Kremen School of Education and Human Development

Education Specialist Credential Programs Clinical Practice Handbook

EHD 178/SPED 171/172/175/176/160F
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Kremen School of Education & Human Development Overview

Vision
The Kremen School of Education and Human Development (KSOEHD) is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will be community leaders who advocate high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.

Mission Statement
The Kremen School of Education and Human Development’s mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. KSOEHD fosters the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and lifelong learning. Our mission is realized through a framework of teaching, scholarship, and services that addresses regional, state, national, and international perspectives.

Program Overview
The credential programs at Fresno State are focused on preparing innovative, social justice oriented educators who are highly prepared to meet the diverse needs of students in the Central Valley. Through a program of study infused with inquiry, culturally sustaining practices, developmentally appropriate practices, High Leverage practices and Universal Design for Learning, program graduates will be prepared to design and implement evidence-based curriculum that builds on student strengths and responds to student academic, social, emotional, and developmental needs.

Inquiry
Inquiry, also known as action research, is foundational to candidate preparation at Fresno State. Inquiry is a process of identifying puzzles of practice (Yun & Bennett, 2018) as they arise in a classroom setting, referencing research related to the issue, collecting and analyzing data to gain deep understanding of the issue, and methodically implementing interventions to address and resolve the issue. Inquiry is essential to elevating educators from implementers of generic curriculum to professionals who are capable of differentiating instruction to meet the range of needs present in any classroom context. Inquiry also encourages teachers to collaborate, learn from one another, and disseminate findings within their communities of practice, a necessary skill for participation in school site learning communities.

Culturally Sustaining Practices
Culturally sustaining pedagogy (Paris, 2012), is a framework that focuses on the cultural experiences and ‘ways of being’ that students bring with them to the classroom in order to ensure that curriculum is inclusive and asset based. In other words, a culturally sustaining framework serves to disrupt deficit perspectives and facilitates building upon the linguistic, cultural, familial, and and social capital of the children in the context.

Developmentally Appropriate Practices
A deep understanding of human development is essential to good teaching. In order for teachers to design learning opportunities that are appropriate for the learner’s current level of development, candidates must understand various stages of development and know which practices will work best for
learners at each of the various stages. Through a developmentally appropriate practices framework, candidates learn how to engage their learners in ways that will match current developmental levels and stretch learners’ capacity within a zone of proximal development.

**High Leverage Practices in Special Education**

High-leverage practices are frequently occurring, essential educational practices that all K – Adult special educators should know and implement consistently in their practice. These practices are evidence-based and reflect effective methods which can improve results for struggling learners when successfully implemented. High-leverage practices have the potential to improve instruction that ultimately results in better outcomes for all students, especially students with disabilities and others who struggle to succeed in school. Teachers who learn and master these practices are better prepared to engage in the types of complex instructional practice and professional collaborations that are required for effectively educating students with disabilities.

The criteria for developing High Leverage Practices include all of the following:

- Focus directly on instructional practice.
- Occur with high frequency in teaching.
- Research based and known to foster student engagement and learning.
- Broadly applicable and usable in any content area or approach to teaching.
- Skillful execution is fundamental to effective teaching

**Universal Design for Learning**

Universal Design for Learning (UDL) is a framework that guides the development of flexible learning environments that can accommodate individual learning differences. A UDL framework guides teachers to provide multiple means of representation, action and expression, and engagement when designing learning opportunities to ensure that all students have the ability to access the content in ways that work best for them, represent their learning in a range of ways, and work in a manner that is most engaging in order to facilitate each student’s most impactful

**Non-Discrimination Policy**

Fresno State’s Credential Programs, as well as all of our region’s school districts, are committed to the principle of equal opportunity. The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status. The essential attributes have been developed in compliance with the American Disabilities Act (PL 101-336), and, when requested, the University will provide reasonable accommodations to otherwise qualified candidates with disabilities.

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, http://fresnostate.edu/studentaffairs/ssd/index.html. If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to your coursework instructor(s) so that we can discuss the accommodations you might need.
Education Specialist Credential Program Overview
Our nationally accredited program prepares candidates to teach students with disabilities in diverse classrooms and inclusive settings. Our program is focused on preparing highly qualified educators to meet the diverse needs of the students in the Central Valley. Through a program of study infused with high leverage practices, ethical, professional, and culturally sustaining practices, and Universal Design for Learning, our graduates will be prepared to design and implement research-based instruction and supports that build on student strengths and respond to student academic, social, emotional, and identified needs.

Program Options
At Fresno State we can tailor your credential program to your specific interests and needs. We offer multiple options to pursue your Education Specialist credential in the late afternoon-evening, full-time or part-time

Education Specialist (Special Education) Teaching Credential
The Education Specialist Credential authorizes the holder to teach students with mild/moderate or moderate/severe disabilities (grades K-age 22) in public or private school programs, in self-contained or inclusive settings, in clinics, special schools, resource classrooms, educational programs, residential facilities, hospitals, and other agencies serving persons with disabilities. We offer both the Mild/Moderate and Moderate/Severe options.

Dual Credential (Special Education + Multiple Subject)
Earn your Education Specialist and Multiple Subject credentials simultaneously. Some of the courses are required for both credentials and specialized dual student teaching placements are used. Apply through the Multiple Subject credential application.

Obtaining the Education Specialist Credential If Holding a California Multiple Subject or Single Subject Credential
If you have a California-approved Single Subject or Multiple Subject credential, you may earn the stand-alone Education Specialist credential in a streamlined pathway. You may select your emphasis in Mild/Moderate or Moderate/Severe.

The length of time for completion of the program depends on whether you attend full-time or part-time. Prior to application, you would need to have your transcripts reviewed by the Coordinator to determine the courses that may have already been met for the Education Specialist credential.

Master of Arts in Special Education and an Education Specialist Credential
We offer a unique program that includes the Preliminary Education Specialist credential and a Master of Arts in Special Education in one streamlined program.
Credential Programs Prerequisites

Education Specialist Program

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<td>EHD 50</td>
<td>Introduction to Teaching [or waiver]</td>
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<tr>
<td>SPED 120</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>CI 100</td>
<td>Educational Applications of Technology [may be co-requisite Phase 1]</td>
</tr>
<tr>
<td>EXAMS</td>
<td>Pass CBEST and pass 1 or more Multiple Subject CSETs or have approved Liberal Studies CSET waiver</td>
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Dual Program

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<td>CI 100</td>
<td>Educational Applications of Technology [may be co-requisite Phase 1]</td>
</tr>
<tr>
<td>EXAMS</td>
<td>Pass CBEST and pass all 3 Multiple Subject CSETs or have approved Liberal Studies CSET waiver</td>
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Course of Study for Education Specialist and Dual Credential Programs

To view the course of study and course sequence for your credential pathway, please go to one of the links below and scroll down to item #3, Course of Study.

Education Specialist Mild/Moderate or Education Specialist Moderate/Severe, go to http://fresnostate.edu/kremen/teaching-credential/apply-credential/sped-req.html

Dual Mild/Moderate or Dual Moderate/Severe, go to http://fresnostate.edu/kremen/teaching-credential/apply-credential/sped-req.html or http://fresnostate.edu/kremen/teaching-credential/apply-credential/ms-req.html
Program Contacts

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Credential Admissions Analyst 2019-2020: Renee Flores | reflores@csufresno.edu | 559.278.0311

Credential Analyst
Credential Application Website: http://fresnostate.edu/kremen/teaching-credential/cred-cert.html

Credential Analyst 2019-2020: Sherri Nakashima | sherrin@csufresno.edu
Role Expectations & Stakeholder Qualifications

Clinical Practice
Clinical experiences are the cornerstone of effective teacher preparation. Participation in clinical experiences allows candidates to apply their learning from coursework and receive coaching in order to improve implementation. In all credential programs, candidates are required to increase the amount of time spent in clinical placements over the arc of the program. Dual candidates in Phase 1 work in general education classrooms ten hours per week. Education Specialist candidates in Phase 1 work in a general education classroom setting 3 full days per week. Phase 2 Education Specialist candidates work three full days or 5 mornings per week in the special education setting. Phase 2 Dual candidates work in a general education classroom setting 3 full days per week. Phase 3 Education Specialist candidates work five full days per week in the special education setting. Phase 3 and 4 Dual candidates work five full days per week in each setting. All clinical assignment days should be treated as “Duty Days” with candidates arriving ½ hour before first bell and leaving ½ hour after last bell. Candidates are expected to serve the full duty day with their Mentor on days in the field. If a duty day is scheduled as a professional development or buyback day, the candidate should participate with the mentor in the assigned activity. Candidates are responsible for reporting their clinical hours in TK20.

Teacher Candidate
Every teacher candidate is expected to abide by the policies and fulfill the responsibilities and obligations outlined in this section. In addition to the professionalism guidelines, the following responsibilities should guide candidates in working with students, school site faculty and staff, colleagues and peers, and university faculty and staff.

General Program Responsibilities:

1. Attend all mandatory courses, seminars, events, meetings, and conferences that are part of the credential program.

2. Maintain confidentiality of students, parents, and school site staff at all times.

3. Model professional and ethical behavior, including but not limited to punctuality, participation, regular attendance, and appropriate dress. See Professionalism Policy.

4. Notify the school site, mentor teacher, and university coach by 7:30 am in the case of an absence or tardiness.

5. Learn and abide by all applicable school site policies and regulations.

6. Become familiar with and model classroom strategies and procedures used by the mentor teacher.

7. Become familiar with the California Teacher Performance Expectations (TPEs).
Fresno State’s Credential Programs, as well as all of our region’s school districts, are committed to the principle of equal opportunity. The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran status.

If you would like to request academic accommodations due to a disability, please contact Services for Students with Disabilities, Henry Madden Library Suite 1202, 5200 N. Barton Ave. Mail Stop ML125, 93740 (559-278-2811). If you already have a letter from SSD indicating you have a disability that requires academic accommodations, please present the letter to your coursework instructor(s), university coach, and mentor teacher so that we can arrange the accommodations you might need.

Responsibilities to Students

As a candidate you will be interacting with students in schools throughout your program. As you are learning to teach you will be exposed to information and situations in which there may be concern for the health, safety, privacy, or psychological well-being of students and/or families. Your responsibilities to all the students you encounter, whether they are in your direct charge or not, include the following:

Treat all students with dignity: All students must be treated with dignity and respect at all times regardless of their race; color; creed; gender; age; disability; sexual orientation; political or religious belief; or social, cultural, or linguistic status.

- Students, including those with disabilities, must be allowed to participate on an equal basis in any program or activity for which they are qualified.
- Students must be free from harassment by teachers or other students.
- Students must have physical privacy - including freedom from unwanted or punitive touching or physical restraint. If any student needs physical guidance or assistance in performing any activity, the assistance must be provided in the most dignified and private manner possible.
- Students and their families have the right to be referenced in respectful terminology when discussing race, religion, disability, gender orientation or any other social or physical characteristics.
- Students should be corrected for academic or disciplinary problems in a respectful, non-punitive manner.
- Students should not be subjected to shame or humiliation in front of peers or staff.

Maintain privacy and confidentiality: All students and their families have the right to privacy and to confidentiality of both all verbal and written records and information from a third party. While you may need to know certain private information for the purpose of your own academic learning or preparation for appropriate instruction, this information is not to be shared with others outside the academic or school community, except as required by law.

- When sharing information within the school community, make sure you are doing so with the ultimate benefit of the students in mind, and only with the teachers and administrators who work directly with the child. Gossip is never appropriate.
- Written information should be shared only in the most limited distribution possible to attain your goal. Be especially cautious and avoid using e-mail or social media to convey information about students. E-mail, Twitter, and Facebook are considered public media. Treat anything you write on e-mail and social media as though it were publicly available.
• Information shared with fellow Residents and faculty through papers and classroom documents or discussions should avoid personal identifiers that might enable someone to connect the information with a specific student, family, teacher, or school.

Safeguard the physical and emotional safety of students: Do not engage in any activity that could reasonably be thought to jeopardize the health, safety, or wellbeing of students. Check school policies on safety during field trips and investigations.

• If you have questions or concerns about a situation, ask your mentor teacher, school principal, university coach, or program coordinator. If you see or hear something that threatens the physical or emotional health or safety of a student OR if you witness an event that threatens the health or safety of a student, you must report this to the proper authorities at once. In cases of imminent danger know and follow school emergency policies. Know and follow your school’s policy on the appropriate person to notify. Keep a record of when, how, and to whom you have talked about the situation. Examples of situations that may fall under this principle are the following:
  o Suspected child abuse
  o Weapons on campus
  o Physical or sexual contact among students or between students and adults
  o Drugs, alcohol, or tobacco being offered to students by adults or other juveniles or consumed by minors on school premises
  o Sexual harassment or harassment based on disability, sexual orientation, race, or religion
  o Derogatory name-calling or other verbal or physical humiliation
  o Students who threaten to do themselves or others bodily harm are always to be taken seriously and reported to the proper authorities immediately.

Where a student’s health or safety is threatened, individual confidentiality cannot be respected: You are obligated by law to report these matters to the proper authorities. You should tell the student about your obligation if your knowledge of his/her situation has come about because he/she has confided in you.

Responsibilities to Faculty, Staff, and Fellow Candidates

Treat your course instructors, school faculty, and fellow candidates with respect: Be sensitive to your position as a learner and as a guest in a school. While you may not agree with all the philosophies, policies, and practices you will encounter, refrain from public criticism of schools, personnel, or students. Discuss any concerns about situations in the schools with the appropriate program coordinator.

• Whenever disagreement occurs with course instructors, administrators, and/or staff members, approach the situation with respect. Be sure to understand and follow the norms of the school community in which you are placed. In general, follow the Fresno State Student Conduct Code, which encourages the free expression of ideas AND also expects that candidates will conduct themselves as responsible and respectful members of the academic community. The Code further allows instructors to exclude from class anyone who is disorderly, disruptive, or dishonest. Plagiarism, in any form, is grounds for dismissal from the program.
• If you have a concern or issue with a given instructor, discuss the matter first with the instructor. If that is not possible, discuss the matter with the program coordinator. Refrain from spreading rumors or engaging in free-floating complaints either in conversation or via email.

Plan for instruction and observation in a timely manner: In order to help insure that students benefit from your instruction, lesson plans must be prepared for every lesson taught. Plans are to be reviewed and approved by the mentor teacher at least one day in advance of the lesson’s implementation, or as requested by the mentor teacher. Plans should always be complete enough that another teacher could step in and function as a substitute.
• Scheduled Clinical Observations - Once your university coach is assigned, you will work out a clinical practice observation schedule that works for you, your mentor teacher and the University Coach. Communication is important, as the school year can be ever-changing and sometimes there are scheduling issues beyond anyone one person’s control.

Participate actively in community building: You are preparing to join a profession that depends on collaboration. That means everyone must work together, take leadership responsibilities, and contribute to the good of the group. Be ready to do your part.
• Attend school site events such as “Back to School Night” as requested by your mentor teacher, school site administrator, university coach, and/or course instructors.
• Assist in preparations for school site events and parent conferences as needed.
• Get to know the other teachers, candidates, administrators, and staff at your school site.
• Whenever possible, get involved with extracurricular activities at your school site.

Professionalism Policy
This section outlines the expectations of candidates for demonstrating professional attributes and responsibilities, attendance, and conflict resolution; and the process for addressing any focus of concern.

Essential Professional Attributes
The education of a teacher requires learning complex knowledge and skills along with developing appropriate professional, behavioral, and social dispositions necessary to become both an effective independent and collaborative teacher. Candidates enrolled in the program must:
• Reason and make decisions appropriate for a classroom teacher.
• Communicate effectively orally and through writing. Interpersonal, listening, and responding skills must be at a level sufficient for the candidate to understand and respond appropriately to different perspectives represented in diverse university and school classrooms.
• Exhibit dependability and work calmly and flexibly under stress, e.g., work under time constraints, concentrate in distracting situations, make timely subjective judgments, and ensure students’ safety at all times.
• Work a teacher’s contracted day on all days that you are scheduled for clinical practice and perform extended additional duties of a classroom teacher such as parent conferences, open houses, and other school-related activities.
• Organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations in order to effectively assess and attend to the needs of all his/her students.
• Act in a professional manner that demonstrates integrity, responsibility, and tolerance. He/she must treat all with compassion, dignity, and respect. Work collaboratively with other candidates, school and university faculty, parents and the school community.
• Satisfactorily complete all required courses in the program and meet state and district eligibility requirements for a teaching credential.

These essential attributes identify the requirements for admission, satisfactory performance, and graduation. Graduates are expected to qualify for a teaching credential in the State of California.

Professional Responsibilities

As an aspiring teacher, you have accepted the responsibility to adhere to the highest ethical standards. The California State “Code of Conduct” and State Professional Standards guide your actions. You should familiarize yourself with them: https://www.ctc.ca.gov/credentials/rules-of-conduct

As a candidate you have the responsibility to present yourself and act at all times as a professional. This responsibility includes the following:

Maintain a respectful professional distance from your students and their families: You must maintain a professional relationship with students and their families. You cannot be their personal friend. Respect personal boundaries. Consult a trusted advisor if students are attempting to cross a personal boundary.
  • Know your limitations. Refer students and families to appropriate professionals when they need assistance that you are not qualified to provide.
  • It is always inappropriate to be involved in peer relationships with K-12 students, whether or not you have direct professional responsibility for them. Candidates may not drive their students in cars or single out any for gifts, personal written communication, or special attention without advance discussion with the mentor teacher.
  • Always meet with students in open and visible classrooms or meeting rooms where your actions cannot be misinterpreted.

Be professional in behavior, demeanor, and appearance: You are considered a guest at the assigned school site and we expect you to model exemplary professional and ethical behavior at all times. Your appearance and behavior should set you apart from the K-12 students and give a professional impression to the faculty, parents, and students.
  • In your oral and written communication with others, present yourself as a good citizen and a literate, knowledgeable, caring individual. This includes professional discretion in ALL forms of social media. Review all social media accounts, and remove anything that could be considered unprofessional. Do not “friend” or communicate with any student or parent using a social media tool.
  • Never make or repeat false or malicious statements about colleagues in the university or school community.

Professional Dress: You are expected to maintain a professional appearance. Be sure to meet school site/district dress and safety codes. School dress codes may not allow the wearing of the Bulldog insignia. A candidate may be asked to leave their assignment if appearance is not appropriate for any given school district, or a professional ethical demeanor is not maintained.
Confidentiality of Student Records

All information that the teacher candidate receives about students in his/her class or school is to be kept confidential. Confidentiality includes all forms of communication including electronic forms such as email, text messages, blogs, and social media.

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, which are summarized here.

The communication of confidential information to another person, except within the authorized educational framework, is a violation of individual rights which have legal protection and may lead to serious consequences. Teacher candidates 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 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 the confidentiality of the information to which they have access.

Although teacher candidates may be permitted access to certain student records under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records.

As a teacher candidate, you will at times have access to student information such as test scores, teacher reports, or even verbal comments. All such information comes under the Family Educational Rights and Privacy Act of 1974 which protects its confidentiality.

Therefore, without belaboring the technicalities of this Act, teacher candidates would be 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 student information only with your Mentor Teacher and ask him/her what you may or may not do with any information.
- Do not participate in a discussion about students (verbally or electronically) anywhere outside of the classroom (e.g. staff room, with parents, after school, etc.).
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, etc.
- Do not leave them where they might get out of your possession.

**Be honest about your qualifications and those of others:** Understand your strengths and limitations.

- Do not apply for or accept positions for which you know you are not qualified. Do not falsely represent your work at the university, in schools, or during or after the job application process.
- If you know of someone who is falsifying his/her record in some way, it is your obligation to report him/her to the proper authorities.
Teacher Candidate Commitment

The California Commission on Teacher Credentialing (CCTC) requires all candidates to demonstrate personality and character traits that satisfy the standards of the teaching profession. Developing as a Professional Educator (TPE 6) discusses the importance of how your personality and character traits may influence your professionalism as a teacher. A condition of your acceptance into the credential program required that you read and initialed that you understand TPE 6: Developing as a Professional Educator. Your initials represent your commitment to working toward developing as a professional educator while in the teaching credential program.

1. As a candidate in this program, I will seek opportunities to reflect on and improve my practice through collaborative inquiry, observation feedback, and my own performance data.

2. As a candidate in this program, I will aim to develop an awareness of my own potential implicit and explicit biases, and the potential impact (positive and/or negative) they may have on my expectations for and relationships with students, families, and colleagues.

3. As a candidate in this program, I will work toward becoming a lifelong learner. I understand it will be my responsibility for ongoing professional learning and for maintaining my certification as a member of the teaching profession.

4. As a candidate in this program, I aim to develop an understanding of the fundamental responsibilities I need to possess as a professional educator, as well as my accountability to students, families, colleagues, and employers.

5. As a candidate in this program, I aim to develop an understanding in how to participate as a team member with my future colleagues and families. I recognize that this begins with how I conduct myself as a teacher candidate in this credential program; specifically with fellow classmates, staff and faculty.

6. As a candidate in this program, I aim to develop an understanding in how to take responsibility for all students' academic learning outcomes, recognizing that I will need to hold high expectations for all students.

7. As a candidate in this program, I aim to develop an understanding on how to articulate and practice the teaching profession's professional standards of practice. I understand that this will mean upholding relevant laws and policies, including but not limited to those related to:
   - professional conduct and moral fitness;
   - use of digital content and social media;
   - education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
   - privacy, health, and safety of students, families, and school professionals;
   - mandated reporting; and
   - students' acts of intolerance and harassment such as bullying, racism, and sexism.

8. As a candidate in this program, I aim to develop an understanding in how to be a productive member of a complex organization. I also aim to become familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.
University Coach

University Coaches are responsible for holistically supporting candidate development. Coaching involves providing differentiated holistic supports to ensure each candidate’s success. Becoming a teacher requires identity shifts, personal sacrifices, and is often a transformational experience. Coaches are candidate advocates, mentors, and allies. As such, coaches focus on developing their candidates in a supportive and nurturing manner with a growth mindset. This is accomplished by checking-in with the candidate on a weekly basis (may include face-to-face, email, phone, and/or virtual), providing a minimum of six formal coaching sessions with the aligned formative feedback rubric, and ensuring regular availability to the candidate. Coaches are prepared to provide comprehensive supports beyond feedback. These may include advocating for the candidate, providing resources for wellness and basic needs, and sometimes an ear or a shoulder. Coaches have experience as a teacher, site-based administrator, and/or a teacher educator. The coach is a direct link between clinical practice and coursework.

State Requirements

The California Commission on Teacher Credentialing (CTC) requires all University Coaches be credentialed or have equivalent experience in educator preparation; be expert in the content area of the candidate being supervised; have recent professional experiences in school settings where the curriculum aligns with California’s adopted content standards, frameworks, and reflects the diversity of California’s student population; and maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

Role Expectations of University Coaches:

1. Meets with Mentor Teachers for an orientation to go over course requirements, discusses expectations, roles, and Co-Teaching during the first two weeks of the semester or after student teaching begins.

2. Makes regular visits to the school site for the purpose of meeting with Teacher Candidates, Mentor Teachers, Administrators/designee, or visiting/observing Teacher Candidates. Visits include holding small group, individual, or virtual discussions to review pertinent information. University Coaches may enhance communication and contacts with teacher candidates (via phone, webinar, online community, etc.).

3. Completes (in TK20) a minimum of six formal lesson observations using the observation rubric to provide formative, action-oriented, feedback through scripted field notes. Lesson observations may be face-to-face or synchronous/asynchronous video observation. Have a debriefing meeting with the candidate after each observation.

4. Maintains communication with the Teacher Candidate and Mentor Teacher throughout the semester to ensure that the candidate is progressing; provide feedback on growth areas.

5. Reviews lesson plans and responds to reflections, when applicable.
6. Uses his or her experience and knowledge to assist (consult, collaborate) the student in understanding and applying current teaching methods, related materials and resources.

7. Uses effective questioning and coaching strategies to help the Teacher Candidate become skillful in continuous self-assessment, self-reflection, and goal setting.

8. Discuss and document “areas for improvement” at the first sign of need. Monitor progress and contact the Coordinator if the “areas for improvement” does not yield expected growth. Review the Credential Candidate or Concerns section of the Single Subject Program Handbook to determine if a “Statement of Concern” is warranted.

9. Support candidates in basic needs, emotional, and mental health areas (if you are concerned about a candidate’s well-being, please notify the program coordinator). Become familiar with resources available at the Fresno State Student Health and Counseling Center: https://www.fresnostate.edu/studentaffairs/health/index.html

10. Evaluates the Teacher Candidate’s Site Visitation Project, submits the scores on TK20, and schedules time to debrief the results with the Teacher Candidate (EHD 155A only). This may be counted as one of the six formal lesson observations. Provide remediation if necessary.

11. Evaluates the Teacher Candidate’s Teaching Sample Project and schedules time to debrief results with the Teacher Candidate (EHD 155B only). Provide remediation if necessary.

12. Formally evaluates the Teacher Candidate twice per semester using the Mid-semester & Final semester evaluation rubric in TK20.

13. Assists the Teacher Candidate with meeting the TPEs and assigns a CR/NC grade through PeopleSoft/MyFresnoState.

14. Attend all mandatory program events, meetings, trainings, and obtain reliability as a rater; participate in FAST training, calibration, and scoring.

15. Interact with candidates and mentor teachers with respect at all times.


**Evaluation**

**Joint Assessment Process by Cooperating/Master Teachers and University Supervisors**

Cooperating Teachers and University Supervisors have an important collaborative role in the teacher education program. Roles and responsibilities will be discussed by both parties early in the semester at the school site orientation meetings. At the end of the semester (or while in progress, if deemed necessary) the University Supervisor and Master Teacher will review the roles and responsibilities of each together and discuss those that may have been done differently; talk about any concerns; and provide suggestions for each other. If there are serious discrepancies between the two parties in terms of how they view each other’s performance and support, it is encouraged that the school principal/school-site management team and/or the Kremen School of Education and Human Development Director of Professional Field Experiences be notified (559-278-0257). It is always the
intention that concerns be resolved as soon as possible. The final grade is the responsibility of the University Supervisor.

All university coaches will be evaluated by their candidates at the end of the semester. This evaluation will be submitted by each candidate on Tk20.
Mentor Teacher

The Mentor Teacher is a key element in preparing the next generation of professional educators. The role of the Mentor Teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouraging as candidates build competency in program standards. Mentor Teachers are expected to support candidates in developing the skills and knowledge to meet these standards. Thank you for serving in this capacity!

Mentor Teacher Expectations

1. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.

2. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.

3. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.

4. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences, as needed to fulfill coursework requirements.

5. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the Teacher Candidate- both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.

6. Maintains communication with the University Coach regarding the student’s progress. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.

7. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.

8. Agrees to complete required Mid-semester Evaluation and Final Evaluation online forms by a designated date, as set by the University Coach. When evaluating, the Mentor Teacher considers the candidate’s stage as a beginning teacher and gives input regarding course credit to the University Supervisor. A letter of reference is optional.

9. Participates in a Mid-semester Evaluation conference and Final Evaluation conference with the University Coach and Teacher Candidate.

Informs University Supervisor of Teacher Candidate’s absences, inappropriate dress or concerns regarding professionalism.
Mentor Teacher Responsibilities

Mentor Teacher responsibilities fall under three domains: 1) providing a practice space, 2) making practice visible, and 3) engaging as a teacher educator.

<table>
<thead>
<tr>
<th>Providing a practice space</th>
<th>Making Practice Visible</th>
<th>Engaging as a Teacher Educator</th>
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<tbody>
<tr>
<td>• Allow candidates to take instructional risks</td>
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<tr>
<td>• Give opportunities for candidates to try out new methods they are learning in program</td>
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<tr>
<td>• Support candidates as they learn and apply ideas about child development &amp; how to work in diverse, high-needs schools</td>
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<tr>
<td>• Support candidates in successfully completing their course requirements, as needed.</td>
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<tr>
<td>• Retain the legal responsibility for the classroom at all times</td>
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<tr>
<td>• Model unit and lesson planning and share rationale for sequence, strategies, etc.</td>
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<tr>
<td>• Model instruction and share rationale for teaching moves</td>
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<tr>
<td>• Model fostering a positive classroom climate</td>
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<td>• Debrief lessons after teaching and describe how this informs subsequent lessons</td>
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<tr>
<td>• Utilize co-planning and co-teaching methods</td>
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<tr>
<td>• Model how to work with an instructional team (other teachers, SPED, EL, coaches, parents, etc.)</td>
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<tr>
<td>• Model how to create appropriate teacher-student relationships with students in order to enhance student learning</td>
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<tr>
<td>• Plan weekly structured meetings with candidates</td>
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<tr>
<td>• Build in opportunities to talk with candidates about planning and instruction</td>
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<tr>
<td>• Observe candidates and provide formative feedback</td>
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<td>• Continuously provide feedback on planning and instruction once the candidate takes the lead</td>
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<tr>
<td>• Participate actively in classroom (observing, modeling classroom management, and co-teaching)</td>
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<td>• Participate in collaborative learning</td>
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<td>• Ensure that candidate demonstrates Professional Expectations</td>
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<tr>
<td>• Engage in at least two (2) joint meetings with the candidate and university coach</td>
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<td>• Provide mid-semester evaluation and input toward the final evaluation</td>
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<td>• Provide recommendation letters as requested by candidates</td>
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In addition to the mentor teacher responsibilities outlined in the table, here are some pointers to help you have a smooth semester:

Organization: How do we manage our time and stay organized? How do we share physical and mental space?

• Be flexible
• Provide a workspace or area for the candidate
• Establish SACRED planning time – but keep scheduling FLEXIBLE - Planning time is essential so a formal consistent time each week is critical
• Have a pre-arranged time to communicate, plan, debrief, and assess
• Find creative or technological solutions for communicating
• Come prepared with ideas, questions, dilemmas
• Recognize the priorities that may pull you away from scheduled planning times and establish alternatives
• Use technology (email, phone, etc.) if needed to create/preserve planning time
• Prioritize obligations (meetings, etc.) at school to ensure success of co-teaching
• Communicate openly and honestly about what your needs are (e.g., alone time vs. collaborative time)
• Advocate for candidate to assist with technological resources

Communication: How do we establish clear communication in light of dynamic evolving role of Resident?
• Have and express clear expectations from the beginning and continue evolving them
• Assign roles
• Be open & kind to each other
• Discuss what you and your candidate are learning together in your classroom
• Use planning/prep/conference period to delegate and accomplish tasks for preparing for next class, grading, corresponding with families, etc.
• Ask questions

Opportunities: How do we create opportunities for the candidate to try out methods when the Mentor Teacher does not practice methods taught in the teacher education program?
• Be open to new ideas
• Use the university coach to help in planning
• Ask clarifying questions to push candidate thinking and planning
• Ask for justifications and rationales for new ideas with data
• Focus efforts where strengths exist

Approaches to Teaching: How do we reconcile two different approaches to teaching, especially when you have strong-willed individuals? What happens when a mentor and candidate disagree on approaches?
• Be open to new ideas
• Compromise and negotiate
• Communicate: talk about approaches as early as possible
• Figure it out before/after class, NOT in class; avoid conflict during class
• Be metacognitive about your teaching approaches
• Listen to the candidate’s experiences and feelings
• Reflecting protocols on how the lesson went after
• Don’t take things personally! Assume good intentions
• Bring in an outside individual if candidate doesn’t respond to feedback
• Allow plenty of time ahead to review materials and lesson plans
• Prevent conflicting messages to students by talking about differences ahead of time (e.g., regarding discipline)
  o It’s like parents – talk about differences ahead of time (or discuss after the fact); communication between Mentor Teacher and Candidate is critical; differences can be ok!

Expectations for Students: How do we manage different expectations for students’ behavior and performance between candidates and mentors?
• Communicate the school site’s rules
• Develop norms together before school starts
• Reflect if those norms are working in the first week with each other & students
• Never disagree in front of the students
• Figure out who has a lower or higher behavior threshold
• Have clarity on amount of candidate ownership and mentor support; have open and flexible communication about roles in classroom
• Assist candidate in establishing explicit expectations and consistency

Lesson Planning: How do we ensure that the candidate develops lesson planning skills and address issues such as when the candidate submits a late and/or underdeveloped lesson to mentor?
• Plan ahead
• Refer back to submission date and have a conversation with the candidate about what you expect for next time (ask why the lesson plan was late and under-developed)
• If it happens again, alert the university coach

**If you are experiencing a challenging situation with a candidate, please contact the candidate’s university coach as soon as possible.

**Mentor Teacher Professional Development Requirement**

The Commission on Teacher Credentialing requires that all Mentors participate in a minimum of ten (10) professional development hours in order to serve as a mentor. Fresno State is currently developing a database of mentor teachers so that we can track which mentors already meet this requirement. Some mentors are also induction Mentors and have been through district-sponsored training. We plan to count this training as part of the State’s required hours. As we determine a process for tracking these hours, we will notify you.

**Mentor Teacher Conference**

In addition to the initial 10 hours of mentor teacher professional development, the CTC requires all mentor teachers to participate in two (2) hours of program-specific professional development every year. This requirement will be met through attendance at the annual Mentor Teacher Conference at Fresno State. You will receive an invitation through email.

**End of Semester Survey**

All mentor teachers will be surveyed by their candidates at the end of the semester. This survey will be submitted by each candidate on Tk20.

**Mentor Teacher Incentives from Fresno State**

$150 stipend for attending the Mentor Teacher Conference (invitation will be emailed);
$450 refund on registration fees for courses taken at Fresno State within a two-year period beginning Fall 2018 for qualified mentor teachers; and Fresno State library privileges.

For more information, please contact the Office of Clinical Practice: ocp@csufresno.edu
Characteristics of an Effective Mentor Teacher

1. Introduce the teacher candidate to the classroom and the students. Encourage the teacher candidate to introduce themselves to the students as soon as possible.

2. Introduce the teacher candidates to other staff members in the school and give them an opportunity to regularly interact with others.

3. Help the candidate locate resource materials, equipment, and the key staff members on campus.

4. Accept the teacher candidate as a co-worker of equal status. Prepare the class to treat the teacher candidate the same way they treat you.

5. Provide opportunities for the teacher candidate to study children and how they learn.

6. Structure responsibilities which gradually induct the teacher candidate into full time teaching. Help the teacher candidate to plan at least a week ahead.

7. Encourage the teacher candidate to explore and take risks. Start out with a lot of structure, and then allow this person to take flight on their own. After a few weeks, encourage him/her to take initiative and design materials to extend lessons.

8. Conference regularly with the teacher candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.

9. Work with the teacher candidate in developing lesson delivery skills.

10. Work with the teacher candidate in developing classroom management skills. Explain your system and devise a way to work together.

11. Demonstrate sensitivity to the emotional needs of the teacher candidate during the stressful period of student teaching.

12. Observe the teacher candidate and provide honest, specific, and constructive feedback on lessons. Encourage the teacher candidate to reflect on what went well in the lesson, then come up with strategies to improve their effectiveness. For example, don’t say, “Your lesson was pretty good”, but try to get the teacher candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or at the most two ideas for improving the next lesson.

13. Familiarize the teacher candidate to district and school programs (e.g., RSP, GATE, Special Education, etc.)

15. Inform the teacher candidate of district and school testing programs and their place in the curriculum.

16. Build and maintain trust.

17. Help parents understand the valuable role the teacher candidate plays in the classroom.

18. Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or free labor.
Program Policies

General Placement Policies
No teacher candidate can be placed or assigned a coach without a clinical practice application, this includes employed students working as the teacher of record in their own classrooms. Applications have a section for employed students to provide their employment details including permit and school site, district, and grade level.

All clinical practice applications can be found on Tk20 (fresnostate.tk20.com) and links to application-specific instructions are found in the Student Online Resources. Alternative applications are available when necessary through the Office of Clinical Practice; email ocp@csufresno.edu for a direct link.

A priority deadline for placements can be found on the semester calendar. Wish list requests received up to this date will be honored to the best of the Office of Clinical Practice’s ability, but no request can be guaranteed. We cannot consider any requests received after the priority deadline.

Formal Observations & Meetings
California Commission on Teacher Credentialing Guidelines for clinical practice state that all candidates, whether student teachers or university interns, must do six (6) formal observations per semester (even if you are completing final student teaching part time). Guidelines stipulate that these formal observations should ideally be scheduled every three weeks, but the time in between can vary based on your progress.

In addition, the Kremen School of Education and Human Development requires at least two informal observations, three meetings between yourself, your coach, and your mentor teacher, and a mid-term and a final evaluation. The mid-term and final evaluation are typically the focus of your second and third meeting.

Ideally your coach will check in with you every week (possibly via phone or email), even if a formal observation is not scheduled.

Attendance
Candidates are expected to attend and participate in all scheduled university classes and field assignments. The following general policies for program attendance are required of all candidates in the multiple subject and dual programs. Individual instructors will set the policy for your regular courses. These policies may be appealed when unusual circumstances warrant in individual cases.

- Candidates are expected to be at their school site from a half hour before the first bell on site until half an hour after the last bell on site.
- If an illness or other emergency situation arises that necessitates an absence, the relevant persons (typically your coach and your mentor teacher) should be notified as soon as possible. They should be notified 24 hours in advance, or by 7:30 the morning of at the latest.
• It is your responsibility to make sure any lesson plans or other materials are delivered to the school site.
• Multiple absences may result in a performance contract or dismissal from your school site or even from the program.
• Candidates are automatically excused from their clinical practice placements for required seminars, orientations, workshops, and other events sponsored or supported by the Kremen School of Education and required for the program. However, if you fail to attend these required events AND do not go to your placement it will be counted as an unexcused absence.

Candidates are allowed one (1) day per semester that they do not have to make up. All other absences must be made up on the candidates own time, whether during dead days and finals week, or on a holiday that is honored at Fresno State but not at the school site.

**Employment**
To ensure that your credential program completion is not delayed, if you are made an offer of employment you must discuss the offer with the program coordinator before accept the job or sign a contract. This is so the credential coordinator can determine if the position meets both Kremen and State requirements for a clinical practice environment, and to ensure that there is a university coach to support you in the new position.

Once your position is approved and you have accepted it, you must inform the Office of Clinical Practice immediately so that they can place you on the employed students list, and cancel any placement requests on your behalf.

**Professionalism**
As a guest at the assigned school site or as a teacher of record, it is expected that teacher candidates model exemplary professional and ethical behavior at all times. Professional behavior includes not receiving and/or making cell phone calls or texting during class time. It is recommended that all forms of social media communication should be kept professional and account settings should be set to private.

The Teacher Code of Ethics (Resources, page 50-51), and the professionalism policy outlined on pages 11 through 14 of this handbook can serve as a guide.

**Grading**
Candidates in the Education Specialist program must maintain a grade point average (GPA) of 3.0 within the program.

Candidates will receive a letter grade in all course work and field work, with the exception of EHD 178 where they will receive a grade of credit (CR) or no-credit (NC) as a result of their performance of the course requirements and evaluation.

Course-related assignments may be drawn from students in your clinical practice/practicum; however, additional time outside of required practicum and clinical practice hours will likely be necessary to complete some of these assignments. Failure to comply with any requirement for student teaching may
result in a teacher candidate having to withdraw from student teaching and receiving a grade of F or No Credit (NC).

**Substitute Teaching**
Candidates may NOT substitute teach while they are earning clinical practice hours. This means that you may not substitute teach during a day you are scheduled for clinical practice, even for your mentor teacher. In EHD 178/110D, you may substitute teach on Monday and Friday; in SPED 171/172 you may substitute teach in the afternoons.

**Outside Commitments**
Employment, coursework, or family and personal responsibilities cannot be excuses for failing to meet the requirements of clinical practice or practicum. Such interference may result in having to withdraw from EHD 178/110D, SPED 171, 172, 175, 176, or 160F, or that the candidate make the adjustments necessary to fulfill the requirements of the program.

**Extenuating Circumstances**
We understand that sometimes life events may happen that are beyond the teacher candidate’s ability to control. Examples of extenuating circumstances can include (but are not limited to) medical or family emergencies, or a delay in Financial Aid leading to the student being administratively dropped from all courses. In these circumstances you must inform the program coordinator, the Office of Clinical Practice, and your university coach as soon as you are able.

**Candidate Support**
In certain situations, a candidate may need to be remediated, reassigned, or dismissed from a clinical practice/practicum placement or showing signs of struggling to meet their clinical practice/practicum requirements while working full time as the teacher of record. Difficulties may include (but are not limited to): personality conflicts, conflicting expectations, excessive absences, inadequate performance, breach of professional ethics, and insurmountable discipline problems. In the event of a placement challenge all candidates, coaches, and mentor teachers should follow the following procedures:

- **Step One:** At the first sign of a candidate experiencing a challenge in clinical placement, they university coach will explicitly address the challenge area with the candidate either during an observation debrief, regular check in meeting, or a specific meeting to address the issue.
- **Step Two:** If the candidate shows minimal improvement, the university coach will schedule a meeting with the candidate, their mentor teacher, and the university coach to address the challenge area with a specific plan of action.
- **Step Three:** If the candidate continues to show minimal improvement, the university coach will schedule a meeting for the candidate, university coach, and program coordinator to complete an Individual Plan of Assistance (Clinical Practices website). This plan will outline the issue and the specific course of action the candidate must take to improve, and will include various resources to be used to support the candidate. The university coach, in consultation with the mentor teacher, will document the candidate’s progress in line with the Plan of Assistance and regular conferences to review progress may be conducted.
**Reassignment/Dismissal from Clinical Placement/Practicum Placement**

In some cases, a clinical practice/practicum placement may be a mismatch for the candidate. In such cases, the university coach will contact the Office of Clinical Practice to discuss possible reassignment. The Office of Clinical Practice, in consultation with the placement liaison and the program coordinator, will make final decisions regarding reassignment and will notify the university coach, candidate, and mentor teacher and site administrator. The Candidate Reassignment/Dismissal Form (Clinical Practices website) will be completed if the candidate is reassigned.

In the rare case that a teacher candidate is asked by a mentor teacher not to return to their classroom, the university coach will inform the candidate and the candidate will cease contact with the mentor teacher. If the candidate is asked by the school site administrator not to return to the site, the university coach will inform the candidate and the candidate will not return. Any belongings left will be collected by arrangement with the school site. The Candidate Reassignment/Dismissal Form (Clinical Practices website) will be completed as appropriate for the situation.

**Retaking a Clinical Practice/Field Work/Practicum Course**

If the candidate shows minimal improvement after the Plan of Assistance has been initiated, they may either receive a letter grade of F in practicum or No Credit in clinical practice. The candidate may submit a Special Consideration (Clinical Practices website) when required to repeat the practicum or clinical practice course. A committee will meet to review the special consideration and will either approve or deny the candidate’s request.

**Student Dispute Resolution Process**

In the event that candidates experience problems with their program, they must first make a good faith effort to solve the matter informally by talking directly with the individual(s) concerned. If candidates feel that the issue has not been resolved, they may bring the matter to the program coordinator, and then to the department chair if the coordinator is unable to resolve the matter.

After completing this appeal process from their own program to department, candidates who feel the issue has not been resolved or who wish to appeal the department decision may, within 30 days, submit a written appeal to the special assistant to the Dean or Associate Dean. The special assistant will then convene a School Dispute Resolution Committee which includes at least two additional faculty not associated with the prior appeal process, including one department chair, one program coordinator, and others at the discretion of the convener. Candidates have the option of meeting with the School Dispute Resolution Committee in person or through electronic means. The School Dispute Resolution Committee will make a recommendation to the Dean, whose decision is final.

**Dismissal from the Program**

If a candidate is approved to repeat a clinical practice/practicum course and fails it a second time, this may result in automatic dismissal from the program. Candidates can also be dismissed from the program for violating the Teacher Code of Ethics, or the Professionalism or other University policies. Dismissal from the program will result in an automatic grade of F or No Credit (NC) for the clinical
practice/practicum course, and the Candidate Reassignment Dismissal Form (Clinical Practices website) will be completed to reflect the decision.

Candidates who are dismissed after the date for refund of tuition are responsible for full tuition regardless of the circumstances leading to termination.

Candidates may follow the Dispute Resolution Process above to appeal dismissal from the program.

**Backwards Design and Lesson Planning**

“The Understanding by Design© framework” (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum “backward” from those ends.

**The UbD framework is based on seven key tenets:**

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and
teacher craft. The results of our designs—student performance—inform needed adjustments in
curriculum as well as instruction so that student learning is maximized. The Understanding by
Design framework is guided by the confluence of evidence from two streams—theoretical
research in cognitive psychology, and results of student achievement studies.”

EHD 178: Field Study B

Syllabus

Course Description:
EHD 178 is a supervised clinical experience in a general education classroom. It is the first of three clinical practice placements preparing teacher candidates pursuing an Education Specialist Credential to teach in culturally and linguistically diverse classrooms. [It is the second clinical practice experience for students in the Multiple Subject program]. EHD 178 requires a minimum of 20 hours a week (3 full school days), plus seminars/lab as scheduled. Assignments are typically Tuesday through Thursday.

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<tr>
<th>Course Information</th>
<th>Instructor Name:</th>
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<tr>
<td>EHD 178</td>
<td>2 units</td>
</tr>
<tr>
<td>$7.00 lab fee</td>
<td>Office Number:</td>
</tr>
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<td>Time: Tuesday – Thursday, 7:45am – 3:45pm + Seminars as scheduled</td>
<td>Email:</td>
</tr>
<tr>
<td>Location: School Site:</td>
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</tr>
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<td>Website:</td>
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</tr>
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</table>

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- Refer to (or download when necessary) the California Department of Education website: http://www.cde.ca.gov/re/pn/fd/
  - Common Core State Standards
  - Next Generation Science Standards
  - Visual and Performing Arts Content Standards
  - Reading/Language Arts Frameworks for California Public Schools, 2000 Revised Edition
  - Core Curriculum
- Lesson planning
- Fresno Assessment of Student Teachers, FAST (received in Phase I, available at the Kennel Book Store)
- Active Tk20 account (can be purchased at fresnostate.tk20.com)

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.
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Teacher Candidates will utilize developmentally appropriate teaching practices (TPE 6; NCATE 1.3, 1.7).

Teacher Candidates will allocate instructional time to maximize student learning (TPE 10).

Teacher Candidates will develop and maintain clear expectations for academic and social behavior and create a positive environment for learning (TPE 11).

Teacher Candidates will exhibit appropriate ethical and legal behavior (TPE 12; NCATE 1.6 Professional Ethics).

Teacher Candidates will evaluate and reflect upon his/her own teaching practices for the purpose of improvement (TPE 13; NCATE 1.7, 1.6 Reflection).

Teacher Candidate will utilize Co-Teaching strategies.

Examinations and Major Assignments:

1. Write lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught per specific field work requirements.

2. A minimum of six formal lesson observations by university coach in a general education placement.

3. Teacher candidate assumed responsibility of the morning routine on a daily basis as documented by the coach/ mentor teacher observation. Activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, and morning review, calendar etc.

4. The Site Visitation Project Scheduled Visit/Observation will document the teacher candidate’s effective use of instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks. Teacher Candidates will implement procedures for routine tasks and manage transitions to maximize instructional time. Teacher Candidates will reflect on their lessons using the TPEs as a framework. (TPE 1, 2, 3, 4, 5, 6, 11, 12, 13)

Assignment and Examination Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-15</td>
<td>Performance Assessment Scheduled Visit/Observations</td>
</tr>
<tr>
<td>Weeks 7-8</td>
<td>Mid-Semester Assessment/ Goal Setting Meeting</td>
</tr>
<tr>
<td></td>
<td>Complete 50% of the EHD 178 Teaching Competencies</td>
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<tr>
<td></td>
<td>Documented attendance at all required seminars</td>
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</tbody>
</table>
All competencies and the Performance Assessment Scheduled Visit/Observation must be completed and verified by the last day of instruction.

Site Visitation Project (SVP)

FAST Overview

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your clinical experience. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the Fresno Assessment of Student Teachers (FAST). The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

The Site Visitation Project [SVP] is the only FAST assessment required for Education Specialist only candidates. The SVP will be scored by trained scorers (typically your university coach) using a specific four-point rubric:

1 = Does not meet expectations
2 = Meets expectations
3 = Meets expectations at a high level
4 = Exceeds expectations

In order to receive credit for EHD 178, you must meet all fieldwork expectations AND you must earn a minimum score of “2” on each of the three sections of the SVP. Should you earn a score of “1” on any section, you will have the opportunity to resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for a Special Consideration using the FAST Non-Passing Score Procedure (outlined in the FAST Manual – you will receive this in your CI 176 course or from your coach). Remember you must pass all sections of the assessment before you can receive credit for the associated fieldwork course.

Site Visitation Project Overview

The SVP assesses the candidate’s ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
TPE 2 – Creating and Maintaining Effective Environments for Student Learning (2.2, 2.6)
TPE 3 – Understanding and Organizing Subject Matter for Student Learning (3.1, 3.2, 3.3, 3.5)
TPE 4 – Planning Instruction and Designing Learning Experiences for All Students (4.1, 4.2, 4.7)
TPE 6 – Developing as a Professional Educator (6.1)
For this project you will plan, teach, and evaluate a 20- to 45-minute lesson that is observed by your university coach, and videotaped. The lesson plan and instruction should address goals and skills aligned with the state-adopted subject matter standards, English Language Development (ELD) and/or English Language Arts (ELA) standards and frameworks.

You will teach a lesson in mathematics that infuses English language development. You will submit your written lesson plan at least three (3) days prior to implementation. The lesson will be observed by your university coach and/or subject-matter expert and videotaped. After you watch the video, you will evaluate your planning and implementation by selecting a segment of the video to demonstrate subject-specific pedagogy and responding to questions about your lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual.

More information about the SVP is found in your FAST Manual and will be gone over in your CI 176 class.
EHD 110D: Field Study B

Syllabus

Course Description:
EHD 110D is a supervised field experience in an elementary level classroom. It is the second of four field placements preparing dual teacher candidates pursuing both education specialist and general education credentials to teach in culturally and linguistically diverse classrooms. EHD 110D requires a minimum of 20 hours a week (three full school days), plus seminars/lab as scheduled. Assignments are typically Tuesday through Thursday, with two days in a general education classroom and one in a special education environment appropriate for the education specialist credential the candidate is pursuing.

<table>
<thead>
<tr>
<th>Course Information</th>
<th>$7.00 lab fee</th>
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<tbody>
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<td>EHD 110D</td>
<td>4 units</td>
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<td>Time: Tuesday – Thursday, 7:45am – 3:45pm + Seminars as scheduled</td>
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Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning.
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Teacher Candidates will monitor student learning during instruction (TPE 2; NCATE 1.7).

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Teacher Candidate will utilize Co-Teaching strategies.

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1. Write lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught per specific field work requirements.

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Final Assessment/Goal Setting Meeting
All competencies and the Performance Assessment Scheduled
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instruction.

Site Visitation Project (SVP)

FAST Overview

The California Commission on Teacher Credentialing (CCTC) requires that every credential program candidate seeking recommendation for a Preliminary California Credential show mastery of the Teacher Performance Expectations (TPEs). The TPEs will be taught in your coursework and applied and practiced in your fieldwork. The Kremen School of Education and Human Development has designed its own assessment system to evaluate your mastery of the TPEs, the Fresno Assessment of Student Teachers (FAST). The system consists of two tasks or “projects”, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP).

Both the Site Visitation Project and the Teaching Sample Project are required for Dual credential candidates. The SVP take place in the EHD 110D clinical practice and will be scored by trained scorers (typically your university coach) using a specific four-point rubric:

1 = Does not meet expectations
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4 = Exceeds expectations

In order to receive credit for EHD 110D, you must meet all fieldwork expectations AND you must earn a minimum score of “2” on each of the three sections of the SVP. Should you earn a score of “1” on any section, you will have the opportunity to revise and resubmit that section. If you still do not earn a passing score in the resubmission, you may apply for a Special Consideration using the FAST Non-Passing Score Procedure (outlined in the FAST Manual – you will receive this in your CI 176 course or from your coach). Remember you must pass all sections of the assessment before you can receive credit for the associated fieldwork course.

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The SVP assesses the candidate’s ability to plan, implement, and reflect upon instruction. The Teaching Performance Expectations (TPE) elements being evaluated are:

TPE 1 – Engaging and Supporting All Students in Learning (1.1, 1.3, 1.5, 1.8)
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TPE 6 – Developing as a Professional Educator (6.1)
For this project you will plan, teach, and evaluate a 20- to 45-minute lesson that is observed by your university coach, and videotaped. The lesson plan and instruction should address goals and skills aligned with the state-adopted subject matter standards, English Language Development (ELD) and/or English Language Arts (ELA) standards and frameworks.

You will teach a lesson in mathematics that infuses English language development. You will submit your written lesson plan at least three (3) days prior to implementation. The lesson will be observed by your university coach and/or subject-matter expert and videotaped. After you watch the video, you will evaluate your planning and implementation by selecting a segment of the video to demonstrate subject-specific pedagogy and responding to questions about your lesson. The project will be submitted on Tk20 and evaluated using the Scoring Rubrics in the FAST Manual.

More information about the SVP is found in your FAST Manual and will be gone over in your CI 176 class.
SPED 171: Initial Practicum in Mild/Moderate Disabilities

Syllabus

Prerequisites
Completion of all coursework in Semester 1. Concurrent enrollment in SPED 125 and SPED 136 required or permission of instructor or Program Coordinator.

Course Description
SPED 171: Initial Practicum in Mild/Moderate Disabilities is the second of three required supervised field experiences in the program. Teacher candidates will take part in a 20 hour week [5 mornings weekly], full semester experience in a K-12 classroom, RSP or SDC, serving students identified with Mild/Moderate disabilities. They will spend time in the field setting completing assessment, curriculum development and implementation, instructional activities and other professional duties of the special education teacher.

Teacher candidates are required to demonstrate competency in planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Successful teacher candidates will take over some small group and individual student responsibilities of their Cooperating Teacher for a period of two weeks at the end of the semester.

Required Texts and Instructional Materials:
Special Education Student Teaching Handbook

Active Tk20 account (can be purchased at fresnostate.tk20.com)

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Program Standards

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1) (PS 9)
- Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
- Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction (TPE 2)
- Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students’ Individualized Education Programs (IEP).
• Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.

• Education Specialist candidates anticipate, checks for, and addresses common student misconceptions and misunderstandings.

**Interpretation and Use of Assessments (TPE 3) (PS 5)**

• Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.

• Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the general education classroom.

• Education Specialist candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards.

**Making Content Accessible (TPE 4) (PS 3, 6, 8, 13)**

• Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.

• Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards.

• Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics.

• Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including assistive technology to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities.

**Student Engagement (TPE 5) (PS 7, 12)**

• Education Specialist Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

• Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels.

• Education Specialists demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self-advocacy.

• Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.

**Developmentally Appropriate Teaching Practices (TPE 6) (PS 11)**
• Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.

• Education Specialist candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

**Teaching English Learners (TPE 7) (PS 10, 12, 13)**

• Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.

• Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.

• Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

**Learning about Students (TPE 8) (PS 12, 13)**

• Education Specialist candidates use formal and informal methods to assess student’s prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.

• Education Specialist candidates learn about student’s abilities, ideas, interests and aspirations.

**Instructional Planning (TPE 9) (PS 3, 13)**

• Education Specialist candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.

• Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.

• Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions. Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

**Instructional Time (TPE 10)**

• Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.

• Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.
• Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

Social Environment (TPE 11) (PS 12)
• Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.
• Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.
• Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (TPE 12) (PS 2)
• Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
• Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.

Professional Growth (TPE 13) (PS 4)
• Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
• Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Primary Learning Outcomes
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning. Teacher Candidates will complete activities, based on the TPEs and Program Standards.

1. Apply knowledge of students’ abilities and interests into instruction.
2. Deliver comprehensive lessons of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.
3. Pace instruction and re-teach content based on evidence gathered.
4. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
5. Use formal or informal methods to assess student’s prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.

6. Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the lesson outcomes (IEP).

7. Apply a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.

8. Use computer-based technology to facilitate the teaching and learning process in one or more lessons.

9. Reflect on and evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

Major Assignments:

1. Teacher candidate will complete the Students in Context: Class Profile [form on OCP website]. Candidates will locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Teacher candidate will assume responsibility for the morning routine on a daily basis as documented by the coach/mentor teacher observation. Activities may include the following: walking the students to the classroom, taking attendance, collecting and correcting homework, morning review, calendar etc.

3. Teacher candidate will develop and teach a minimum of six formal lessons, with reflections, which will be observed by the university coach. Write your lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught, per specific clinical practice requirements. The six formal lessons should cover the topics below. The lessons should be planned with the mentor teacher. Lesson plans are due to the university coach and mentor teacher at least 3 days in advance, based on discussion with the university coach.
   a. 2 Mathematics Lessons
   b. 2 ELA Lessons
   c. 1 Co-Teaching Lesson, approved by the mentor teacher, on a content topic of choice [see description of strategies]
   d. 1 social/emotional lesson OR visual/performing arts lesson

   Following each lesson, the teacher candidate will write a reflection at the end of the lesson plan.

4. Teacher candidate will write one reflection weekly and post in TK-20.
Assignments and Grading

<table>
<thead>
<tr>
<th>Assignments/Requirements</th>
<th>Notes/Scoring</th>
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<tbody>
<tr>
<td>Students in Context</td>
<td>Complete and uploaded into Tk20</td>
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<tr>
<td>6 Lesson Plans</td>
<td>Lesson Plans uploaded into Tk20 and accompany a formal observation</td>
</tr>
<tr>
<td>6 Lesson Reflections</td>
<td>Lesson and reflection uploaded into Tk20 and accompany a formal observation</td>
</tr>
<tr>
<td>6 Formal Observations</td>
<td>All formal observations by the university coach must be successfully passed *Candidate must average a score of “2, 3 or 4” on each item.</td>
</tr>
<tr>
<td>Weekly reflections on learning [15 minimum]</td>
<td>Complete and uploaded into Tk20 Pass/Fail scoring</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>Complete and uploaded into TK20 *Candidate must average of “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance.</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>Complete and uploaded into Tk20 *Candidates must average a “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance.</td>
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Recommended Week-By-Week Course Schedule.

*Consult with your University Coach for scheduling observations

<table>
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<tr>
<th>Week 1</th>
<th>Triad/Meet with University Coach and Mentor Teacher</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Complete Students in Context: Class Profile Forms</td>
</tr>
<tr>
<td>Week 3</td>
<td>Informal observation (University Coach)</td>
</tr>
<tr>
<td>Week 4-9</td>
<td>1st and 2nd Formal Observations (University Coach)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Check progress on reflections</td>
</tr>
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<tr>
<th>Week 8-9</th>
<th>Midterm Triad Meeting (3rd observation)</th>
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<tbody>
<tr>
<td>Week 9-15</td>
<td>4th and 5th Formal Observations (University Coach)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Review progress</td>
</tr>
<tr>
<td>Week 14-15</td>
<td>Final Evaluation Meeting (6th observation)</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>University Coach – submit copies of all formal observations, midterm and final evaluations on Tk20</td>
</tr>
</tbody>
</table>

**Co-Teaching Requirements**

The following table outlines five co-teaching strategies. You are required to teach one co-taught lesson using one strategy below. The lesson may be co-taught with your Master/Cooperating teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your Coach.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
</table>
| Station Teaching     | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
  *Example:* One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| Parallel Teaching    | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  
  *Example:* Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| Supplemental Teaching| This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.  
  *Example:* One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. |
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| Alternative (Differentiated) | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.  
**Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
| Team Teaching            | Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.  
**Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

**Note:** The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Revised from: Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant
SPED 172: Initial Practicum in Moderate/Severe Disabilities

Syllabus

Prerequisites
Completion of all coursework in Semester 1. Concurrent enrollment in SPED 125 and SPED 146 required or permission of instructor or Program Coordinator.

Course Description
SPED 172: Initial Practicum in Moderate/Severe Disabilities is the second of three required supervised field experiences in the program. Teacher candidates will take part in a 20-hour week [five mornings weekly], full semester experience in a K-12 classroom or SDC, serving students identified with Moderate/Severe disabilities. They will spend time in the field setting completing assessment, curriculum development and implementation, instructional activities and other professional duties of the special education teacher.

Teacher candidates are required to demonstrate competency in planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Successful teacher candidates will take over some small group and individual student responsibilities of their Cooperating Teacher for a period of two weeks at the end of the semester.

Required Texts and Instructional Materials:
Special Education Student Teaching Handbook

Active Tk20 account (can be purchased at fresnostate.tk20.com)

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Program Standards

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1) (PS 9)
• Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
• Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction (TPE 2)
• Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students’ Individualized
Education Programs (IEP).

- Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
- Education Specialist candidates anticipate, checks for, and addresses common student misconceptions and misunderstandings.

**Interpretation and Use of Assessments (TPE 3) (PS 5)**

- Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.
- Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the general education classroom.
- Education Specialist candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards.

**Making Content Accessible (TPE 4) (PS 3, 6, 8, 13)**

- Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.
- Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards
- Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics.
- Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including assistive technology to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities.

**Student Engagement (TPE 5) (PS 7, 12)**

- Education Specialist Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.
- Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels.
- Education Specialists demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self-advocacy.
- Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.
Developmentally Appropriate Teaching Practices (TPE 6) (PS 11)

- Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
- Education Specialist candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

Teaching English Learners (TPE 7) (PS 10, 12, 13)

- Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.
- Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Learning about Students (TPE 8) (PS 12, 13)

- Education Specialist candidates use formal and informal methods to assess student’s prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
- Education Specialist candidates learn about student’s abilities, ideas, interests and aspirations.

Instructional Planning (TPE 9) (PS 3, 13)

- Education Specialist candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
- Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions. Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

Instructional Time (TPE 10)

- Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
• Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.

• Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

Social Environment (TPE 11) (PS 12)

• Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

• Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.

• Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (TPE 12) (PS 2)

• Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

• Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.

Professional Growth (TPE 13) (PS 4)

• Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

• Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Primary Learning Outcomes
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning. Teacher Candidates will complete activities, based on the TPEs and Program Standards.

1. Apply knowledge of students’ abilities and interests into instruction.

2. Deliver comprehensive lessons of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

3. Pace instruction and re-teach content based on evidence gathered.

4. Use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
5. Use formal or informal methods to assess student’s prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.

6. Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the lesson outcomes (IEP).

7. Apply a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.

8. Use computer-based technology to facilitate the teaching and learning process in one or more lessons.

9. Reflect on and evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

Major Assignments:

1. Teacher candidate will complete the **Students in Context: Class Profile** [form on OCP website]. Candidates will locate and apply information about students’ current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Teacher candidate will assume responsibility of the morning routine on a daily basis as documented by the coach/ mentor teacher observation. Activities may include: walking the students to the classroom, taking attendance, collecting and correcting homework, morning review, calendar etc.

3. Teacher candidate will develop and implement a minimum of six formal lessons, with reflections, which will be observed by university coach. Write your lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught, per specific field work requirements. The six formal lessons should cover the topics below. The lessons should be planned with the mentor teacher. Lesson plans are due to the university coach and mentor teacher at least 3 days in advance, based on discussion with the university coach.

   a. 2 Mathematics Lessons
   b. 2 ELA Lessons
   c. 1 Co-Teaching Lesson, approved by the mentor teacher, on a content topic of choice [see description of strategies]
   d. 1 social/emotional lesson OR visual/ performing arts lesson

*Following each lesson, the teacher candidate will write a reflection at the end of the lesson plan.*

4. Teacher candidate will write one reflection weekly and post in TK-20.
## Assignments and Grading

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<tr>
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</tr>
<tr>
<td>6 Lesson Reflections</td>
<td>Lesson and reflection uploaded into Tk20 and accompany a formal observation</td>
</tr>
<tr>
<td>6 Formal Observations</td>
<td>All formal observations by the university coach must be successfully passed. *Candidate must average a score of “2, 3 or 4” on each item.</td>
</tr>
<tr>
<td>Weekly reflections on learning [15 minimum]</td>
<td>Complete and uploaded into Tk20 Pass/Fail scoring</td>
</tr>
</tbody>
</table>
| Midterm Evaluation       | Complete and uploaded into TK20  
A = 27-30  
B = 24-26  
*Candidate must average of “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance. |
| Final Evaluation         | Complete and uploaded into Tk20  
A = 27-30  
B = 24-26  
*Candidates must average a “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance. |

## Recommended Week-By-Week Course Schedule

*Consult with your Coach for scheduling observations

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Triad/Meet with University Coach and Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Complete Students in Context: Class Profile Forms</td>
</tr>
<tr>
<td>Week 3</td>
<td>Informal observation (University Coach)</td>
</tr>
<tr>
<td>Week 4-9</td>
<td>1st and 2nd Formal Observations (University Coach)</td>
</tr>
<tr>
<td>Week</td>
<td>Event</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Week 7</td>
<td>Check progress on reflections</td>
</tr>
<tr>
<td>Week 8-9</td>
<td>Midterm Triad Meeting (3rd observation)</td>
</tr>
<tr>
<td>Week 9-15</td>
<td>4th and 5th Formal Observations (University Coach)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Review progress</td>
</tr>
<tr>
<td>Week 14-15</td>
<td>Final Evaluation Meeting (6th observation)</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>University Coach – submit copies of all formal observations, midterm and final evaluations on Tk20</td>
</tr>
</tbody>
</table>

### Co-Teaching Requirements

The following table outlines five co-teaching strategies. You are required to teach one co-taught lesson using one strategy below. The lesson may be co-taught with your Master/Cooperating teacher, General Education teacher, Instructional Assistant, or other personnel, as approved by your Coach.

<table>
<thead>
<tr>
<th>Strategy</th>
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</table>
| Station Teaching     | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
  *Example*: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change. |
| Parallel Teaching    | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  
  *Example*: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy. |
| Supplemental Teaching| This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.  
  *Example*: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment. |
Alternative (Differentiated)  Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

*Example:* One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.

Team Teaching  Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

*Example:* Both instructors can share the reading of a story or text so that the students are hearing two voices.

*Note: The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*

Revised from: Copyright 2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant
SPED 175: Final Practicum in Mild/Moderate Disabilities

Syllabus

Prerequisites
All required coursework for credential must be completed through Phase 2 for SPED-only or through Phase 3 for Dual candidates. Concurrent enrollment or previous completion of SPED 246, SPED 219, and SPED 233 required, or Program Coordinator permission.

Course Description
Supervised full-day, semester-long teaching experience in the mild/moderate setting. Student teacher candidates are required to demonstrate competency in planning, assessment and instructional tasks as well demonstrate use of consistent classroom management system and behavior management of individual students, while steadily increasing their classroom responsibilities. A minimum of four weeks of consecutive full-day experience that includes teaching and other related duties required. Teacher of record candidates also demonstrate use of formal and informal assessment to drive instruction and ongoing progress monitoring of goals/objectives.

Required Texts and Instructional Materials:
Special Education Student Teaching Handbook

Active Tk20 account (can be purchased at fresnostate.tk20.com)

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Program Standards

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1) (PS 9)
- Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
- Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction (TPE 2)
- Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students’ Individualized Education Programs (IEP).
- Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
- Education Specialist candidates anticipate, checks for, and addresses common student misconceptions and misunderstandings.

**Interpretation and Use of Assessments (TPE 3) (PS 5)**

- Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.
- Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the general education classroom.
- Education Specialist candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards.

**Making Content Accessible (TPE 4) (PS 3, 6, 8, 13)**

- Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.
- Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards.
- Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics.
- Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including assistive technology to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities.

**Student Engagement (TPE 5) (PS 7, 12)**

- Education Specialist Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.
- Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels.
- Education Specialists demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self-advocacy.
- Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.

**Developmentally Appropriate Teaching Practices (TPE 6) (PS 11)**

- Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
- Education Specialist candidates develop and implement behavior support plans and
accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

**Teaching English Learners (TPE 7) (PS 10, 12, 13)**

- Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.
- Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

**Learning about Students (TPE 8) (PS 12, 13)**

- Education Specialist candidates use formal and informal methods to assess student’s prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
- Education Specialist candidates learn about student’s abilities, ideas, interests and aspirations.

**Instructional Planning (TPE 9) (PS 3, 13)**

- Education Specialist candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
- Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions. Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

**Instructional Time (TPE 10)**

- Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
- Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.
- Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

**Social Environment (TPE 11) (PS 12)**
• Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.
• Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.
• Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (TPE 12) (PS 2)
• Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
• Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.

Professional Growth (TPE 13) (PS 4)
• Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
• Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Primary Learning Outcomes
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning. Teacher Candidates will complete activities, based on the TPEs and Program Standards.
In final practicum, the Education Specialist candidate will successfully complete all of the following:

1. Exhibit ethical, professional and intellectual integrity
2. Maintain student records appropriately and honor confidentially
3. Interact with students and their families in ways that demonstrate respect for the individual and models respect for culture, religion, gender, and lifestyle orientation of students and their families
4. Accurately and critically reflect on and evaluate own teaching practice, and accept and consider constructive criticism and professional advice from others
5. Use a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students to:
   • assess developmental, academic, behavioral, social, communication, vocational and community life skills needs of students
   • assess outcomes of instruction
   • communicate student functioning to others
   • collaboratively develop the Individualized Education Program [IEP]
   • develop and implement evidence-based instructional strategies to meet the needs of the students

6. Apply program competencies in clinical practice that include students from culturally, ethnically, and linguistically diverse backgrounds

7. Create and maintain a learning environment that is conducive to student learning and promotes positive student behavior, accommodates diverse physical, emotional, cultural and linguistic needs of students, including non-verbal students

8. Plan, implement and manage daily classroom routines and efficacious research-based teaching to reflect maximum use of instructional time for the students and setting

9. Engage actively and responsibly in a variety of collaborative relationships, appropriate communication and problem solving with mentor teacher, other school faculty and staff, related service delivery personnel, university coach, and families

10. Guide and facilitate work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment

11. Plan and implement series of well-sequenced lessons that utilize active participation and evidence-based instructional strategies to engage students in instruction that incorporates knowledge of students' cultural, ethnic and linguistic background and abilities

12. Utilize appropriate technology for instruction and assessment

13. Develop and consistently implement appropriate classroom management systems and behavioral supports that are positive, proactive and respectful

14. Use functional analysis to design and implement positive behavioral support plans

15. Use information about individual student strengths and interests to select appropriate instructional goals, strategies, and techniques

Major Assignments

1. Candidate will complete the Students in Context: Class Profile form [on OCP website] or, at the discretion of the university coach, may have a face-face discussion regarding the students’
profiles. Candidates will locate and apply information about students’ current academic status, content- and standards-related learning needs and goals, formal and informal assessment data with explanation of the scores, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Candidate will develop and implement a minimum of six formal lessons, with reflections to be evaluated by the university coach. Lesson will be written following the format of the lesson plan template. Write your lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught, per specific field work requirements. The six formal lessons should cover the topics below. The lessons should be planned with the mentor teacher. Lesson plans are due to the university coach and mentor teacher at least 3 days in advance, based on discussion with the university coach. Observation requirements and lesson topics are outlined below. The lesson topics are listed below.

   a. 1 Mathematics Lesson  
   b. 1 ELA Lesson  
   c. 1 lesson that addresses study skills, vocational or pre-vocational needs  
   d. 1 co-taught lesson  
   e. 2 lessons from the following in two different areas:  
      i. social/emotional lesson  
      ii. visual/performing arts lesson  
      iii. science/social studies or history lesson  
      iv. pre-vocational, vocational or study skills\ Self-advocacy  

*Following each lesson, the teacher candidate will write a reflection on the lesson’s strengths and challenges.*

3. Candidates assumes full responsibility for the class daily for a block of four consecutive weeks. Block lesson plans will be submitted in advance to the university coach.

4. Candidate writes one weekly reflection and posts in TK-20.

5. Candidate develops or co-develops a draft IEP for an identified student and attends the team meeting. Student teacher candidates provide evidence of attendance. All candidates will write a reflection on the experience in TK-20. This can be one of the weekly reflections.

6. Candidate provides evidence of a data collection process that is used in their classroom two or more times per month to document student progress in lessons.
### Assignments and Grading

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<tr>
<td>6 Lesson Reflections</td>
<td>Lesson and reflection uploaded into Tk20 and accompany a formal observation</td>
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</tbody>
</table>
| 6 Formal Observations    | All formal observations by the university coach must be successfully passed
*Candidate must average a score of “3, 4 or 5” on each item, with no “1”s. |
| Weekly reflections on learning [15 minimum] | Complete and uploaded into Tk20
Pass/Fail scoring |
| Block lesson plan        | Complete and uploaded into Tk20 |
| IEP development and meeting with reflection | Reflection uploaded to TK-20 [may be one of the weekly reflections]. Please do not use the child’s actual name or initials in your reflection. Evidence required. Pass/Fail scoring |
| Evidence of data collection system and reflection | Reflection uploaded to TK20 [may be one of the weekly reflections]
Pass/Fail scoring |
| Midterm Evaluation       | Complete and uploaded into TK20
*Candidate must average of “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance. |
| A = 27-30                | B = 24-26 |
| Final Evaluation         | Complete and uploaded into Tk20
*Candidates must average a “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance. |
| A = 27-30                | B = 24-26 |

### Recommended Week-By-Week Course Schedule

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<tr>
<th>Week</th>
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<td>Week 2</td>
<td>Complete Students in Context: Class Profile Forms</td>
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### Timeline

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<tr>
<th>Week</th>
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<tr>
<td>Week 3</td>
<td>Informal observation (University Coach)</td>
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<tr>
<td>Week 4-9</td>
<td>1st and 2nd Formal Observations (University Coach)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Check progress on reflections</td>
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<tr>
<td>Week 8-9</td>
<td>Midterm Triad Meeting (3rd observation)</td>
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<tr>
<td>Week 9-15</td>
<td>4th and 5th Formal Observations (University Coach)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Review progress</td>
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<tr>
<td>Week 14-15</td>
<td>Final Evaluation Meeting (6th observation)</td>
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<td>Last Day of Instruction</td>
<td>University Coach – submit copies of all formal observations, midterm and final evaluations on Tk20</td>
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### Block Lesson Plan

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65
SPED 176: Final Practicum in Moderate/Severe Disabilities

Syllabus

Prerequisites
All required coursework for credential must be completed through Phase 2 for SPED-only or through Phase 3 for Dual candidates. Concurrent enrollment or previous completion of SPED 247, SPED 219, and SPED 233 required, or Program Coordinator permission.

Course Description
Supervised full-day, semester-long teaching experience in the mild/moderate setting. Student teacher candidates are required to demonstrate competency in planning, assessment and instructional tasks as well demonstrate use of consistent classroom management system and behavior management of individual students, while steadily increasing their classroom responsibilities. A minimum of four weeks of consecutive full-day experience that includes teaching and other related duties required. Teacher of record candidates also demonstrate use of formal and informal assessment to drive instruction and ongoing progress monitoring of goals/objectives.

Required Texts and Instructional Materials:
Special Education Student Teaching Handbook

Active Tk20 account (can be purchased at fresnostate.tk20.com)

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Program Standards

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1) (PS 9)
- Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
- Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction (TPE 2)
- Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students’ Individualized Education Programs (IEP).
• Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.

• Education Specialist candidates anticipate, checks for, and addresses common student misconceptions and misunderstandings.

Interpretation and Use of Assessments (TPE 3) (PS 5)

• Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.

• Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the general education classroom.

• Education Specialist candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards.

Making Content Accessible (TPE 4) (PS 3, 6, 8, 13)

• Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.

• Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards

• Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics

• Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including assistive technology to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities.

Student Engagement (TPE 5) (PS 7, 12)

• Education Specialist Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

• Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels.

• Education Specialists demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self-advocacy.

• Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings
**Developmentally Appropriate Teaching Practices (TPE 6) (PS 11)**

- Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
- Education Specialist candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

**Teaching English Learners (TPE 7) (PS 10, 12, 13)**

- Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.
- Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

**Learning about Students (TPE 8) (PS 12, 13)**

- Education Specialist candidates use formal and informal methods to assess student’s prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
- Education Specialist candidates learn about student’s abilities, ideas, interests and aspirations.

**Instructional Planning (TPE 9) (PS 3, 13)**

- Education Specialist candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
- Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions. Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

**Instructional Time (TPE 10)**

- Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
• Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.

• Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

**Social Environment (TPE 11) (PS 12)**

• Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

• Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.

• Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

**Professional, Legal, and Ethical Obligations (TPE 12) (PS 2)**

• Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

• Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.

**Professional Growth (TPE 13) (PS 4)**

• Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

• Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

**Primary Learning Outcomes**

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning. Teacher Candidates will complete activities, based on the TPEs and Program Standards.

In final practicum, the Education Specialist candidate will successfully complete all of the following:

1. Exhibit ethical, professional and intellectual integrity

2. Maintain student records appropriately and honor confidentially
3. Interact with students and their families in ways that demonstrate respect for the individual and models respect for culture, religion, gender, and lifestyle orientation of students and their families.

4. Accurately and critically reflect on and evaluate own teaching practice, and accept and consider constructive criticism and professional advice from others.

5. Use a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students to:
   - assess developmental, academic, behavioral, social, communication, vocational and community life skills needs of students
   - assess outcomes of instruction
   - communicate student functioning to others
   - collaboratively develop Individualized Education Program [IEP]
   - write IEPs following team meetings
   - develop instructional strategies

6. Apply program competencies in clinical practice that include students from culturally, ethnically, and linguistically diverse backgrounds.

7. Create and maintain a learning environment that is conducive to student learning and promotes positive student behavior, accommodates diverse physical, emotional, cultural and linguistic needs of students, including non-verbal students.

8. Plan, implement and manage daily classroom routines and efficacious research-based teaching to reflect maximum use of instructional time for the students and setting.

9. Engage actively in a variety of collaborative relationships, appropriate communication and problem solving with mentor teacher, other school faculty and staff, related service delivery personnel, university coach, and families. Document communications with families.

10. Guide and facilitate work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment.

11. Plan and implement series of well-sequenced lessons that utilize active participation and research-based teaching strategies to engage students in instruction that incorporates knowledge of students’ cultural, ethnic and linguistic background and abilities.

12. Utilize appropriate technology for instruction and assessment.

13. Develop and consistently implement appropriate classroom management systems and behavioral supports that are positive, proactive and respectful.

14. Use functional analysis to design and implement positive behavioral support plans.
Use information about individual student strengths and interests to select appropriate instructional goals, strategies, and techniques.

**Major Assignments**

2. Candidate will complete the **Students in Context: Class Profile** form [on OCP website] or, at the discretion of the university coach, may have a face-face discussion regarding the students’ profiles. Candidates will locate and apply information about students’ current academic status, content- and standards-related learning needs and goals, formal and informal assessment data with explanation of the scores, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

3. Candidate will develop and implement a minimum of six formal lessons with reflections as evaluated by the university coach. Lesson will be written following the format of the lesson plan template. Write your lesson plans and have them approved by your university coach and/or mentor teacher before each lesson is taught, per specific field work requirements. The six formal lessons should cover the topics below. The lessons should be planned with the mentor teacher. Lesson plans are due to the university coach and mentor teacher at least 3 days in advance, based on discussion with the university coach. Observation requirements and lesson topics are outlined below.
   a. 1 Mathematics Lesson
   b. 1 ELA Lesson
   c. 1 Co-Teaching Lesson, approved by the mentor teacher, on a content topic of choice [see description of strategies]
   d. 1 lesson that addresses study skills, vocational or pre-vocational needs
   e. 1 co-taught Lesson, approved by the mentor teacher, on a content topic of choice [see description of strategies]. This lesson may not count twice.
   f. 2 lessons from the following on two different areas
      i. social/emotional lesson
      ii. visual/ performing arts lesson
      iii. pre-vocational, vocational or study skills
      iv. self-advocacy

   *Following each lesson, the teacher candidate will write a reflection on the lesson’s strengths and challenges.*

4. Candidates assumes full responsibility for the class daily for a block of four consecutive weeks. Block lesson plans will be submitted in advance to the university coach.

5. Candidate writes one reflection weekly and posts in TK-20.
6. Candidate develops or co-develops a draft IEP for an identified student and attends the team meeting. Student teacher candidates provide evidence of attendance. All candidates will write a reflection on the experience.

7. Candidate provides evidence of a data collection process/plan that is used in their classroom at least twice monthly to document student progress in lessons.

## Assignments and Grading

<table>
<thead>
<tr>
<th>Assignments/Requirements</th>
<th>Notes/Scoring</th>
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<tbody>
<tr>
<td>6 Lesson Plans</td>
<td>Lesson Plans uploaded into Tk20 and accompany a formal observation</td>
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<tr>
<td>6 Lesson Reflections</td>
<td>Lesson and reflection uploaded into Tk20 and accompany a formal observation</td>
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<tr>
<td>6 Formal Observations</td>
<td>All formal observations by the university coach must be successfully passed</td>
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<td>*Candidate must average a score of “2, 3 or 4” on each item, with no “1”s</td>
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<tr>
<td>Weekly reflections on learning [15 minimum]</td>
<td>Complete and uploaded into Tk20</td>
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<td>Pass/Fail scoring</td>
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<tr>
<td>Block lesson plan</td>
<td>Complete and uploaded into Tk20</td>
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<tr>
<td>IEP development and meeting with reflection</td>
<td>Reflection uploaded to TK-20 [may count as a weekly reflection]. Please do not</td>
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<td>use the child’s actual name or initials in your reflection.</td>
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<td>Evidence required. Pass/Fail scoring</td>
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<tr>
<td>Evidence of data collection system reflection</td>
<td>Reflection uploaded to TK20 [may count as a weekly reflection]</td>
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Recommended Week-By-Week Course Schedule

*Consult with your Coach for scheduling observations

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Block Lesson Plan

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73
SPED 160F: Intern Fieldwork in Special Education

Syllabus

Prerequisite
Admission Teacher Internship Program in Special Education. Student must be teaching as an special education teacher of record intern in a special education position. Supervised observation and participation in internship programs for exceptional individuals; educational planning, guidance and counseling.

Course Description
Teacher of record intern candidates engage in supervised full-day, semester-long teaching experience in mild/moderate or moderate severe setting that includes teaching and other related duties. Teacher of record candidates are required to demonstrate competency in planning, assessment and instructional tasks, administration and interpretation of formal and informal assessment for instruction, ongoing progress monitoring of goals/objectives, and the use of a classroom management system and behavior management for individual students.

Required Texts and Instructional Materials:
Special Education Student Teaching Handbook

Active Tk20 account (can be purchased at fresnostate.tk20.com)

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.edu/csuf/index.html. Internet accounts are available for a modest fee at http://www.fresno.com/cvonline/cvip.html.)

Program Standards

Specific Pedagogical Skills for Subject Matter Instruction (TPE 1) (PS 9)

- Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
- Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction (TPE 2)

- Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students’ Individualized Education Programs (IEP).
• Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.

• Education Specialist candidates anticipate, checks for, and addresses common student misconceptions and misunderstandings.

**Interpretation and Use of Assessments (TPE 3) (PS 5)**

• Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.

• Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students in varied learning environments, including the general education classroom.

• Education Specialist candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards.

**Making Content Accessible (TPE 4) (PS 3, 6, 8, 13)**

• Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.

• Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards

• Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics

• Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including assistive technology to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities.

**Student Engagement (TPE 5) (PS 7, 12)**

• Education Specialist Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

• Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels.

• Education Specialists demonstrate the ability to teach and facilitate the development of communication skills, which promote choice making, independence and self-advocacy.

• Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.
Developmentally Appropriate Teaching Practices (TPE 6) (PS 11)

- Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
- Education Specialist candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

Teaching English Learners (TPE 7) (PS 10, 12, 13)

- Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.
- Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Learning about Students (TPE 8) (PS 12, 13)

- Education Specialist candidates use formal and informal methods to assess student’s prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
- Education Specialist candidates learn about student’s abilities, ideas, interests and aspirations.

Instructional Planning (TPE 9) (PS 3, 13)

- Education Specialist candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
- Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
- Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions. Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

Instructional Time (TPE 10)

- Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
• Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.

• Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

Social Environment (TPE 11) (PS 12)

• Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

• Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.

• Education Specialist candidates demonstrate abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.

Professional, Legal, and Ethical Obligations (TPE 12) (PS 2)

• Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

• Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.

Professional Growth (TPE 13) (PS 4)

• Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.

• Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Primary Learning Outcomes
The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), and the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-Long Learning. Teacher Candidates will complete activities, based on the TPEs and Program Standards.

The Education Specialist intern candidate will successfully complete all of the following:

1. Develop and implement six formal lessons, based on content standards, to address the needs of the students in your classroom.
2. Develop appropriate rules and procedures for activities in the classroom. Complete a behavioral observation, collect baseline data on a pupil in their classroom, recommend and implement appropriate instructional interventions. (Standard 15, 23, 24) (TPE 2,3,5)

3. Obtain a psychoeducational assessment of a selected pupil and specify learning objectives with appropriate instructional objectives (Standard 17,22,23) (TPE 2,4)

4. Write IEPs with instructional objectives derived from the psychoeducational assessment and present them to the appropriate professional review team. (Standard 17,22) (TPE 2)

5. Provide at least 2 lesson plans that address the goals and objectives written on a specific, student’s IEP. A detailed evaluation of the effectiveness of the lessons in required. (Standard 17,22,23) (TPE 1,2,3,4)

6. Document numerous ways that parents are involved in their classroom. Include examples of memos, letters, flyers, telephone logs, etc. (Standard 16) (TPE 6)

7. Students will participate in faculty meetings, activities and professional organizations. Include a faculty meeting agendas, in-service flyers, conference brochures, etc. Document collaboration with general education and other support providers. Include information packets, emails, letters, etc. (Standard 10, 16) (TPE 6)

8. Write a personal self-assessment of strengths and weaknesses, with recommendations for improvements and future professional development. (Standard 10, 16) (TPE 6)

9. Additional areas to be addressed, as determined by the University Coach and Mentor Teacher. These areas will be discussed and provided to the candidate in writing.

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignments/Requirements</th>
<th>Notes/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Lesson Plans</td>
<td>Lesson Plans uploaded into Tk20 and accompany a formal observation</td>
</tr>
<tr>
<td>6 Lesson Reflections</td>
<td>Lesson and reflection uploaded into Tk20 and accompany a formal observation</td>
</tr>
<tr>
<td>6 Formal Observations</td>
<td>All formal observations by the university coach must be successfully passed</td>
</tr>
<tr>
<td></td>
<td>*Candidate must average a score of “2, 3, or 4” on each item, with no “1”s.</td>
</tr>
<tr>
<td>Weekly reflections on learning</td>
<td>Complete and uploaded into Tk20</td>
</tr>
<tr>
<td>[15 minimum]</td>
<td>Pass/Fail scoring</td>
</tr>
<tr>
<td>Evidence of data collection system reflection</td>
<td>Reflection uploaded to TK12</td>
</tr>
<tr>
<td></td>
<td>Pass/Fail scoring</td>
</tr>
<tr>
<td>Midterm Evaluation</td>
<td>Complete and uploaded into TK20</td>
</tr>
</tbody>
</table>
### Assignments/Requirements

| B = 24-26 | *Candidate must average of “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance. |
| Final Evaluation | Complete and uploaded into Tk20 |
| A = 27-30 | *Candidates must average a “3” on all items with no “1s”; with a minimum score of 24. If the candidate shows insufficient progress in one or more areas, please complete a Plan of Assistance. |
| B = 24-26 | |

### Recommended Week-By-Week Course Schedule

*Consult with your Coach for scheduling observations*

| Week 1 | Triad/Meet with University Coach and Mentor Teacher |
| Week 2 | Complete Students in Context: Class Profile Forms |
| Week 3 | Informal observation (University Coach) |
| Week 4-9 | 1st and 2nd Formal Observations (University Coach) |
| Week 7 | Check progress on reflections |
| Week 8-9 | Midterm Triad Meeting (3rd observation) |
| Week 9-15 | 4th and 5th Formal Observations (University Coach) |
| Week 13 | Review progress |
| Week 14-15 | Final Evaluation Meeting (6th observation) |
| Last Day of Instruction | University Coach – submit copies of all formal observations, midterm and final evaluations on Tk20 |
Resources

Special Education Teacher Code of Ethics

Preamble – Statement of Purpose

The code of Ethics of the National Association of Special Education Teachers (NASET) established principles and guidelines to enhance practice and inspire professional excellence. Members of NASET must recognize a responsibility to students with special needs, their parents, the community, to other professionals, and to themselves.

NASET adheres to the idea that a commonly held set of principles can aid in the individual exercise of professional judgment. The Code of Ethics speaks to the core values of the profession.

The following Six Principles adopted by the National Association of Special Education Teachers are not laws, but standards of ethical behavior and conduct.

**Principle 1:** Special education teachers nurture the academic, psychological, physical, and social potential of students with special needs.

- **1-A.** Special education teachers promote growth in all students through the integration of academic, psychological, physical, and social learning.
- **1-B.** Special education teachers respect the inherent dignity and worth of the students with whom they work.
- **1-C.** Special education teachers help students with special needs to value their own identity, learn more about their disabilities, and help them reflect on their own learning and connect it to their life experience.

**Principle 2:** Special education teachers apply their professional knowledge to create a professional and supportive environment for students with special needs.

- **2-A.** Special education teachers apply their professional knowledge to promote student success.
- **2-B.** Special education teachers develop and implement programs based upon a strong understanding of human development and learning theory.
- **2-C.** Special education teachers advocate for necessary resources for students to achieve their highest level of success.
- **2-D.** Special education teachers strive to ensure access to needed information, services, and resources for students with special needs.

**Principle 3:** Special education teachers commit to their own learning in order to develop their professional development.

- **3-A.** Special education teachers recognize that professional knowledge and development are the foundations of their practice.
• 3-B. Special education teachers know their subject matter and respect the reciprocal nature of learning between themselves and the students with whom they work.

• 3-C. Special education teachers engage in a variety of individual and collaborative learning experiences essential to develop professionally, drawing on and contributing to various forms of educational research to improve their own practice.

• 3-D. Special education teachers practice within their areas of competence and develop and enhance their professional expertise.

• 3-E. Special education teachers pursue knowledge of new developments and maintain competence in their respective fields through education, training, or supervised experience.

Principle 4: Special education teachers respect, support, and collaborate with colleagues and other professionals in the interest of students with special needs with whom they work.

• 4-A. Special education teachers encourage and support their colleagues to build and maintain high standards.

• 4-B. Special education teachers respect fellow professionals and work to maintain a collegiality with the individuals in their respective professions.

• 4-C. Special education teachers shall not maliciously injure the professional reputation or practice of colleagues.

• 4-D. Special education teachers shall not make false or malicious statements regarding a colleague’s competence, performance, or professional capabilities.

Principle 5: Special education teachers collaborate with parents and guardians of students with special needs and community, building trust and respecting confidentiality.

• 5-A. Special education teachers cooperate with community agencies in using resources and building comprehensive services in support of students with special needs.

• 5-B. Special education teachers partner with parents and guardians of students with special needs and other members of the community to enhance programs for children with special needs.

• 5-C. Special education teachers understand how cultural diversity, family dynamics, gender, and community shape the lives of the individuals with whom they collaborate.

• 5-D. Special education teachers understand that relationships between and among people are an important vehicle for change.

• 5-E. Special education teachers respect the private nature of the special knowledge they have about their students and their families and use that knowledge only in the students’ best interests.

Principle 6: Special education teachers advance the intellectual and ethical foundation of the learning community.

• 6-A. Special education teachers recognize the obligations of the trust placed in them.
• **6-B.** Special education teachers are confidantes, mentors and advocates for growth and development.

• **6-C.** Special education teachers recognize that they are role models for children, youth, adults and the public.

• **6-D.** Special education teachers are continually aware of the mission, values, ethical principles, and ethical standards of the profession, and practice in a manner consistent with them.

• **6-E.** Special education teachers always seek to maintain the highest level of professionalism, integrity, and competence when working with children, youth, adults, parents and guardians, professionals and all other members of society.


**Prioritized Skills**

Fresno State has identified 14 prioritized skills in which candidates are expected to develop competency over the course of the program. These prioritized skills are in line with the California Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs) and incorporate our program frameworks of inquiry, Universal Design for Learning (UDL), culturally sustaining pedagogy (CSP), and developmentally appropriate practices (DAP). Principles of inquiry, UDL, CSP, and DAP are embedded within and across the 14 prioritized skills as well as literacies development and pedagogical content knowledge (PCK). The TPEs specifically address the application of DAP, literacies development, and pedagogical content knowledge (PCK) through integrated standards.

**Developmentally Appropriate Practices**

“Beginning teachers understand that students’ development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.”

**English Language Development**

“Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).”

**Subject-Specific Pedagogical Skills**
“Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.”


**Fresno State’s 14 Prioritized Skills:**

Candidates will be able to:

1. Foster a caring community within the classroom where all students are respected.
2. Develop inclusive learning environments that are culturally, physically, mentally, intellectually, and emotionally healthy for all students.
3. Maintain high expectations with appropriate support for all learners.
4. Establish and maintain positive behavior expectations and non-punitive supports.
6. Leverage students’ funds of knowledge to support learning.
7. Connect subject matter to real-life contexts and provide active learning experiences.
8. Use a variety of developmentally and ability appropriate strategies including MTSS and UDL.
9. Employ research-based instruction that provides a supportive learning environment for all students.
10. Promote critical and creative thinking through inquiry.
11. Demonstrate a knowledge of subject matter, including relevant standards and frameworks.
12. Adapt subject matter curriculum to ensure content accessibility for all students.
13. Design and implement integrated interdisciplinary learning opportunities for all students.

**The Special Edge newsletter**

The Special EDge is a free publication of the California Department of Education’s Special Education Division. It is designed to inform and support parents, educators, and other service providers on special education topics, focusing on research-based practices, legislation, technical support, and current resources in California.

To subscribe to The Special EDge newsletter, copy and paste the URL in your browser join-edge-newsletter@mlist.cde.ca.gov, then send a blank email to that address, and you will be notified when a new issue has been published.
Conflict Resolution Guide

Conflict is a natural part of life...in the workplace, too! Take ownership for the interpersonal challenges you encounter by taking responsibility for doing something about it, if you feel it’s advisable. Develop the personal confidence (through practice) to ask the individual to address the issue WITH you. Try this recommended procedure when issues arise with colleagues, faculty, students, parents, and mentor teachers (allowing for developmental and cultural differences, of course).

On Your Own:

A. Identify the specific issue(s) troubling you.
B. Specifically identify your associated feelings (formulate “I” statements in your mind).
C. Decide if this is an issue worth addressing (pick your battles). Think about the relationship. If it is to continue, your sensitive handling of the puzzle-solving process can have the effect of making the relationship work more easily in the future.
D. Think about appropriate time and place for discussion.
E. Take a minute to relax. Envision yourself communicating effectively and listening well. Envision the issue being successfully resolved.

Taking Action:

1. Contact the individual you wish to speak to. “Are you in the middle of something? I’d like to arrange a time to visit with you about a concern I have. When would be the best time for you?”
2. Once the appointment is made, distract yourself with other things.
3. As the day approaches, go back to A, B, C, and E.
4. Come to the appointment on time, appropriately dressed. Wait to begin your issue-related conversation until sitting with the individual in a private place. If the individual is not sensitive to your need for privacy, ask for what you need. “Is there somewhere we can find to talk privately?”
5. Present your perspective with an “I” statement. ATTACK THE PROBLEM, NOT THE PERSON. "I felt __________ when __________. I’d like to __________. I’m willing to __________."
6. Ask for his/her perspective. “How do you feel?” or “What do you think?”
7. As he/she presents his/her point of view, breathe, listen actively, then paraphrase. “So it sounds like you feel __________ about __________ and you’d prefer __________ and you’d like me to __________. Is that right?”
8. Be aware of your emotions as well as the other person’s.

After the Interaction:

9. On a later occasion, thank the individual for his/her time and willingness and let him/her know about the positive shift in your feelings resulting from the communication. “I just wanted to say thanks for our conversation the other day. I’m feeling so much better about __________.”
10. In a productive puzzle-solving process, "homework" often emerges ...especially if each person is willing to do something. Do your homework and show the individual that you have done so.

11. For difficult situations (you've tried with the individual at least 3X with unsatisfactory results), consider a neutral third party, skilled in facilitation. NEVER seek a third party as a first step.

Guide to Observing Your Mentor Teacher

During the first part of your clinical practice or practicum placement, while you are getting to know both your mentor and your students, you will be primarily an observer. This should be an active learning experience for you. During your observations, make notes for yourself about things you found particularly interesting or effective, or see if you can recognize certain teaching strategies and methodologies you are learning about in your coursework in practice. Be sure to ask your mentor and your coach any questions you might have. You will be able to discuss these observations with your university coach and in your seminar courses.

As you are observing your mentor, ask yourself some of the following questions:

- How does the teacher gain the students’ attention at the beginning of class?
- How does the teacher capture the interest of the students?
- How does the teacher convey the objective of the lesson?
- How is the lesson organized?
- What types of questions does the teacher ask—and how does the teacher elicit student responses?
- How does the teacher get students actively involved in the lesson?
- What materials are used?
- How are students grouped?
- What classroom management strategies does the teacher use?
- How does the teacher individualize instruction for students with special needs? (Gen Ed setting)
- How does the teacher meet the special needs of English learners?
- What does the teacher do to recognize and affirm cultural diversity?
- What does the teacher do to avoid discipline problems?
- How does the teacher handle discipline problems when they occur?
- How does the teacher assess whether the lesson objective has been achieved?
- How does the teacher bring closure to the lesson?
## Co-Teaching Strategies & Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
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</thead>
</table>
| One Teach, One Observe | One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.  
**Example:** One teacher can observe students for their understanding of directions while the other leads.  

| One Teach, One Assist  | An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.  
**Example:** While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.  

| Station Teaching       | The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.  
**Example:** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.  

| Parallel Teaching      | Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.  
**Example:** Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.  

| Supplemental Teaching  | This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.  
**Example:** One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.  

| Alternative (Differentiated) | Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.  
**Example:** One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story. |
| Team Teaching | Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.  

**Example:** Both instructors can share the reading of a story or text so that the students are hearing two voices. |

*The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.*
Students in Context: Class Profile  
[Fillable form posted on OCP website]

<table>
<thead>
<tr>
<th>Grade Level: _____</th>
<th>Age Range: _____</th>
<th>Males: _____</th>
<th>Females: _____</th>
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</table>

<table>
<thead>
<tr>
<th>Student’s Initials</th>
<th>English Learner:</th>
<th>Special Needs</th>
<th>Additional Individual Descriptors for Instructional Planning:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Level, Primary</td>
<td>IEP, 504,</td>
<td>Anecdotal records/notes about academic progress,</td>
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<tr>
<td></td>
<td>Language other</td>
<td>Medical, GATE</td>
<td>reading level, strengths, interests, motivational</td>
</tr>
<tr>
<td></td>
<td>than English</td>
<td></td>
<td>strategies, learning preferences, etc.</td>
</tr>
</tbody>
</table>

Reflection: How does the information about individual students provided in the class profile aid in designing and delivering instruction?
<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Arrangement of the Classroom</td>
</tr>
<tr>
<td>Classroom Rules/Management</td>
</tr>
<tr>
<td>Attendance Procedures</td>
</tr>
<tr>
<td>Dress Code</td>
</tr>
<tr>
<td>School Bell Schedule</td>
</tr>
</tbody>
</table>

Daily procedures including but not limited to: restroom policy, lining up, pencil sharpening, distributing supplies, asking and answering questions.