to Feedback to Improve Work Performance ◇ Solicits suggestions and feedback from others. ◇ Receptive and adjusts performance accordingly. ◇ Considers constructive feedback and uses it to improve ◇ Continually seeks new and better ways of teaching/leading.	
Communication (Oral and Written expression) ◇ Orally articulates ideas and information to students, other professionals, and families. ◇ Frequently and effectively communicates with parents and/or administrators. ◇ Organizes and clearly expresses ideas using correct grammar, spelling, and mechanics.	

Comments on Next Steps:

SSU EDUCATIONAL SPECIALIST OBSERVATION FORM

3 = EXCEEDS 2= MEETS 1 = OPPORTUNITY OF GROWTH N = NO OPPORTUNITY TO OBSERVE

VISIT	1	2	3	4	5	6
DATE	/	/	/	/	/	/
OBSERVER						

Classroom Management	1st	2nd	3rd	4th	5th	6th	NOTES
Uses instructional time productively							
Establishes clear expectations for behavior and participation in class							
Creates positive classroom environment							
Manages student behaviors							

Explicit and Systematic Instruction	1st	2nd	3rd	4th	5th	6th	NOTES
Establishes a clear learning objective with aligned practice opportunities							
Presents clear and coherent instruction							
Models/describes/explains concepts, strategies, and skills clearly							
Provides clear examples and/or non-examples of a concept when appropriate.							
Provides a conclusion for the lesson (e.g. activity or review) that reiterates the objective							

Responsiveness to Ind Learning	1st	2nd	3rd	4th	5th	6th	NOTES
Monitors students understanding							

Provides supports to facilitate student learning that aligns with pedagogical practices	-	-	-	-	-	-	
Uses feedback to support student learning	-	-	-	-	-	-	
Encourages student reasoning	-	-	-	-	-	-	

Literacy Instruction	1st	2nd	3rd	4th	5th	6th	NOTES
Foundational Skills (phonemic awareness, phonics, fluency, spelling)	-	-	-	-	-	-	
Meaning making (build on prior knowledge, discussion, literal and inferential comprehension, higher-order thinking) in reading, writing, speaking, and listening	-	-	-	-	-	-	
Language development (oral and written, vocabulary knowledge/use, grammar, creation of texts)	-	-	-	-	-	-	
Effective expression (in writing, in discussions, in various genres, planning and revising, using technology or penmanship for written expression, UDL)	-	-	-	-	-	-	
Assessment-based instruction (UDL, MTSS, dyslexia guidelines, progress monitoring, diagnostic screening, working with emerging bilingual students, collaborate with families around literacy)	-	-	-	-	-	-	

Culturally Responsive Instruction	1st	2nd	3rd	4th	5th	6th	NOTES
Use of Visuals (pictures, posters, videos, cartoons) and/or Graphic organizers	-	-	-	-	-	-	
Accommodations (adjustments to instruction that does not alter the learning objective)	-	-	-	-	-	-	
Modifications (adjustments to instructional methods that alters the objective)	-	-	-	-	-	-	
Peer Supports (Student led-instruction, peer tutoring, student	-	-	-	-	-	-	
Authentic instruction (Real world context learning, life skills, generalizing skills)	-	-	-	-	-	-	
Technology: tablets, iPods, computers, smart boards, projectors, document cameras.	-	-	-	-	-	-	

Funds of Knowledge (Incorporating students' lived experiences into the curriculum.	-	-	-	-	-	-	
Kinesthetic Learning (Learning by doing, presentations, demonstrations, etc.)	-	-	-	-	-	-	
Universal Design for Learning Multiple means of representation and expression	-	-	-	-	-	-	

Trauma-Response Instruction	1st	2nd	3rd	4th	5th	6th	NOTES
SAFETY Atmosphere is respectful of the need for safety, respect, and acceptance for all students	-	-	-	-	-	-	
TRUSTWORTHINESS Expectations are clear, consistency in practice, maintaining boundaries.	-	-	-	-	-	-	
CHOICE Opportunities exist to provide input, sharepower, and make decisions.	-	-	-	-	-	-	
COLLABORATION Individuals and groups are connected with appropriate peers and resources.	-	-	-	-	-	-	
EMPOWERMENT Individuals and groups are empowered to make choices.	-	-	-	-	-	-	

[Adapted from Preservice Observation Instrument for Special Education](#)

Teacher Candidate	Mentor Teacher	University Supervisor
Semester: Early field placement Intern/PIP 1 2 3	Pre-student teaching	Student teaching

Excellent teachers engage in self-reflection about their instructional practices. Not only is it important to recognize areas in which one needs to grow, it is critical to identify areas in which one is already effective. The awareness of what the teacher does well supports continuing that practice, while the awareness of areas where growth is necessary motivates change. For this reason, each teacher-candidate will engage in self-evaluation, supported by the site mentor and university supervisor.

Directions: Candidates will work collaboratively with their mentor, teacher, and university supervisor to identify targeted goals to further develop the knowledge and skills of an effective special educator.

- **EDSP 421a/b:** You will review this evaluation and reflect on the Teacher Performance Expectations (TPEs) for a journal assignment. Save your work as you will revisit the evaluation assignment in future semesters. **Interns not taking ESP 421 a/b can skip this step.**
- **EDSP 460b/Or second to last semester of internship**
 - For each of the 6 Teacher Performance Expectation (TPE) categories, identify **at least 1 TPE** (e.g., Universal 1.3, MSN 5.4) that you consider areas of particular strength. Indicate the element of the TPE in which you feel effective. Provide narrative evidence for each of these.
 - Then, for each of the 6 TPE categories, **identify 1 TPE** (e.g., Universal 1.3, MSN 5.4) that you find challenging and in which you wish to grow your skills.
 - From the 6 identified areas for growth, **select 2-3 that you wish** to work on for student teaching or last internship semester.. For these, provide a brief plan for skill building. This should be done in collaboration with the mentor teacher.
- **EDSP 465/Or final semester of internship**
 - At the beginning of the semester, revisit the 2-3 goals and your skill-building plan.. Share these with your University Supervisor and collaborate with your mentor teacher on addressing these goals.
 - Before the end of the semester: Arrange for a meeting with you, your mentor, and your university supervisor to check on your progress toward your selected goals and further document progress. If needed, this meeting can be broken into an individual meeting with your mentor teacher and another one with your university supervisor.
 - **Then, select two TPEs** to continue for induction and include on the Independent Development Plan (IDP).
 - Finally, have your mentor, teacher and University supervisor sign, wet or digital, the statement at the bottom of the form. Finally, complete the brief survey indicating your goals.

TPE 1: Engaging and Supporting All Students in Learning			
TPE	Areas of Strength	Narrative Evidence	
	Areas for Growth	Plan for Skill-building	Check-in/Progress Date_____

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE	Areas of Strength	Narrative Evidence	
	Areas for Growth	Plan for Skill-building	Check-in/Progress Date_____

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE	Areas of Strength	Narrative Evidence	
	Areas for Growth	Plan for Skill-building	Check-in/Progress Date_____

TPE 4: Planning Instruction and Designing Learning Experiences for All Student

TPE	Areas of Strength	Narrative Evidence	
	Areas for Growth	Plan for Skill-building	Check-in/Progress Date_____

TPE 5: Assessing Student Learning

TPE	Areas of Strength	Narrative Evidence	
	Areas for Growth	Plan for Skill-building	Check-in/Progress Date_____

TPE 6: Developing as a Professional Educator

TPE	Areas of Strength	Narrative Evidence	

	Areas for Growth	Plan for Skill-building	Check-in/Progress Date_____

***Candidates: At the end of the final semester, input your 2-3 goals targeted for this evaluation into this [survey](#). You will also need to upload a copy/screenshot/picture of the signed statement indicating you have met student teaching/internship requirements.**

Completion of Student Teaching/Internship Requirements: As a part of the final evaluation meeting, please check one and comment below or on a separate sheet.

_____ This student has satisfactorily completed the student teaching/internship requirement.

_____ This student has not satisfactorily completed the student teaching/internship requirement.

Resident Teacher:

Date:

University Supervisor:

Date:

Credential Candidate:

Date:

Additional Comments:



Individual Development Plan for Education Specialist Credential Candidates

In accordance with Standard 6 of the California Commission on Teacher Credential (CTC) Preliminary Single Subject/Multiple Subject and Education Specialist Credential Program Standards, “before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate’s clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.”

Your IDP is written below. Please retain this document for your own record and share it with your district’s clear/induction program.

Sincerely,

Elizabeth Ducey

A handwritten signature in cursive script that reads "Elizabeth Ducey".

Program Coordinator

Individual Development Plan for (Student Name):

TPE Goal 1:

TPE Goal 2: