



Special Education, Rehabilitation and Counseling Department

**Special Education Credential Program
Supervision Fieldwork Handbook**
for
Teacher Candidates
University Supervisors
Resident Teachers
Principals

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Department of Special Education, Rehabilitation and Counseling

Mission Statement

We prepare professionals to promote knowledge, social justice, and compassion through patience in special education, counseling, school psychology, and rehabilitation counseling. Our goal is to inspire professionals to create and champion practical knowledge and theoretical principles.

Welcome to Supervised Field Experiences in the Preliminary Education Specialist Credential Program at California State University, San Bernardino (CSUSB). Herein candidates complete field-based learning through direct observation and participation as they demonstrate teacher performance expectations. For the courses in supervision, the instructor (aka: University Supervisor) comes to the candidate (aka: Teacher Candidate) in a public-school classroom. This handbook is organized to provide information on program policies relative to supervised fieldwork (aka: intern supervision; student teaching), supervised placements, the responsibilities of support personnel, and the candidate during supervision. Student teaching for the Education Specialist Preliminary credential is a full-time assignment for one semester of either ESPE 6619 (Early Childhood), ESPE 6620 (Mild to Moderate Support Needs), and ESPE 6621 (Moderate to Severe Support Needs). No more than 2 concurrent credential courses should be taken beyond the required Preliminary Education Specialist credential courses without permission of the Program Coordinator. Candidates who hold a valid California Multiple Subject, Single Subject or another authorization of an Education Specialist credential must successfully complete coursework in the desired credentialed area (i.e., Early Childhood, Mild to Moderate Support Needs, Extensive Support Needs).

In ESPE 5531, candidates are introduced to the ethical responsibilities and guidelines for special education teachers. It is recommended that candidates refer to the textbook from that class. All candidates, university supervisors, and faculty representing the CSUSB College of Education Special Education Programs are expected to reflect a commitment to these standards of ethical practice.

Placement

Supervision staff members place candidates in two public school fieldwork settings during the designated semester. Placements will be made at two different grade-level settings--**Placement 1 (weeks 1-7)**, and **Placement 2 (weeks 8-15)**-- with students who demonstrate a range of disabilities within the category of the credential authorization. The credential authorizations are mild/moderate disabilities, moderate/severe disabilities, and early childhood special education. The semester of student teaching follows the university's academic schedule. Candidates may not schedule vacations during their assignment. Candidates who have unexpected time conflicts or who miss days due to illness or family emergencies must consult with their University Supervisors to determine how and when the time can be made up during the academic semester.

Procedures for Applying for Supervision

Candidates must apply for supervision by submitting an application form on-line which can be found at <http://www.surveygizmo.com/s3/1678079/SPED-Student-Teaching-Fieldwork-Application-Placement-Request> . The application must be submitted by the 5th week of the semester **prior** to the desired fieldwork semester. The first section of the application requires personal contact information and information regarding the student teaching courses in which the candidate needs to enroll.

The second section requests the identity of the candidate's desired region for placement. Candidates may not request a specific school site, Resident Teacher, or grade level. The final section is an affidavit disclosing relatives employed at schools or school districts in the CSUSB service area. Candidates may not be placed at a school site where relatives work or attend. Candidates should not contact a district, school principal, or teacher regarding placement. Such activity is unprofessional and may delay or deny placement. The Coordinator of Supervision works with school district personnel to place teacher candidates. Once a placement request has been sent to the district, it is difficult to change. Therefore, it is critical to provide accurate information on the student teaching application form. Admission to supervised student teaching requires the candidate to meet the following criteria and conditions:

1. Original written verification of the Basic Skills requirement.
2. Original written verification of a passing score on the CSET examination or appropriate Subject Matter Competency (NOT required for candidates in Early Childhood Special Education)
3. Two written recommendations by persons who can address scholastic performance and suitability for teaching
4. A written personal narrative to be reviewed and approved by the Special Education Program Coordinator
5. Verification of a negative tuberculin examination within the last four years
6. Overall GPA of 3.0 or higher. Candidates must have earned a B- or better in all coursework. ESPE 5530 and 5531 are exceptions; grades for these courses must be a B or better.
7. Certificate of Clearance (COC) or evidence of an existing credential or permit authorizing public-school teaching in California
8. Verification of an approved Coursework Plan (Program Plan) including documentation of approved course substitutions

Candidates are notified by email regarding their admission to fieldwork. The email contains the date, time, and location of the mandatory orientation meeting. The meeting may be in person or via ZOOM. At this meeting, candidates will be made aware of fieldwork expectations. Fieldwork criteria and policies will be shared and discussed.

Supervision Policies & Procedures

Procedures to Appeal Denial of Supervision Placement

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

1. Candidates must consult with their faculty advisors to determine the existence of deficit coursework, course substitutions, or program requirements before requesting reconsideration to student teaching.
2. Reconsideration petition forms can be acquired from the Special Education, Rehabilitation and Counseling Department in CE-243.
3. The petition must provide evidence that the reason(s) for the denial has/have been rectified, or provide compelling reasons why the decision should be reversed.
4. Upon petition submission, attach a copy of the denial notice and submit to the Special Education, Rehabilitation, and Counseling Department in CE-243.

The petition must be received by the last workday of the 3rd week of the semester. Such a time enables ample time for reinstatement of student teaching eligibility during the next (subsequent) semester.

Substitute Teaching Policy during Student Teaching

The following conditions must be met before a candidate may substitute teach for their Resident (Cooperating/Master) Teacher during the student teaching assignment:

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

Withdrawal from Supervision

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

1. Consult with your University Supervisor or Program Coordinator.
2. Complete the necessary forms or procedures as advised. Withdrawal procedures vary depending on which week of the semester the candidate requests a withdrawal. Specific forms and documentation are required by the University for a Withdrawal requested after census (see My Coyote for census dates each semester). Requests for withdrawal after census must be submitted prior to the end of the 7th week of the semester in order to be considered.

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

Dismissal from Supervision

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

Repetition of Student Teaching

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

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

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

Dismissal from the Special Education Credential Program

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

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

Responsibilities of Support Personnel

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

The University Supervisor

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

Development Plan (IDP) for all Education Specialist candidates (intern candidates) in their final semester of supervision.

The Individualized Development Plan (IDP) for Interns Only.

The Intern must begin writing the Individualized Development Plan (IDP) with the University Supervisor during the final semester of supervision. S/he must complete the IDP by the end of the final semester, before exiting the preliminary credential program. The IDP must include the following components:

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

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

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

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

The Resident Teacher

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

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

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

- reporting of child injury and illness
- releasing students during school hours
- communicating with parents and maintaining the confidentiality of student information including procedures for accessing IEP and other student information
- using the library, computer center, or other specialized areas
- selecting curricular and adaptive materials; acquaint Teacher Candidate with district guidelines for curriculum
- ordering materials and supplies
- utilizing support services including supervising instructional assistants, and collaborating and consulting with other teachers and service providers
- following the chain of command for resolution of problems
- Provide an orientation about classroom routines and procedures such as:
 - bell system, intercom, and telephone
 - daily, weekly, monthly schedule
 - entry and exit routines
 - class lists and seating charts
 - opening and dismissal routines
 - classroom management and transition routines
 - classroom discipline system
 - schedule of pull-out services and service providers
 - folder for a substitute and procedures for your absence
 - reports and record-keeping
- Brief the Teacher Candidate on classroom procedures for instruction including:
 - grouping of students (heterogeneous, cooperative, ability grouping)
 - small group work including learning centers
 - individualized instruction
 - utilization of various instructional materials (e.g., teacher's guides, trade books, audiovisual materials, computers, visual materials, etc.)
 - records of student progress monitoring
 - relating teaching to state-adopted academic content standards
- Discuss daily, weekly, and long-range plans early enough so that the Teacher Candidate can make revisions and modifications as necessary
 - share materials and ideas for planning and teaching
 - give feedback on written lesson plans
 - require lesson plans for your review before the lesson is taught and initially approved plans; if daily plans are not prepared and approved **at least three days prior**, permission for the Teacher Candidate to teach the students must be withheld and the University Supervisor must be notified
 - provide the Teacher Candidate with a minimum of two weeks to plan, teach, and reflect on their own
- Model various instructional strategies and talk with the Teacher Candidate about your planning processes'.
- Help the candidate understand individual children through the use of student records and observations.
- Allow the Teacher Candidate to begin teaching as soon as possible; (ESPE 6619, ECSE; ESPE 6620, Mild to Moderate Support Needs; and ESPE 6621, Extensive Support Needs) Teacher Candidates should begin with individual and small group instruction, preparation of bulletin boards, and working at learning centers.

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

The Principal

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

- To assist in the selection of Resident Teachers
- To welcome and help orient the candidate and University Supervisor to the school, staff, and building procedures
- To provide assistance and support to the candidate, Resident Teacher, and University Supervisor
- To provide information about:
 - the school including philosophy, resources, disciplinary procedures, funding, special programs, resource personnel, after-school programs, parent involvement, etc.
 - the district policies, support personnel, curricular resources, etc.
 - the community including ethnic and socio-economic composition, recreational and cultural resources, health services, etc.
- To ensure that cumulative records and IEP information are available to the candidate in order to assist him or her in instructional planning, IEP development, and IEP meeting

- participation
- To ensure that the Substitute Teaching policy described in the Placement section of this handbook is enforced so that Teacher Candidates are not exploited and have every opportunity to learn the skills required to be a teacher

Responsibilities of the Teacher Candidate

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

Requirements for ESPE 6619, ESE 6620, and ESPE 6621. During weeks 1-15, while enrolled in supervised field experience, candidates are supported and supervised by a Resident Teacher and a University Supervisor. In this course, the emphasis for candidates in the Mild/Moderate Support Needs (ESPE 6620) and Extensive Support Needs (ESPE 6621) programs is to Engage and Support All Students in Learning (TPE 1) in addition to the other TPEs with an emphasis on the group of students. Candidates in the **ECSE credential program** complete ESPE 6619 in Early Intervention settings with students between the ages of birth and 2 years, 11 months, and their families and also work in preschool settings with children with disabilities between the ages of 3 and kindergarten. In these experiences, the candidate must be *teaching*, not simply observing. University supervisors make contact with the candidate and resident teacher at least eight times a semester. Candidates are evaluated relative to specific competencies by *both* the Resident Teacher and the University Supervisor.

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

- University Supervisor and Resident teacher outlining the teacher candidate's activities as he or she transitions into assuming daily teaching responsibilities
- Regular classroom schedule of activities for students
- Copies of observation notes by supervisor
- Evidence of knowledge of the school site, the community it serves, and the resources available for students and teachers on-site.
- Evidence of knowledge of the students being served in the student teaching assignment including IEP goals, services, and service providers.
- Examples of written lesson plans with University and/or Resident teacher/District support provider evaluations and reflections
- Evidence of participation in IEP meetings and the development of an IEP
- Evidence of participation in parent conferences or activities involving parents

- Copies of Final competency evaluations

Credential Note: All candidates in the Education Specialist Preliminary Credential program must complete the CPR requirement and the health requirement (HSCI 5240 prior to Summer 2020 enrollment, or HSCI 5240 during Summer 2020 to meet the HSCI requirement). Both essential requirements must be met PRIOR to being recommended for the credential, even if these requirements are not listed on the program plan or the track course sequence received at the New Student Orientation.

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

Health requirement. In the event a candidate cannot complete HSCI 5240 (i.e., formerly HSCI 540), we will accept the following earned with a grade of B- or better: UCR Extension: EDUC x451.01 *Implementation of Health Instruction Framework for California Schools*; UCSD Extension: EDUC 30057 *Health Education for the Teacher*

To develop the **Semester Plan for the semester**, the candidate performs a review with the Resident Teacher. The review covers the time the candidate will be in the classroom, checking the state-adopted academic content standards and/or alternative curriculum objectives, and reviewing textbooks and other instructional materials. This assignment is due by the end of the second week of Supervision or by the first University Supervisor visit, whichever comes later. The following questions should inform the planning:

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

Below are examples of Semester Plans for each term:

Example for ESPE 6620 – By the end of:

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

Fifth week – have assumed responsibility for planning and teaching Mathematics

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

Semester – have assumed responsibility for two full weeks of teaching

Example for ESPE 6621 – By the end of:

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

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

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

Semester – have assumed responsibility for two full weeks of teaching

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

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

Guidelines for Teacher Candidates.

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

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

General responsibilities:

- Be punctual and regular in attendance; as a minimum, follow the contract day of the teachers at the school
- Be carefully and thoroughly prepared as well as mentally and physically fit to teach
- Be appropriately dressed and well-groomed at all times
- Learn and follow the school rules and regulations
- Familiarize yourself with the district regulations governing your conduct as a teacher
- Attend faculty meetings, PTA meetings, and other school-related functions
- Follow the school procedures for reporting any absence you incur; in addition, inform the Resident Teacher and University Supervisor

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

Early responsibilities:

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

Increasing responsibilities:

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

Full responsibility:

- Continue other responsibilities as appropriate
- Assume responsibility for a **minimum of two full weeks of teaching** unless specified differently in a Professional Growth Plan
- Address all competencies for student teaching; competencies should be reviewed regularly during conferences
- Each semester of supervised student teaching you will receive an email to evaluate the University Supervisor, Resident Teacher, and program experiences.

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

Formative and Summative Evaluation

In the Special Education credential program, candidates are evaluated on their performance by faculty, resident teachers, and university supervisors. Evaluation of performance includes critical reflection on the part of the candidate, bi-weekly observations, and portfolio assessment. Candidates are provided a formative assessment throughout the semester via digiCOACH. Candidates are provided with coaching tips/strategies that are observed during classroom visits. Candidates must meet the average scores across the formative assessment of digiCOACH each observation (i.e., 3 in each competency area). Formative evaluation acts as a catalyst for the reflective, critical processes necessary to become an effective teacher. It requires critical interaction between the candidate and the evaluator about the knowledge base and professional standards for your credential authorization. The summative evaluation assesses the candidate's performance relative to a specific set of professional competencies for beginning teachers (i.e., final competency evaluation). These approaches combined result in the evaluation as a process as well as a product. The results inform the candidate's professional development while also determining competency levels. To earn a passing grade, candidates must receive an average score of at least **3 in "every competency area"**.

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

Academic Performance Policy

The academic requirement for the credential program is a grade point average (GPA) of 3.0 with no course grade below a "B-" except for ESPE 5530 and ESPE 5531 which have a passing grade requirement of "B" or better in ESPE 5532. If you earn a grade lower than these requirements, you will need to retake the course before completing courses that have that class as a pre- or co-requisite. By university policy, candidates may repeat ONE COURSE – ONE TIME ONLY in order to have the non-passing grade discounted. The candidate is responsible for filing a Discount of Grade petition with the Office of Graduate Studies.

A description and instructions for completing the form can be found on the Graduate Studies web pages at <http://gradstudies.csusb.edu/currentStudents/discountGrade.htm> .

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

Evaluation of Teacher Candidates

Formative evaluations. During visits, the university supervisor will provide formative evaluations on each candidate's progress. The university supervisor will arrange to observe the candidate teaching and provide written feedback via digiCOACH (i.e, coaching tips and strategies). The university supervisor will share feedback regarding the observation with the candidate to identify strengths and make suggestions for areas of improvement. For student teacher candidates, the resident teacher will also provide formative feedback, often daily, on progress. For intern candidates, the district support provider will provide formative feedback.

Summative evaluations. The university supervisor will provide a written assessment of the candidate's progress on the digCOACH after each visit. If necessary, a professional growth action plan will be developed. At the end of the semester the final competency evaluation will be conducted, the university supervisor and resident teacher/district support provider will review all collected data regarding student performance to determine a final grade.

It is important to note that teacher candidates who earn a semester average rating of at least 3 in all areas, will earn credit for the semester. If a candidate does not earn an average of a "3 in every competency area", a grade of no credit (NC) will be assigned. S/he may petition to retake fieldwork one time only. This policy includes intern candidates who have moved to the student teaching track. See the Repetition of Student Teaching policy in this handbook.

Evaluation of Resident Teacher and University Supervisor

Candidates are required to evaluate their resident teacher and university supervisor during the semester that they are enrolled in a student teaching course (i.e., ESPE 6619, ESPE 6620, or ESPE 6621). **During the 13th week of the semester of supervised student teaching, you will receive an email to evaluate the University Supervisor, Resident Teacher, and program experiences.** All evaluations are completed anonymously and the university supervisor is prohibited from reviewing ratings or comments until the grades have been posted according to university policy. The resident teacher does not have access to the ratings or comments from teacher candidates.

University supervisors are hired as adjunct university faculty and they are evaluated on a standard university form called the Student Evaluation of Supervisor Effectiveness (SESE). This form is completed anonymously and the results are used in the annual retention evaluation conducted by the College of Education for all adjunct faculty. If a full-time faculty member is also a university supervisor, this evaluation is included in their personnel file and utilized in the scheduled reviews of faculty

performance. The evaluation of the resident teacher is used primarily to identify resident teachers that have made a positive contribution to the preparation of teacher candidates so that they could be considered for future assignments.

Special Education Intern Programs: Mild to Moderate Support Needs; Extensive Support Needs; Early Childhood Special Education

Placement

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

Procedures for Enrolling/Continued Enrollment in Intern Fieldwork

Each intern candidate must enroll in intern each of the four semesters of their intern program fieldwork (ESPE 6622 – Mild to Moderate Support Needs; 6623 Extensive Support Needs; or 6624 – Early Childhood Special Education). Once a candidate has been fully admitted to the intern program (e.g., employed), he/she will automatically be permitted to enroll in field supervision each semester. It is the responsibility of the intern candidate to register for ESPE 6622 (MMSN), ESPE 6623 (ESN), and ESPE 6624 (ECSE) (along with other required coursework).

Retention/Dismissal from the Intern Program

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

Responsibilities of Support Personnel

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

The University Supervisor

The University Supervisor provides overall guidance and support to the intern candidate throughout the entire internship. S/he makes recommendations relative to the success of the candidates. The University Supervisor establishes the necessary liaisons among the university, school, and classroom by (a) scheduling observations and conferences, (b) establishing and maintaining lines of communication

among all parties – including intern directors, (c) mediating when problems occur, and (d) providing formative feedback and summative evaluation of the candidates’ performance.

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

- Contacting the site evaluator and district support provider and/or resident teacher by the first observation date.
- Visiting the candidate at least eight times each semester and providing the candidate with written feedback following each observation/visitation.
- Providing formative (midterm) and summative (final) evaluations based on semester competencies in digiCOACH.
- Providing information regarding instruction, policies, and procedures in Special Education, state-adopted academic content standards and curriculum, curriculum, and instructional adaptations/modifications for individuals with disabilities, state-approved, and district-adopted an alternative curriculum.
- Assisting the candidate with planning, selection of materials, instruction, evaluation, organization, and management
- Assisting the candidate with reflection.
- Supporting the intern candidate in preparing for and/or attendance at IEP meetings.
- Developing a Professional Growth Plan to identify specific activities and written assignments as needed to help candidates focus on competencies that must be addressed to successfully meet all of the competency requirements.
- Submitting grades at the end of each semester through your faculty center in MyCoyote.
- Sync and send all required documentation through digiCOACH App
- Consulting with the Fieldwork Coordinator of Special Education regarding retention and dismissal of the candidate.
- Supporting the creation of the Individual Development Plan (IDP) for candidates in the final semester of supervision (i.e., begin at the beginning of the final semester and finish the final document at the end of the final semester. Send the IDP document to Intern Program Coordinator.

District Support Provider

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

Site Evaluator

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

Responsibilities of the Intern Candidate

The intern candidate represents California State University, San Bernardino (CSUSB). As a full-time, contracted employee, the intern candidate is expected to assume all teaching and related responsibilities required by the districts. Internships must be completed within two years.

Under extenuating circumstances, an intern candidate may apply for a one-year, non-renewable intern credential extension. This request must be supported by the employing district, the intern director, and approved by the Commission on Teacher Credentialing. *If an extension is approved, the intern candidate must continue to be supervised in the classroom setting. Enrollment in a formal supervision course is at the discretion of the intern program director.* During the internship, the candidate will further develop professional knowledge, skills, and dispositions needed to be a successful teacher. In order to achieve this goal, the intern candidate will have numerous responsibilities. As a full-time, teacher of record in special education classrooms, the candidate will have opportunities to implement new skills and strategies from coursework. The major responsibility for the intern candidate is to balance full-time teaching, coursework loads – including participation in professional development opportunities, and his/her personal life.

Evaluation of Intern Candidates

Formative Evaluations. The university supervisor will arrange to observe the candidate teaching and provide written feedback in digiCOACH (i.e., coaching tips/ teaching strategies). Based on observations/conferences, the university supervisor will provide formative evaluations on the candidate's progress. The university supervisor will identify strengths and develop supports, as necessary.

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

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at https://www.csusb.edu/sites/csusb/files/Discount%20of%20Grade-Instructions_1.pdf .

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Evaluation of University Supervisor

Every semester each candidate is required to evaluate the university supervisor. **During the 13th week of each semester of your internship or field experience, you will receive an email to evaluate the University Supervisor, Resident Teacher, and program experiences.** All evaluations are completed anonymously and the university supervisor is prohibited from reviewing ratings or comments until the grades have been posted according to university policy.

University supervisors are hired as adjunct university faculty and they are evaluated on a standard university form called the Student Evaluation of Supervisor Effectiveness (SESE). This form is completed anonymously and the results are used in the annual retention evaluation conducted by the College of Education for all adjunct faculty. If a full-time faculty member is also a university supervisor, this evaluation is included in their personnel file and utilized in the scheduled reviews of faculty performance.